# SCHOOL MANAGEMENT COMMITTEE PRACTICES AND TEACHER PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION IN UGANDA. A CASE OF SELECTED SCHOOLS IN WAKISO DISTRICT

**BY**

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## DECLARATION

I, NANKANJA THERESA, solemnly declare that, to the best of my knowledge, this disser
is my original work and has not been published or presented to any other university or h
institution of learning for academic purposes.

Signature: .....

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## APPROVAL

This is to certify that this dissertation entitled 'SCHOOL MANAGEMENT COMMITTEE PRACTICES AND TEACHER PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION IN UGANDA. A CASE OF SELECTED SCHOOLS IN WAKISO DISTRICT has been developed under my supervision, and a submission has been made with my approval.

Signed: ..... Date: 13/10/25

**DR. FRANK PIO KIYINGI**

SUPERVISOR

## DEDICATION

I dedicate this dissertation with joy and love to my children Namulindwa Angella, Muwonge Adrian, Nakacwa Ariella, Matovu Ian Amos and Kayoga Addison. You have been a great inspiration for me to keep moving. Thank you for lending me part of the time I had to be with you so that I could study.

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| **BRMS -** | Basic Requirements and Minimum Standards |
| **DES -** | Department of Education and Science / Directorate of Education Standards |
| **DEO -** | District Education Officer |
| **EPRC -** | Education Policy Review Commission |
| **ESSP -** | Education Sector Strategic Plan |
| **GoU -** | Government of Uganda |
| **HRM -** | Human Resource Management |
| **ISER -** | Institute of Social and Economic Research |
| **LEA -** | Local Education Authority |
| **LGs -** | Local Governments |
| **MoES -** | Ministry of Education and Sports |
| **NAPE -** | National Assessment of Progress in Education |
| **SDP -** | School Development Plan |
| **SMC-** | School Management Committee |

| | |
|---|---|
| **TISSA-** | Teacher Initiative for Sub-Saharan Africa |
| **UBOS-** | Uganda Bureau of Statistics |
| **UNESCO-** | United Nations Educational, Scientific and Cultural Organization |
| **UPE** | Universal Primary Education |
| **UTSEP** | Uganda Teacher and School Effectiveness Project |

## ABSTRACT

This study investigated the impact of School Management Committee (SMC) practices on teacher performance in Universal Primary Education (UPE) schools in Wakiso District, Uganda, by examining three core objectives: (1) the influence of supervision on teacher performance, (2) the relationship between school monitoring and teacher performance, and (3) the role of planning in improving teacher performance. Guided by Henri Fayol's Administrative Management Theory, the research assessed how these decentralized management functions (supervision, monitoring, and planning) collectively influenced instructional quality. An explanatory sequential mixed-methods design was employed, involving 116 respondents comprising head teachers, teachers, SMC members, and district education officials. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data from interviews and observations were thematically analyzed. Key findings for objective one were that supervision had a positive but relatively smaller effect on teacher performance ($\beta = 0.28$, $\Delta R^2 = 0.19$). Supportive supervision, characterized by timely feedback and participatory evaluation, improved teacher performance, while irregular or punitive supervision limited teacher performance. For objective two, monitoring practices had a moderate positive impact on teacher performance ($\beta = 0.32$, $\Delta R^2 = 0.31$, $r = 0.71$). Regular scheme verification and attendance checks had significant positive influence on teacher performance, whereas limited feedback and inadequate technical capacity reduced the effectiveness of monitoring. Lastly, objective 3, Planning, emerged as the strongest predictor of teacher performance ($\beta = 0.39$, $\Delta R^2 = 0.41$) with adherence to schemes of work, active meeting participation, and goal alignment, reporting higher levels of instructional quality and teacher commitment. The three management practices: supervision, monitoring, and planning jointly explained 59% of the variation in teacher performance ($R^2 = 0.59$), emphasizing the value of coordinated management practices. The study concluded that SMC practices were effective in improving teacher performance. The study recommended that the Ministry of Education and Sports and District Education Officers should promote supportive, formative supervision rather than fault-finding. SMCs should strengthen feedback loops following

monitoring visits, receive targeted training, and institutionalize participatory planning through quarterly co-creation meetings to ensure shared goals and ownership to enhance teacher professionalism and improve learning outcomes across Uganda's UPE schools.

# CHAPTER ONE

# INTRODUCTION

## 1.0 Introduction

This chapter highlights the study's background, problem statement, general objective, specific objectives, research questions, scope, significance, and justification. The study examined how School Management Committee practices influence teacher performance in Universal Primary Education schools in Wakiso district. The research study was centered around three selected schools.

## 1.1 Background of the Study

This study examined the current situation from four consistent perspectives in this section: the historical perspective, which reviewed past studies conducted at specific levels; the theoretical perspective, which outlined the theories supporting the study; the conceptual perspective, which defined key concepts; and the contextual perspective, which describes the problem that led to the study.

### 1.1.1 Historical Perspective

Transformations in educational governance trace back to the early 1980s. In the United Kingdom, notable shifts saw responsibilities move from Local Education Authorities (LEAs) to individual school governing bodies, aiming to improve accountability and grant greater autonomy to schools and head teachers (Department for Education and Science [DES], 1992). This move encouraged governance driven by experienced, unpaid individuals working alongside professionals, based on the premise that such bodies could manage schools more effectively than centralized agencies.

Historically, the management of schools in England and Wales stems from practices dating several centuries ago, particularly within the context of grammar schools founded by religious or charitable organizations before state intervention. These schools were overseen by locally appointed trustees responsible for stewardship of funds and ensuring prudent use of public

monies (Mahoney, 1998). Similar community-managed structures have been adopted in many developing nations over the past two decades, particularly through the introduction of School Management Committees (SMCs), which serve as key governance entities (World Bank, 2005).

In Uganda, the management of schools has evolved through several legislative and policy reforms. The 1969 Education Act centralized authority for educational planning, management, and school fee collection under the Ministry of Education. The 1944 Education Act had earlier emphasized the creation of constitutions for managing schools and mandated the formation of oversight bodies. Following the political decentralization policies introduced in 1992, Uganda delegated significant responsibilities and resources to district-based local governments, which became responsible for education planning, school supervision, and resource allocation (Ministry of Education and Sports [MoES], 2022). The introduction of the Universal Primary Education (UPE) program in 1997 marked a turning point in educational governance, ensuring free and compulsory primary education for all children. The Education Act of 2008 subsequently formalized the establishment of SMCs, mandating them to oversee school management, supervise teachers, manage finances, and strengthen community participation (UNESCO, 2019).

Over the years, SMCs have become a cornerstone of Uganda's decentralized education system, tasked with bridging the gap between the community and the school. Numerous studies highlight that SMCs are instrumental in ensuring resource accountability, supervising teachers, and fostering community engagement. However, their effectiveness is often constrained by limited capacity, inadequate funding, and weak stakeholder involvement (Oloka, 2017; Mugisha, 2021). Research indicates that well-functioning SMCs contribute positively to school performance indicators such as teacher attendance, learner outcomes, and student retention (Mukasa, 2022).

Historically, teacher performance in Uganda and other developing countries has been influenced by broader shifts in education management and policy. Before decentralization, teacher performance was primarily regulated through centralized inspection systems that emphasized compliance, punctuality, and classroom attendance over pedagogical innovation or learner outcomes (Ssekamwa & Lugumba, 2001). Teachers were evaluated by inspectors from the Ministry of Education, with little involvement from local stakeholders. This approach promoted

administrative discipline but often neglected professional growth and motivation (Kagoda & Sentongo, 2015).

With the introduction of decentralization and the formation of SMCs, teacher performance management began to integrate community participation as a mechanism for accountability. SMCs were expected to enhance teacher performance by monitoring classroom practices, ensuring adherence to teaching schedules, and facilitating supportive supervision (Nakabugo et al., 2008). However, in many cases, supervision has remained administrative rather than developmental, focusing more on attendance than on instructional improvement (Namyalo, 2018). Studies such as Mwesigwa (2020) and Nsubuga (2019) reveal that when SMCs are trained and actively engaged, they can foster teacher motivation and improve classroom effectiveness; conversely, where SMCs act primarily as enforcers of compliance, teachers often perceive supervision as punitive, leading to diminished morale.

Teachers, as critical agents within the educational system, have their performance influenced by factors such as leadership, motivation, and resource support (Njoku, 2011; Kanya et al., 2021). Effective teachers are often characterized by pedagogical competence, classroom management skills, and active supervision (Davidson, 2015). Conversely, deficiencies in governance can result in decreased motivation and increased absenteeism, undermining educational quality (Mukasa, 2022; Nampiima, 2023). These factors underscore the importance of effective school governance structures, particularly SMCs, in shaping teacher attitudes, instructional behavior, and overall school performance.

Therefore, the history of teacher performance is closely intertwined with the evolution of SMC practices. The shift from centralized inspection to community-based management reflects an ongoing effort to balance administrative oversight with professional support. Effective SMC engagement, through constructive supervision, participatory planning, and consistent monitoring, has promoted teacher accountability, motivation, and instructional quality (Tusiime & Nakabugo, 2020). Yet, where SMCs lack the training or resources to perform these functions effectively, the potential gains in teacher performance remain unrealized.

The historical trajectory of educational governance in Uganda illustrates a transition from centralized control to decentralized participation. SMCs emerged as a local mechanism to enhance both accountability and teacher performance. However, the degree to which these committees contribute to improved teaching outcomes depends on their capacity, orientation, and collaboration with professional educators. Strengthening SMC functionality is therefore central to improving teacher performance and sustaining educational quality under Uganda's UPE framework.

### 1.1.2 Theoretical Background

This research was grounded in Henri Fayol's Administrative Management Theory, which explains how managers oversee organizational functions (Davidson & Griffin, 2000). Fayol argued that managers are responsible for directing and coordinating the overall operations of an organization, regardless of its size or the market environment. He identified five key functions that managers must perform to effectively plan and manage resources: Planning, Organizing, Commanding, Coordinating, and Controlling.

These functions remain relevant today and provide a useful framework for understanding management practices in schools, especially within School Management Committees (SMCs). The functions are outlined below, with relevance to modern school management:

Forecasting and Planning: Fayol referred to this as 'prévoyance,' involving analyzing future conditions to develop actionable plans (Pugh & Hickson, 2007). In today's context, school managers engage in strategic planning, which includes assessing the school environment and preparing budgets for upcoming activities (Hall & McShane, 2008). School committees, for example, should plan and allocate resources effectively.

Organizing: Fayol emphasized that an organization's structure facilitates effective operations (Pugh & Hickson, 2007). Modern management involves establishing systems and processes that ensure resources, human, financial, and material, are effectively utilized and that staff members are well-informed and coordinated (Stonehouse & Pemberton, 1999).

Commanding: Originally referring to leadership, this function involves guiding and motivating staff towards shared goals (Pugh & Hickson, 2007). Contemporary management describes this as leadership, where influence and motivation are key to achieving organizational objectives (Yukl & Lespringer, 2005).

Coordinating: Fayol believed managers should unify all activities within the organization. Today, this means ensuring that different functions work harmoniously, aligning efforts across departments and external factors to maintain consistency (Hall & McShane, 2008).

Controlling: Fayol noted that control ensures compliance with rules and plans (Pugh & Hickson, 2007). In current practice, control involves supervising activities to ensure they meet organizational standards, budgets, and timelines (Hill & McShane, 2008). It helps align individual performance with broader organizational goals. Fayol summarized these as essential managerial activities: "To manage is to forecast and plan, to organize, to command, to coordinate, and to control" (Pugh & Hickson, 2007, p. 96). He also observed that as managers move higher in the hierarchy, their managerial skills become more critical than technical skills (Parker & Ritson, 2005). This underscores the importance of possessing the right competencies for effective management.

Applying Fayol's principles to school settings, particularly to SMCs, suggests that functions like delegation, clear authority lines, and teamwork can enhance teacher performance. When school leaders demonstrate creativity, strategic planning, and open communication, they can positively influence teachers and staff, ultimately improving educational outcomes.

### 1.1.3 Conceptual Background

School Management Committee (SMC) practices are activities to strengthen school governance. These include administrative, supervisory, monitoring, and consultative roles focused on resource management, policy implementation, and community involvement (World Bank, 2018). Community participation is a core element of Uganda's decentralization policy under the Universal Primary Education (UPE) programme, which seeks to improve school accountability and responsiveness by empowering local stakeholders (MoES, 2019).

SMCs are intended to represent community interests, promote transparency, and enhance accountability in school management. Theoretically, their influence can significantly impact daily school operations. However, empirical evidence shows that their effectiveness varies widely due to systemic challenges such as limited training, low awareness of roles, insufficient resources, and weak stakeholder engagement (Abdullah et al., 2021). While policies outline the responsibilities of SMCs, actual performance often falls short because of operational constraints.

Research by Ngware et al. (2017) suggests that effective SMCs are characterized by regular meetings, active stakeholder participation, and clear decision-making procedures. Yet, in many Ugandan rural schools, especially in districts like Wakiso, these indicators are inconsistently met. This raises questions about whether SMCs can truly fulfill their role as local agents of educational change, particularly when structural support is lacking.

Teacher performance, a key factor in student achievement, involves instructional duties and broader professional responsibilities such as lesson planning, classroom management, and student assessment (Supardi, 2014; Ishak & Suyatno, 2020). It is influenced not only by individual capabilities, but also by the work environment and governance structures (Kanya et al., 2021; Armstrong, 2003). In Wakiso's UPE schools, teacher performance is often evaluated based on instructional quality, punctuality, teamwork, and classroom discipline.

However, poor performance can result from weak supervision and governance. Yariv (2011) emphasizes that a lack of management support and oversight contributes to underperformance. When SMCs do not actively monitor or support teachers, even competent educators may struggle to meet expectations, leading to low motivation and accountability issues.

In Wakiso District, despite policies promoting community involvement, SMCs face operational challenges such as limited training and unclear roles, which hamper their effectiveness (ISER, 2024). Many SMC members lack the literacy or skills to interpret educational documents or oversee teacher activities, weakening their capacity to support teacher performance (Nambassa, 2003). Coupled with rapid urban growth and resource constraints, these issues highlight the need to assess how SMC practices influence teacher effectiveness.

This study adopted the conceptual understanding that teacher performance is shaped not only by individual efforts but also by the effectiveness of local governance, especially through SMC practices like supervision and planning. By utilizing Fayol's management principles, the research explored how structured and systematic governance at the school level can foster teacher professionalism, accountability, and improved performance. The findings aim to inform policies that strengthen SMC capacity to enhance educational quality in Wakiso's primary schools.

### 1.3.4 Contextual Background

Wakiso District, situated in Central Uganda, is among the country's most popular and rapidly urbanizing regions. Over the past two decades, the district has experienced significant educational growth, driven largely by the government's Universal Primary Education (UPE) policy launched in 1997, which aimed to provide free primary education for all children (UBOS, 2021). This expansion has increased access to schooling but also introduced new challenges in managing the quality and delivery of education.

To oversee school operations at the local level, the government established School Management Committees (SMCs). These committees are responsible for managing finances, supervising teaching and learning, monitoring attendance, and ensuring compliance with national policies (MoES, 2020). Theoretically, SMCs promote transparency, community participation, and accountability, which are essential for improving educational quality.

However, in Wakiso, the effectiveness of SMCs varies considerably. Studies by Mugisha (2021) indicate that differences in leadership skills, resource availability, and community involvement influence how well SMCs perform their roles. In fast-growing districts like Wakiso, these disparities are more pronounced, often limiting the committees' capacity to impact school outcomes positively.

The district faces ongoing challenges related to overcrowded classrooms, high teacher–pupil ratios, and teacher absenteeism, all factors that undermine learning quality (The New Vision, 2002). For instance, reports indicate that some rural schools operate with as few as two or three teachers for over 200 pupils, leading to poor instructional delivery and low student achievement

(Nabukenya & Ssenkabirwa, 2025). Teacher absenteeism, driven by poor working conditions and lack of supervision, remains a persistent issue.

Despite policies assigning oversight roles to SMCs, many members lack the training to effectively monitor and support teachers (ISER, 2024). This has resulted in weak supervision, limited accountability, and inadequate planning, resulting in poor teaching performance.

Socioeconomic factors, such as rapid urbanization, infrastructure strain, and diverse learner needs, further complicate school management (UBOS, 2021). These dynamics underscore the importance of effective governance mechanisms at the school level. This study aims to assess how SMC practices, particularly in monitoring, supervision, and planning, affect teacher performance, to inform strategies to strengthen school management and improve educational outcomes in Wakiso.

### 1.4 Statement of the Problem

The Education Act (2008) mandates School Management Committees (SMCs) to play a central role in the governance and management of Universal Primary Education (UPE) schools in Uganda. Ideally, well-functioning SMCs should foster a supportive school environment that promotes teacher motivation, performance, and retention. Through effective planning, supervision, and monitoring, SMCs ensure proper resource allocation, establish clear performance expectations, and provide regular professional support. Such practices help teachers feel valued, guided, and accountable, enhancing their commitment, reducing absenteeism, and improving instructional quality (MoES, 2018). In this ideal situation, SMCs act as agents of collaboration, transparency, and professional growth, leading to better teacher retention and improved learner outcomes**.**

However, the reality in many UPE schools diverges from this ideal. Teacher performance remains low, characterized by poor motivation, weak lesson preparation, frequent absenteeism, and ineffective classroom delivery. Najjiku (2020) notes that some SMCs have neglected their statutory duties, often serving personal or sectional interests of school heads. Similarly, Kayizzi (2018) and Lusambu (2020) report that many committees lack the capacity, independence, and training required, to develop meaningful school improvement plans or provide effective

supervision. As a result, teacher management is weak, monitoring is irregular, and feedback systems are ineffective, conditions that demotivate teachers and discourage long-term commitment to the profession.

In Wakiso District, particularly in Busiro Sub-County, these challenges are evident. Many SMCs lack updated School Development Plans and fail to engage teachers in planning and budgeting processes (Muhwezi & Muwanga, 2023). According to Kibuuka (2024), consistent administrative monitoring significantly reduces teacher absenteeism (Odds Ratio = 1.45, $p < .05$), yet such practices are inconsistently applied due to limited skills among SMC members. Consequently, teacher absenteeism in Wakiso exceeds the national average of 21% (Bukenya & Nsubuga, 2024), contributing to low morale, declining academic performance, and high teacher turnover.

If these weaknesses persist, the objectives of the UPE programme: universal access, quality learning, and equitable outcomes, may remain unrealized. The World Bank (2018) associates poor teacher performance with increased student dropout and declining educational quality. Similarly, Banfield, Richmond, and McCroskey (2006) argue that underperforming teachers fail to meet academic standards and create negative learning environments, discouraging students and staff. It is threfore important to examine how SMC practices in planning, supervision, and monitoring influence teacher performance and retention in Wakiso District. Understanding these relationships will provide insights for strengthening SMC capacity and creating the ideal school environment that promotes sustainable teacher effectiveness and retention.

### 1.5 Purpose of the Study

The primary purpose of this study is to examine how effectively School Management Committees (SMCs) utilize their delegated responsibilities in supporting teacher performance. Specifically, the study aims to identify ways in which SMCs can improve their roles in planning, supervision, and monitoring to enhance teaching quality in UPE schools. By assessing the effectiveness and efficiency of these practices, the study seeks to reveal the level of commitment and capacity of SMCs in managing school affairs on behalf of the government.

## 1.6 Objectives of the Study

The study was guided by the following specific objectives:

1. To analyze the influence of supervision on teacher performance in UPE schools in Wakiso District.
2. To assess the relationship between school monitoring and teacher performance in UPE schools in Wakiso District.
3. To evaluate the role of planning in improving teacher performance within UPE schools in Wakiso District.

## 1.7 Research Questions

In line with the objectives, the study sought to answer the following questions:

1. How does supervision affect teacher performance in UPE schools in Wakiso District?
2. What is the relationship between school monitoring and teacher performance in UPE schools in Wakiso District?
3. What role does planning play in enhancing teacher performance in UPE schools in Wakiso District?

## 1.8 Research Hypotheses

The study was guided by the following null and alternative hypotheses:

**1.$H_0$:** No statistically significant association exists between supervisory practices and teacher performance in Universal Primary Education (UPE) schools within Wakiso District.

**$H_1$:** A statistically significant association exists between supervisory practices and teacher performance in UPE schools within Wakiso District.

**2. $H_0$:** School monitoring practices do not exhibit a statistically significant effect on teacher performance in UPE schools across Wakiso District.

**$H_1$:** School monitoring practices exhibit a statistically significant effect on teacher performance in UPE schools across Wakiso District.

**3. $H_0$:** There is no statistically significant relationship between School Management Committee (SMC) planning processes and teacher performance in UPE schools in Wakiso District.

**$H_1$:** A statistically significant relationship exists between School Management Committee (SMC) planning processes and teacher performance in UPE schools in Wakiso District.

## 1.9 Scope of the Study

The scope of this study delineates the boundaries within which the research was conducted, focusing on specific aspects of school management and teacher performance in Wakiso District in terms of content, time, and location.

### 1.9.1 Content Scope

This study focused on the role of School Management Committee practices, specifically planning, supervision, and monitoring and their impact on teacher performance in UPE schools within Wakiso District. The analysis was guided by the objectives of assessing how these practices influence teacher effectiveness and overall school performance.

### 1.9.2 Time Scope

The study considered data and developments from 2020 to 2024. This period was selected because it reflected recent trends and challenges in school management, including reports of poor student outcomes highlighted by the Uwezo assessments and other evaluations. It also covered the time during which SMCs had been increasingly scrutinized for their roles in managing UPE schools. The research study was carried out in the selected schools for six months.

### 1.9.3 Geographical Scope

Wakiso District, located in Central Uganda, was the focus of this study. It borders several districts, including Nakaseke, Luweero, Mukono, and Mityana, and is situated approximately 20 km northwest of Kampala. The district comprises two counties Kyaddondo and Busiro and four municipalities: Entebbe, Makindye-Ssabagabo, Kira, and Nansana. Covering an area of approximately 2,704 square kilometers, Wakiso is characterized by varied terrain and a rapidly growing population, with over 1,200 primary schools and numerous teachers involved in the UPE program. Selected schools for the study included:

School A (Entebbe Municipality)

School B (Kajjansi Town Council)

School C (Nansana Municipality)

These schools have functional SMCs, and the study explored whether these committees were effectively fulfilling their roles in improving teacher performance.

**1.10 Significance of the Study**

This study offers valuable insights into school management within Universal Primary Education schools in Uganda, particularly within Wakiso District. By exploring how School Management Committee practices, particularly supervision, monitoring, and planning, affect teacher performance, the study fills important gaps in existing knowledge that overlooks the combined influence of these management practices within the primary school sector.

The use of a mixed methods approach, having both qualitative and quantitative insights, provides a comprehensive understanding of the challenges and opportunities within the current governance systems in schools.

These findings are relevant to policymakers and school leaders seeking practical ways to strengthen school management, teacher performance, and educational outcomes in many ways such as;

In designing strategies to enhance SMC capacity and accountability.

Development of targeted interventions to improve supervision, resource planning, and allocation.

To researchers, the study provides valuable data and reference points for further studies on school governance and teacher performance.

### 1.11 Justification of the Study

School Management Committees were delegated the responsibility of overseeing school operations on behalf of the government. Recognizing the importance of quality education, Uganda's Education Policy Review Commission (EPRC, 1989) emphasized that universal primary education (UPE) is essential for societal development. The commission argued that ensuring all children complete primary education would foster social unity, moral standards, and economic growth (Uganda Ministry of Education and Sports, 1999).

In this context, the effectiveness of SMCs in fulfilling their roles, particularly in planning, supervision, and monitoring, is vital for achieving national education goals. Despite their mandated responsibilities, many SMCs face operational challenges, including limited capacity, lack of training, and inadequate resources (MoES, 2018), hindering their ability to oversee teacher performance and improve educational quality.

Investigating the relationship between SMC practices and teacher performance is important because it reveals gaps and opportunities for strengthening school governance, ultimately contributing to the quality of education in Uganda. Such insights provide evidence-based recommendations to policymakers, educational managers, and stakeholders committed to enhancing the effectiveness of SMCs and, by extension, the overall education system.

# CHAPTER TWO: LITERATURE REVIEW

## 2.0 Introduction

This chapter presents a critical review of existing literature relevant to the relationship between School Management Committee (SMC) practices and teacher performance within Ugandan Universal Primary Education (UPE) schools. It begins with a survey of relevant studies, highlighting key themes such as supervision, monitoring, and planning, and identifying gaps that justified the current research. The chapter further explores theoretical perspectives underpinning these practices and concludes with a conceptual framework that guides the study.

## 2.1 Theoretical Review

The relationship between school management practices, specifically supervision, monitoring, and planning, and teacher performance is underpinned by several management theories. This review discusses two prominent theories relevant to the study: Fayol's Administrative Management Theory and Locke and Latham's Goal-Setting Theory. It also discusses their relevance to school governance, supervision, and teacher motivation, and demonstrates how their integration provides a holistic framework for understanding how SMC practices influence teacher performance.

### 2.1.1 Henri Fayol's Administrative Management Theory

Fayol (1916) identified five core functions of management: planning, organizing, commanding, coordinating, and controlling. These functions are directly applicable to SMC roles in school governance. For example, planning involves setting instructional goals and mobilizing resources; commanding and coordinating relate to supervising teachers and ensuring curriculum adherence; controlling pertains to monitoring performance and providing feedback. When SMCs effectively implement these functions, they foster accountability and professional growth among teachers, aligning with Fayol's emphasis on structured management for organizational effectiveness. In

this study, Fayol's framework provides the foundation for analyzing how SMCs' planning, supervision, and monitoring practices affect teacher performance. However, Fayol's framework assumes that adherence to managerial functions alone ensures organizational effectiveness. It pays limited attention to individual motivation**,** psychological needs**,** and goal commitment factors that strongly influence teacher performance. These gaps justify the inclusion of theories such as Locke and Latham's Goal-Setting Theory**,** which explains how specific, challenging goals**,** coupled with feedback and intrinsic motivation**,** enhance individual and organizational performance.

### 2.1.2 Locke and Latham's Goal-Setting Theory

This theory advocates that specific, challenging goals, coupled with feedback, enhance performance. Its principles of clarity, challenge, commitment, feedback, and task complexity are pertinent to SMC practices like setting instructional targets, providing feedback, and supporting teachers. Within schools, SMCs can operationalize this theory by setting clear and measurable performance targets, such as reducing teacher absenteeism, improving lesson delivery, and enhancing student achievement. Providing regular and constructive feedback during supervision further motivates teachers to improve performance (Locke & Latham, 2019). By involving teachers in setting goals and reviewing progress, SMCs foster a sense of ownership and intrinsic motivation. Thus, goal-setting theory complements Fayol's and Weber's frameworks by offering a motivational pathway linking structured management practices to improved teacher outcomes.

### 2.1.5 Integrating Theories into a Holistic Framework

Among these theories, Fayol's functions serve as the primary lens for this study, providing a practical framework for understanding SMC practices. Complementary insights from Locke and Latham's motivation theory inform a comprehensive understanding of how school management practices influence teacher performance.

Integrating the perspectives of Fayol, and Locke and Latham provides a multidimensional framework for analyzing SMC practices. Fayol's Administrative Management Theory outlines what SMCs do as their core managerial functions while Locke and Latham's Goal-Setting Theory adds the motivational mechanism explaining how goal clarity and feedback enhance

performance. Together, these theories explain how effective SMC planning, supervision, and monitoring, supported by motivational strategies, can improve teacher performance in primary schools. The integrated framework, therefore, guides the conceptual model (Figure 1) depicting the interrelationship between SMC practices, teacher motivation, and teacher performance in Wakiso District.

## 2.2 Literature Review

### 2.2.1 Supervision Practices and Teacher Performance in UPE schools in Wakiso District.

The performance of employees has been a central concern in organizational management for decades. Kasmir (2015) defines performance as the output resulting from an individual's work behavior in fulfilling assigned responsibilities within a specified timeframe. He emphasizes that human resources are more important than physical capital or technological assets because people are the primary agents who utilize and control these other resources. This clearly brings out the importance of effective supervision as a critical determinant of performance outcomes.

Extensive research across various sectors demonstrates a positive association between supervision and employee performance. For instance, Arman (2019) examined how supervision and work environment factors influence performance at the North Medan Tax Management Agency. The findings indicated that supportive supervision and access to adequate work tools significantly contributed to enhanced employee performance. Similarly, Ernawati (2018), through regression analysis at the Baraka Sub-County Office in Enrekang Regency, established that structured and supportive supervisory practices led to notable improvements in staff performance.

Despite these insights, existing studies predominantly focus on non-educational settings, such as administrative or public service environments, leaving a significant gap regarding their applicability in educational contexts. Specifically, these studies rarely explore how supervision impacts pedagogical outcomes, such as instructional quality, classroom management, or teacher development. Moreover, they overlook the specific role of School Management Committees (SMCs) in primary education, particularly within the Ugandan context, where community-based

governance structures are prominent. This gap forms the basis for the current study's focus on understanding how supervision within SMC frameworks influences teacher performance in primary schools.

In the Ugandan context, Naula (2011) investigated the correlation between instructional supervision and teacher performance in Mbale District. The study revealed a strong positive relationship ($r = 0.977$), particularly in areas like lesson monitoring, school planning, and staff oversight. However, the supervision examined was predominantly administrative, such as register checks, rather than focusing on instructional quality or pedagogical support. The study also limited its scope to head teachers' roles, excluding the contribution of SMCs and other school stakeholders. Furthermore, it analyzed supervision in isolation, neglecting the interaction with other management functions such as monitoring and planning, which may collectively influence teacher outcomes.

More recent research by Abuko and Andala (2023) in Wakiso District confirmed a significant positive correlation ($R = 0.8421$) between instructional supervision and teacher performance; however, their study was confined to secondary education institutions. Consequently, their findings do not necessarily extend to primary schools within UPE settings, where supervision might operate differently. Additionally, the study did not address the influence of school-based planning or monitoring activities, leaving a methodological and contextual gap.

Kamugo (2024) conducted a study in Kaliro District, revealing a weak positive correlation ($r = 0.330$) between lesson observations and teacher performance, alongside weak negative correlations concerning lesson plan approvals and appraisals. He emphasized that supervision should transcend evaluative functions and adopt a supportive approach, emphasizing feedback and teacher engagement. Nonetheless, this study did not explore how supervision interacts with monitoring and planning, which are integral to school governance, thereby highlighting a gap in understanding how these practices work together to influence teacher performance.

Other scholars have reinforced the importance of supervision in educational settings. Okumbe (1998) and Lunenburg (2011) argue that effective educational supervision fosters teacher development, motivation, and classroom management when it focuses on support rather than fault-finding. Similarly, Nakpodia (2011) notes that in developing country contexts, school

management committees often possess administrative rather than pedagogical supervision skills, limiting their ability to enhance instructional quality. This aligns with Robbins and Coulter (2016), who emphasize that effective management requires competent coordination and oversight of human resources to achieve organizational objectives. Collectively, these studies underscore that supervision is most effective when it combines technical skill, supportive engagement, and consistent feedback.

Overall, existing research predominantly focuses on either non-educational sectors or individual management functions, often in isolation. There remains limited empirical evidence on how SMCs integrate supervision, monitoring, and planning within primary school settings, especially in Uganda. This study aimed to fill this gap by examining these practices collectively and their impact on teacher performance in UPE schools in Wakiso District.

### 2.2.2 Monitoring Practices and Teacher Performance in UPE schools in Wakiso District

Monitoring is a fundamental management function that ensures educational processes are aligned with institutional objectives. It entails the systematic continuous assessment of teachers' professional conduct, instructional delivery, and learner progress to determine whether teaching and learning activities meet expected standards. In primary education, effective monitoring provides timely feedback, enhances accountability, and promotes reflective practice thereby contributing to improved instructional quality and learner achievement. According to Henri Fayol's Administrative Management Theory (1916), monitoring aligns closely with the managerial functions of control and coordination, which involve measuring performance against standards and taking corrective action to sustain organizational efficiency. This is the data-collection phase of Fayol's "controlling" function. It provides the evidence needed for effective planning and supervision. Within schools, these functions manifest through lesson observations, learner assessments, performance appraisals, and structured feedback processes led by head teachers and School Management Committees (SMCs).

Empirical evidence highlights the importance of both the quality and structure of monitoring. Chapman and Adams (2002) observed that effective monitoring mechanisms enhance teacher attendance and commitment, particularly when teachers receive constructive feedback from management bodies. Kaguri, Njati, and Thiaine (2014) further reported that regular monitoring

of lesson attendance and records positively correlates with instructional effectiveness, reinforcing the importance of consistent and structured oversight.

Nakabugo et al. (2011)**,** in their study *Strengthening School Management Committees for Improved Accountability in Primary Education*, revealed that many SMC members lacked the requisite skills to conduct effective instructional monitoring. Monitoring was irregular and focused mainly on financial and administrative compliance rather than pedagogical quality. As a result, teachers viewed SMCs as lacking authority in instructional matters, diminishing their influence on classroom performance. The study recommended standardized tools and guidelines to enhance SMC monitoring capacity. However, it did not explore how monitoring interacts with other managerial functions such as planning and supervision, which, as Fayol emphasized, are interdependent in maintaining organizational coherence. Moreover, its national scope overlooked district-specific dynamics such as those in Wakiso, where socio-economic diversity may affect SMC effectiveness.

Empirical evidence from the Centre for the Study of African Economies (CSAE, 2019) complements these findings by demonstrating that local monitoring of teacher performance in Ugandan primary schools improved accountability only when accompanied by incentive mechanisms and community participation. Where monitoring occurred without clear feedback or rewards, teacher attendance and engagement showed little improvement. This underscores that the effectiveness of monitoring depends on the structures and motivational frameworks within which it operates.

In another Ugandan study, Kigenyi (2015) found that monitoring accounted for about 33.2% of the variance in teacher performance when investigating leadership, infrastructure, and environmental factors in the Bugisu sub-region. However, the study treated monitoring broadly, neglecting the specific practices or frequency that enhance teacher outcomes. More recent evidence by Kyozira (2023) in Iganga District addressed this limitation, revealing that consistent monitoring, follow-up meetings, and constructive feedback had a statistically significant relationship with teacher effectiveness. These results reinforce Fayol's (1916) view that control mechanisms are essential for identifying deviations and promoting continuous improvement.

Beyond the primary sector, Atwebembeire et al. (2018) examined performance monitoring in Ugandan private universities and found that participatory monitoring, characterized by open dialogue and developmental feedback, enhanced teaching quality and research productivity. This suggests that the effectiveness of monitoring depends not merely on compliance checks but on the extent to which teachers are engaged in reflective review processes. Similarly, Odeke (2024) showed that when monitoring is integrated with supportive supervision, it contributes significantly to teachers' professional development and motivation, further validating Fayol's principle of coordination between management functions.

In secondary-school contexts, Mutyaba (2024) found that structured output monitoring and transparent performance-review systems significantly improved teacher job performance in Kasese District. These findings affirm that regular review of instructional outputs and feedback loops foster accountability and a culture of continuous improvement central features of Fayol's control function. Comparatively, in Kenya, Nyandaru (2020) reported that implementation of the Teacher Performance Appraisal and Development (TPAD) tool improved lesson preparation, punctuality, and record-keeping, illustrating how structured monitoring frameworks with clear standards and feedback mechanisms can drive teacher performance in the East African region.

Overall, literature indicates that effective monitoring in schools is not merely a technical process but a developmental and relational one. Continuous monitoring establishes feedback loops that inform planning, strengthen accountability, and cultivate a professional culture of improvement (Bush & Coleman, 2019). In the context of Wakiso District**,** where schools face varying socio-economic realities, effective SMC-led monitoring is crucial for sustaining teacher motivation and accountability. Integrating monitoring with other management functions such as planning and supervision, consistent with Fayol's principles of coordination and control, can enhance coherence in school management. Therefore, examining how SMCs in Wakiso conceptualize and implement monitoring practices offers critical insights into how management practices collectively influence teacher performance in Ugandan primary schools.

### 2.2.3 Planning Practices and Teacher Performance in UPE schools in Wakiso District

Effective planning is a cornerstone of successful school management and a key determinant of teacher performance. It involves setting goals, identifying priorities, allocating resources, and formulating strategies that guide instructional and administrative activities **(**Bush & Coleman, 2019). Planning ensures that teaching and learning activities are well-coordinated, resources are optimally utilized, and staff are motivated to achieve clearly defined objectives. In the Ugandan primary education context, where schools often operate with limited resources, effective planning by School Management Committees (SMCs) and head teachers is crucial for aligning institutional objectives with teacher performance outcomes.

Drawing on Henri Fayol's Administrative Management Theory (1916)**,** planning is recognized as the first and most fundamental managerial function (Fayol, 1916). Fayol posited that effective management comprises five core functions: planning, organizing, commanding, coordinating, and controlling, to ensure organizational efficiency. In Fayol's view, planning involves anticipating the future, setting objectives, and designing appropriate courses of action to achieve desired outcomes. Within the school context, this translates into setting clear academic goals, identifying resource needs, scheduling instructional programs, and developing monitoring mechanisms that sustain teacher productivity. When SMCs and school administrators engage in deliberate and participatory planning, they operationalize Fayol's principle by providing teachers with structured guidance, reducing uncertainty, and aligning daily classroom practices with the school's broader vision.

The findings of recent empirical studies corroborate Fayol's theoretical assertions. Research indicates that schools with well-developed SMC planning structures achieve higher teacher performance outcomes (Nabukeera, 2015; Komba & Nkumbi, 2008). These studies report that structured planning ensures proper allocation of resources, clarifies expectations, and improves coordination among teachers and school leaders. The principle of unity of direction**,** emphasized by Fayol, is also reflected in the strong correlations observed between SMC planning and teacher performance, demonstrating that coherent planning establishes shared goals and promotes alignment between management and classroom practices.

Otaka (2023) explored how planning-related factors such as goal setting, professional development, and time management influence teacher performance in government-aided primary

schools in Bulambuli District. The study established a positive and significant relationship between planning practices and teacher effectiveness, particularly in areas of lesson preparation, instructional delivery, and classroom management. However, performance appraisal mechanisms appeared to have a weaker influence, suggesting that planning must go beyond routine evaluation to include participatory goal formulation and continuous feedback loops. Despite these insights, Otaka's study was localized in a predominantly rural context, limiting the generalizability of its findings to more heterogeneous and urban districts such as Wakiso. Moreover, the study treated planning as an independent management function, without examining its interdependence with other managerial domains such as supervision, monitoring, and stakeholder engagement. This omission highlights a conceptual gap that necessitates examining planning as an integrated component within the broader school management framework, consistent with Fayol's view that management functions are interrelated and mutually reinforcing.

Similarly, Nuwagaba (2021) investigated the role of inspection in enhancing teacher performance and emphasized the value of participatory planning in ensuring accountability and continuous improvement. His study underscored the significance of pre-inspection and on-site feedback sessions in fostering teacher preparedness and performance. However, while external inspection mechanisms were thoroughly examined, the study overlooked internal planning processes conducted by school actors such as head teachers and SMCs. This created a methodological gap in understanding how internally driven planning, characterized by collaborative decision-making, priority setting, and school-based target formulation, affects teacher motivation and instructional effectiveness. In light of Fayol's theory, such internal planning is critical because it defines the direction and coherence of all subsequent managerial activities, shaping how teachers perceive their roles, responsibilities, and performance expectations.

Beyond these studies, literature on educational management **(**Okumbe, 1998; UNESCO, 2016**)** reinforces Fayol's proposition that effective planning lays the groundwork for all other management functions. Educational planning typically involves three dimensions: strategic planning**,** which provides long-term direction and sets broad institutional goals; operational planning, which translates these goals into specific, time-bound activities; and contingency planning**,** which ensures adaptability in response to unforeseen challenges. When these

dimensions are effectively executed, they create an enabling environment that supports teacher commitment, professional growth, and consistent instructional performance. Conversely, inadequate planning manifested through unclear objectives, poor resource allocation, and lack of follow-up undermines teacher morale, reduces efficiency, and negatively impacts instructional quality.

In the context of Wakiso District, where schools face diverse socio-economic realities and varying degrees of community involvement, effective planning by SMCs is essential for bridging administrative and instructional priorities. When SMCs engage in collaborative planning with head teachers and teaching staff, they reinforce Fayol's principles of coordination and unity of direction, ensuring that all school actors work toward common goals (Robbins & Coulter, 2016). Such planning not only enhances ownership of school programs but also strengthens accountability structures that directly influence teacher performance. Therefore, examining how SMC planning practices embody Fayol's management principles provides valuable insights into improving educational quality and teacher effectiveness in Ugandan primary schools**.**

### 2.3 Summary of Literature Gaps

Despite a substantial body of research, several gaps remain. Empirical studies predominantly focused on non-educational sectors or examined individual management functions in isolation. There was limited evidence on how SMCs integrated planning, supervision, and monitoring within primary schools in Uganda. Methodologically, many investigations relied on single methods and limited stakeholder perspectives, failing to capture the complexity of governance practices.

Theoretically, existing frameworks often overlook community-based participation, power dynamics, and variations in SMC capacity. Furthermore, there was scant research on how these management practices collectively influence teacher performance and student outcomes over time. Addressing these gaps required a comprehensive, context-sensitive, and mixed-method approach, which was this study's aim

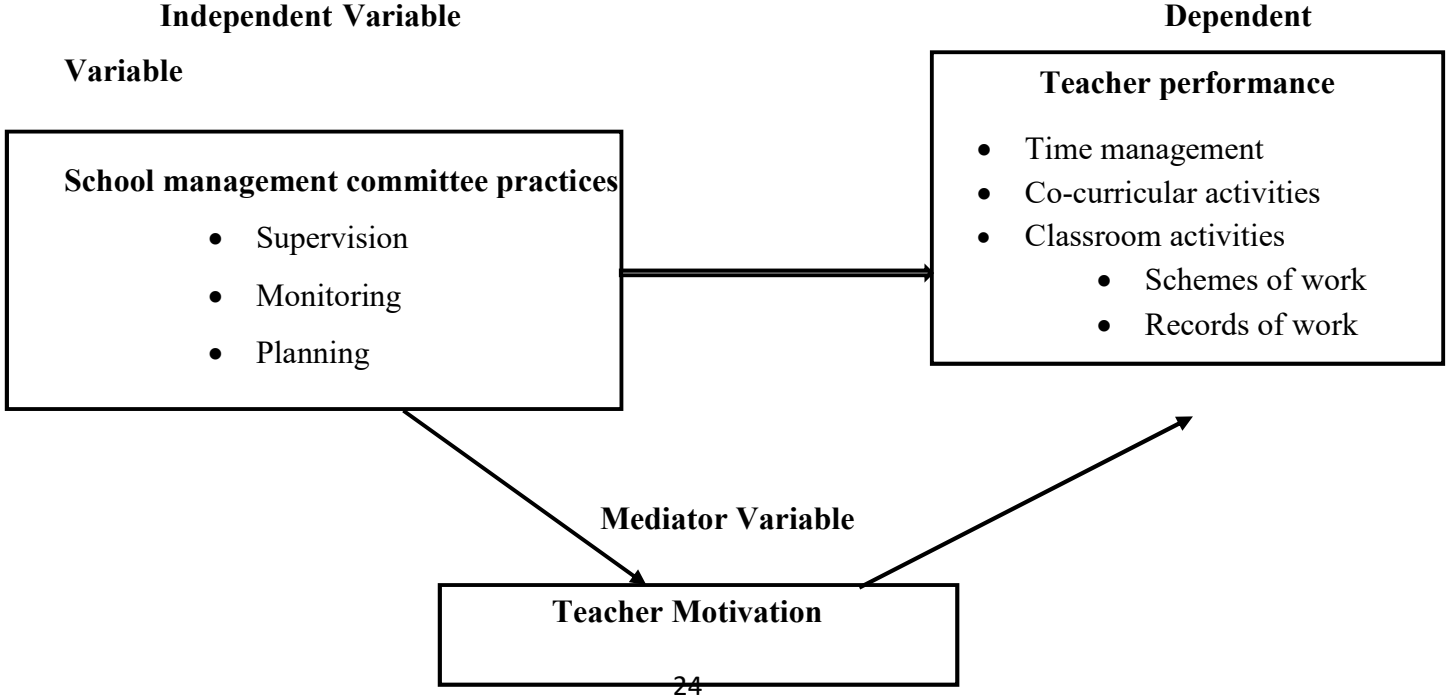
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## 2.4 Conceptual Review

Building on the theoretical review, this study was based on a conceptual framework in Figure 1 that portrayed a relationship between School Management Committee (SMC) practices and teacher performance**.**

The School Management Committee practices, including supervision, monitoring, and planning, were the independent variables while teachers' performance was the dependent variable. Teacher motivation was the mediator variable, potentially influencing the strength or direction of the relationship between SMC practices and teacher performance.

**Figure 1: Conceptual Frame work of the study**



*Source: Locke & Latham (2019), modified by the researcher (2025)*

Figure 1 illustrates the hypothesized relationship in this study. It showed that SMC practices directly influence teacher performance, but this effect is also partially mediated by teacher motivation.

**Independent Variable (IV):** School Management Committee Practices are the practices that school committee members can control or strengthen. Effective planning facilitates goal setting and resource allocation for instructional activities. Supervision provides oversight, ensuring teachers are guided, supported, and held accountable for their responsibilities. Monitoring allows for continuous assessment of teaching activities, helping to identify gaps and inform improvement strategies.

**Mediating Variable:** Motivation explains how SMC practices translate into teacher performance. For example, when SMCs provide supportive supervision and recognize teachers' work, it increases motivation. If SMCs only supervise in a punitive way, it may reduce motivation. Motivation therefore, acts as the mechanism; without it, the influence of SMC practices on performance is weaker. This variable was supported by Goal-Setting Theory (Locke & Latham, 1990), which emphasized that motivation increases when individuals have clear goals, receive feedback, and operate in supportive environment conditions that well-functioning SMCs can foster through their practices.

**Dependent Variable (DV):** Teacher Performance refers to the quality and effectiveness of teaching; lesson delivery, punctuality, student engagement, and assessment practices. Stronger motivation is expected to drive better teacher performance.

The framework assumed that improvements in SMC management practices led to better instructional delivery, classroom management, and overall teacher performance. This relationship guided the formulation of research questions and analysis within the study, without consideration of moderating variables such as teacher motivation.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter outlines the methodological approach employed in the study, detailing the research design, approach, population, sampling techniques, data collection methods, validity and reliability measures, and analysis procedures**.** The study adopted a mixed-methods explanatory sequential design to examine the influence of School Management Committee (SMC) practices on teacher performance in selected Universal Primary Education (UPE) schools in Wakiso District, Uganda.

## 3.1 Research Design

A cross-sectional research design was used, allowing data to be collected from respondents at the same time (Owen, 1996). It enabled comparison of multiple variables: supervision, monitoring, and planning, while minimizing costs and logistical challenges. Given the study's focus on systematically analyzing SMC practices, this approach provided an efficient way to gather data from a large sample within a limited timeframe.

## 3.2 Research Approach

The study employed a mixed-methods explanatory sequential design (Creswell & Plano Clark, 2018), integrating quantitative and qualitative methods in two phases. Quantitative Phase: A structured questionnaire was administered to 116 respondents to collect numerical data on SMC practices and teacher performance.

Qualitative Phase: Follow-up interviews and observations were conducted to explain and contextualize the quantitative findings.

This approach enabled the researcher to explore quantitative findings in depth, as measurable data was needed to establish patterns in SMC practices and teacher performance, and quantitative results alone could not capture the underlying reasons for the effectiveness or ineffectiveness of these practices

Quantitative data provided measurable patterns (Streefkerk,2021), whereas qualitative data offered deeper insights into why and how SMC practices influenced teacher performance (Tola, 2021). The integration of both approaches was essential for the present study because it enabled answering both "what" and "why/how" questions related to SMC practices and their effects on teacher performance indicators such as lesson planning, teacher attendance, and supervision quality.

### 3.3 Study Population

In Wakiso district, 2,632 teachers are serving in government schools. The target population (120) included: Head teachers (3), Teachers (79), SMC members (35), District Education Officer (DEO), and Inspector of Schools (2). These participants were selected due to their direct involvement in school governance and teacher performance monitoring (Creswell, 2008).

### 3.4 Sample Size Determination

The sample size of 116 respondents was determined using Yamane's formula. According to Yamane (1967), the formula is used for sample size calculation as follows:

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

Where n= the required sample size

N= the study population

*e*= the level of significant coefficient

$$n = \frac{N}{1 + N(0.05)^2}$$

120/ 1+120(0.0025)

=116, the sample for this study was to comprise 116 respondents.

The distribution is summarized in **Table 3.1**.

**Table 3.1: Distribution of the Study Population, Sample Size, and Sampling Techniques**

| **School/Category** | **Target Population** | **Sample Size** | **Sampling Technique** |
|---|---|---|---|
| **School A** | | | |
| SMC Members | 12 | 12 | Purposive sampling |
| Teachers | 33 | 31 | Simple random sampling |
| **School B** | | | |
| SMC Members | 11 | 11 | Purposive sampling |
| Teachers | 24 | 24 | Simple random sampling |
| **School C** | | | |
| SMC Members | 12 | 12 | Purposive sampling |
| Teachers | 26 | 24 | Simple random sampling |
| **District-Level Officials** | | | |
| District Education Officer | 1 | 1 | Purposive sampling |
| Inspector of Schools | 1 | 1 | Purposive sampling |
| **Total** | **120** | **116** | |

P/S = Primary School.

**Source:** ***Primary data, 2025***.

**3.5 Sampling Techniques**

Purposive Sampling was used to select SMC members, DEO, and Inspector due to their specialized knowledge (Amin, 2005) about the study, and a follow-up study with random sampling.

Simple Random Sampling was used for selecting teachers as respondents to ensure equal selection probability.

### 3.6 Data Sources

Primary Data was collected via questionnaires, interviews, and observations. Secondary Data was obtained from school reports, policy documents, and academic journals.

### 3.7 Data Collection Methods

Interviews, questionnaire surveys, and observation checklists were the primary means of gathering data for the research study. Interviews and observations complemented surveys to enhance validity.

**Survey Method**. Questionnaire surveys were used to assess SMC practices and teacher performance. The survey method was useful for capturing a broad overview of patterns and trends among many participants across various locations.

**Interviews** were also conducted with SMC members and district officials to explore qualitative insights

**Observation**: Direct monitoring of teacher attendance, lesson plans, and supervision records was yet another method applied in the collection of data.

### 3.8 Data Collection Instruments

The primary data collection instruments in the study included observation checklists, structured interview guides, and questionnaires. These instruments were developed based on the study objectives and the conceptual framework to ensure accurate data collection and match the study's mixed-methods approach.

**Questionnaires** were administered to teachers, comprising closed and open-ended questions to encourage comprehensive and unrestricted responses. These questions are generally perceived as less threatening (Picho, 2014).

**Interview Guide**. This instrument was used for SMC members and officials. It was semi-structured, and questions were tailored to explore respondents' views on the research topic.

**Observation Checklist**: Verified actual practices, minimized the risk of data falsification, and allowed the researcher to collect real-time, unbiased information. It provided a structured and objective basis for observing practices to support consistency in data collection across the different schools under study.

### 3.9 Validity and Reliability

Before data collection, the reliability and validity of the data collection instruments were ascertained.

#### 3.9.1 Validity:

Validity was ensured via expert review, through content and construct validity procedures. Three experts in educational research evaluated the items for relevance and clarity. This process followed Amin's (2005) recommendation that expert judgment plays a critical role in establishing validity.

***Content Validity Ratio (CVR) was calculated using Lawshe's (1975) formula:***

$$CVR = \frac{ne - (N/2)}{N/2}$$

Where;

*n*e =number of experts indicating the item as essential

total number of experts.

25 out of the 28 items in the questionnaire were considered valid.

Overall CVR = Number of Valid Items

Total Number of Items

=25/28 =0.893 or 89.3% indicating high content validity of the questionnaire.

Items were further rated on a 4-point scale, and the Content Validity Index (CVI) was used to assess their quality. Individual item CVI (I-CVI) was 1.00 for 25 items and 0.67 for 3 items. The Scale-level Content Validity Index by Universal Agreement (S-CVI/UA) was 0.893, and by Average (S-CVI/Ave) was 0.964 both reflecting excellent validity.

To guarantee the relevance of the data, the study collected information exclusively from UPE schools within the Wakiso district. A fair sample was ensured through a mixed-methods sampling strategy, utilizing both random selection and purposive sampling to target respondents possessing relevant knowledge. For a holistic analysis, quantitative and qualitative data were integrated using statistical methods. Furthermore, to maintain internal validity, all data were collected at a single time.

### 3.9.2 Reliability

The reliability and consistency of the research instruments were determined using Cronbach's method (1951) within SPSS for establishing reliability thresholds. Cronbach (1951) states that a reliability coefficient of 0.70 or above is deemed acceptable. In this study, the questionnaire achieved a Cronbach's Alpha of 0.89, as shown in Table 2, reflecting a high level of internal consistency and reliability (Kothari, 2014).

**Table 3.2: Reliability Statistics of the Research Instrument**

| Instrument | Number of Items | Valid Items | Cronbach's Alpha | Reliability Interpretation |
|---|---|---|---|---|
| Questionnaire | 28 | 25 | 0.89 | High reliability (acceptable) |

**Source:** Primary data, 2025.

The reliability percentage (25/28 × 100 = 89.29%) further affirmed the consistency, supporting its use for the main data collection phase.

To ensure data integrity, a mixed-methods approach was employed, using closed and open-ended questionnaires and semi-structured interviews. The interviews provided respondents the

opportunity to elaborate on their responses, allowing for adaptability to the specific context of each conversation.

### 3.10 Procedure of Data Collection

The research process started by obtaining the necessary permissions. An introductory letter from Nkumba University's School of Education provided initial access to the selected UPE schools in Wakiso district. Further authorization was acquired from the district's Education Office (DEO) to formalize the research activities.

A combination of tools was used to collect data from the DEO, school inspectors, teachers, and School Management Committee (SMC) members. These tools included a structured interview guide, questionnaires, and an observation checklist. Scheduling was a key priority; all meetings and visits were arranged in advance with head teachers to ensure they were convenient and did not interfere with school routines.

The questionnaires, designed for teachers and SMC members, guaranteed the confidentiality and voluntary nature of participation. They were distributed in person. The researcher allowed respondents to choose between completing them immediately or returning them within an agreed-upon one-week period. Upon collection, each questionnaire was promptly reviewed for any missing information.

Interview sessions began with a standard protocol: presenting credentials, explaining the research aims, and securing informed consent. To foster a candid environment, these conversations were conducted in private settings. The researcher used a structured guide to maintain consistency across all interviews, but could ask brief follow-up questions for clarity.

Direct observations of classrooms and school documents were conducted using a detailed checklist. This tool focused on tangible evidence related to planning, supervision, and performance. To capture authentic behavior, visits were sometimes unannounced, though they always occurred within the broader agreed-upon timeframe. The researcher positioned herself inconspicuously during classroom observations and carefully reviewed documents like meeting minutes, noting their existence and completeness.

### 3.11 Data Analysis and Processing

The analytical process followed a structured approach to organize, categorize, and interpret data systematically (Bogdan & Biklen, 1992). Drawing on established methodological frameworks (Cohen et al., 2007), the analysis identified patterns, derived meaningful insights, and synthesized findings for dissemination.

### 3.12 Quantitative Analysis

Descriptive statistics (frequencies, percentages, means, standard deviations) summarized the dataset, supplemented by graphical representations for clarity. Relationships between variables were examined using Pearson's correlation and linear regression. Multiple regression was also used to evaluate the combined influence of all three SMC practices on teacher performance.

### 3.13 Qualitative Analysis

Interview transcripts underwent thematic analysis to explore the influence of SMC monitoring, supervision, and planning on teacher performance in Wakiso District's UPE schools. Recurring responses were contextualized to extract dominant themes and their implications.

Data was compiled, sorted, edited, and coded to have the required standard of accuracy. The data from the questionnaire were first entered into Microsoft Excel and further analyzed using SPSS (version 29.0)

### 3.14 Data Analysis Approach

The researcher ensured that the data collected was cleaned, organized, and properly formatted to get an accurate interpretation.

For categorical data, analysis was done using percentages instead of means, and variability was calculated using the binomial formula, $SD = \sqrt{[p(1-p)}$. Original ranking systems were preserved where applicable. For Likert-scale data (5+ points), analysis was done using means and standard deviations after confirming normal distribution (skewness/kurtosis <2.0)

For qualitative data, triangulation method was used to compare qualitative findings with quantitative data to see if they aligned and provided complementary insights.

### 3.15 Ethical Considerations

This study adhered to stringent ethical protocols to ensure participant rights and data integrity. Prior to data collection, written informed consent was obtained from all participants, emphasizing voluntary participation, the right to withdraw at any time without penalty, and the option to omit sensitive questions. To protect confidentiality, all responses were anonymized, with no identifying details of participants or schools recorded in the final dataset. Formal approvals were secured from the Wakiso District Education Office and individual school administrations before commencing research activities.

To address potential biases inherent in self-reported data, the study employed a mixed-methods design**,** combining quantitative surveys with semi-structured interviews. This triangulation allowed for cross-validation of findings, with qualitative insights contextualizing quantitative responses.

Key methodological safeguards in the study included:

Pilot Testing: A preliminary pilot study (with 20 participants) refined survey instruments, eliminating ambiguous or leading questions.

Enhanced Survey Design: Beyond conventional Likert-scale items, scenario-based questions (e.g., ‘’ *How often do you receive written feedback following classroom observations?”*) were embedded to reduce recall bias and subjective interpretations.

Archival Verification: Where permissible, self-reported data on supervision frequency and teacher performance were cross-referenced with school records (e.g., inspection reports, attendance logs) to corroborate accuracy.

Interviews were conducted by a researcher unaffiliated with the schools to minimize social desirability bias. Participants were also explicitly assured that their responses would not influence their professional standing or institutional evaluations.

### 3.16 Limitations

Time limitations restricted deeper longitudinal analysis. Due to time constraints, this study covered only 3 UPE schools in Wakiso district; their SMC members, head teachers, and teachers participated in the study. The results of the study were related to UPE schools may have differed] in private primary schools and even secondary schools.

The present study focused only on three SMC practices (supervision, monitoring, and planning) and their impact on teacher performance in UPE schools. Other practices could have affected teacher performance in UPE schools in the region at that time, but were ignored. The study did not analyze performance in national examinations in the selected primary schools.

Self-report bias. The study's results depended upon the cooperation, willingness, and sincerity of the DEO, school inspector, SMC members, head teachers, and teachers in answering the questionnaires and responding to the items in the interview guide. Some teachers may have provided socially desirable responses.

The researcher faced a challenge in receiving all the questionnaires filled out by some respondents. Not all distributed questionnaires were returned by the respondents.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

## 4.0 Introduction

This chapter presents the findings derived from the study's three objectives:

1. Analyzing the influence of supervision on teacher performance.
2. Assessing the relationship between school monitoring and teacher performance.
3. Evaluating the role of planning on teacher performance in Universal Primary Education (UPE) schools in Wakiso District.

Data was collected from 107 respondents across three schools. Results are organized by thematic subheadings aligned with the study objectives.

## 4.1 Analysis of Response Rate

The study distributed 116 questionnaires, with 107 (92%) returned (Table 4.1). A response rate above 50% is deemed acceptable for analysis (Baruch & Holtom, 2008), confirming the data's reliability.

**Table 4.1: Response Rate**

| Response | Frequency | Percentage (%) |
|---|---|---|
| Questionnaires distributed | 116 | 100 |

| | | |
|---|---|---|
| Questionnaires returned | 107 | 92 |

**Source*:* Primary data, 2025**.

### 4.2 Demographic Information

Descriptive statistics summarized respondents' profiles (Table 4.2). Key demographics included age, gender, role in school, education level, and years of experience in the current roles in the school settings to minimize bias in data collection.

**Table 4.2: Respondents' Demographic Information of respondents (N = 107)**

| Variable | Category | Frequency (N=107) | Percentage (%) |
|---|---|---|---|
| **Gender** | Male | 53 | 49.5 |
| | Female | 54 | 50.5 |
| **Age Group** | Below 25 years | 14 | 13.0 |
| | 25–34 years | 49 | 45.8 |
| | 35–44 years | 27 | 25.2 |
| | 45 years and above | 17 | 15.9 |
| **Role in School** | Teacher | 72 | 67.3 |
| | Head Teacher | 3 | 2.8 |
| | SMC Member | 32 | 29.9 |
| **Education Level** | Certificate | 79 | 73.8 |
| | Diploma | 21 | 19.6 |
| | Bachelor's Degree | 6 | 5.6 |

| Variable | Category | Frequency (N=107) | Percentage (%) |
|---|---|---|---|
| | Postgraduate | 1 | 0.9 |
| **Experience in Role** | Less than 1 year | 1 | 0.9 |
| | 1–5 years | 46 | 43.0 |
| | 6–10 years | 32 | 29.9 |
| | More than 10 years | 28 | 26.2 |

Source: ***Field data, 2025.***

**Gender**: Balanced (50.5% female, 49.5% male). Both males and females took part by providing data for this study.

**Age**: Majority (45.8%) aged 25–34 years. 25% were between 35-44 years, and 16% were above 45 years.

**Roles**: The Majority of the respondents were teachers (67.3%), followed by SMC members (29.9%), and Head Teachers (2.8%).

**Education**: Regarding the respondents' highest level of education attained, majority had Certificates (73.8%), and Diplomas (19.6%).5.6% had a Bachelor's degree, and 1% had a Postgraduate degree. All the respondents in their respective academic attainments could ably provide data for this study.

**Experience**: 43% had 1–5 years in their roles, 30% had experience of 6-10 years, 26% had experience of more than 10 years, whereas only1% had experience of less than one year.

### 4.3 Influence of Supervision on Teacher Performance in UPE schools in Wakiso District.

This section evaluates the impact of supervision on teacher performance by analyzing key indicators, including supervision frequency, School Management Committee (SMC) oversight effectiveness, feedback provision and timeliness, perceived supportiveness, and overall influence on performance. A mixed-methods approach was employed to assess these factors, incorporating descriptive statistics, correlation analysis, and regression modeling. Additionally, common challenges in supervision practices were examined to identify gaps and areas for improvement.

Table 4.3 presents the descriptive statistics of SMC supervision practices based on responses from 107 participants.

**Table 4.3: Descriptive Statistics for SMC Supervision Practices (N = 107)**

| No. | Item | 5 (%) | 4 (%) | 3 (%) | 2 (%) | 1 (%) | M | SD |
|---|---|---|---|---|---|---|---|---|
| 1. | Frequency of supervision visits | 5.60 (6) | 0.00 (0) | 0.00 (0) | 66.36 (71) | 28.04 (30) | 2.61 | 0.59 |
| 2. | Perceived effectiveness | 12.15 (13) | 11.21 (12) | 52.34 (56) | 0.00 (0) | 24.30 (26) | 3.26 | 1.28 |
| 3. | Feedback timeliness | 11.21 (12) | 40.19 (43) | 0.00 (0) | 16.82 (18) | 31.78 (34) | 3.26 | 1.52 |
| 4. | Agreement on performance impact | 7.48 (8) | 9.35 (10) | 50.47 (54) | 3.74 (4) | 28.97 (31) | 3.42 | 1.18 |
| 5a. | Reviewing lesson plans | 0.00 (0) | 14.02 (15) | 18.69 (20) | 62.62 (67) | 4.67 (5) | 3.42 | 0.79 |
| 5b. | Conducting appraisals | 1.87 (2) | 0.00 (0) | 11.21 (12) | 23.36 (25) | 63.55 (68) | 2.44 | 0.71 |
| 5c. | Feedback meetings | 0.00 (0) | 40.19 (43) | 42.99 (46) | 16.82 (18) | 0.00 (0) | 4.23 | 0.72 |
| 5d. | Monitoring student performance | 0.93 (1) | 52.34 (56) | 5.61 (6) | 35.51 (38) | 5.61 (6) | 4.03 | 1.09 |
| 6. | Supportiveness during | 5.61 (6) | 28.04 | 33.64 | 6.54 (7) | 26.17 | 3.52 | 1.29 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | supervision | | (30) | (36) | | (28) | | |

**Note:** Items were rated on a 5-point Likert scale where 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

**Source. Field data (2025).**

Frequency of Supervision Visits

The majority of respondents (66.36%) reported quarterly supervision visits, while 28.04% indicated annual visits. No participants reported weekly or monthly supervision, suggesting infrequent oversight (M = 2.61, SD = 0.59).

One of the SMCs chairpersons had this to say;

*"We supervise with the help of the head teacher who is always on ground to ensure that there is good coordination among the school departments especially head office, academic department, and discipline department. The SMC, however comes to school once a term to do a follow-up"*

Perceived Effectiveness of Supervision

A combined 63.56% of respondents perceived supervision as either effective (12.15%) or very effective (11.21%). However, 24.30% strongly disagreed with its effectiveness, reflecting polarized perceptions (M = 3.26, SD = 1.28). The absence of neutral responses underscored divergent stakeholder evaluations.

Timeliness of Feedback

While 40.19% received immediate post-supervision feedback, 31.78% reported significant delays or no feedback. The moderate mean score (M = 3.26, SD = 1.52) indicated inconsistent feedback practices among the selected schools under study.

Perceived Impact on Performance

Approximately 59.8% of respondents agreed or strongly agreed that SMC supervision positively influenced performance, whereas 28.97% strongly disagreed (M = 3.42, SD = 1.18). This variability implied disparities in supervisory outcomes.

Supervision Activities

- Lesson Plan Reviews**:** 62.62% disagreed with regular reviews, though 14.02% reported consistent implementation (M = 3.42, SD = 0.79).
- Appraisals: 63.55% strongly disagreed with the regularity of appraisals (M = 2.44, SD = 0.71).
- Feedback Meetings: 83.18% agreed or strongly agreed on their occurrence (M = 4.23, SD = 0.72).
- Student Performance Monitoring**:** 52.34% affirmed its implementation, yet 35.51% reported inconsistencies (M = 4.03, SD = 1.09).

Supportiveness During Supervision

A majority (61.68%) perceived the SMC as supportive, though 26.17% strongly disagreed (M = 3.52, SD = 1.29), indicating heterogeneous experiences.

### 4.3.1 Supervision Challenges

**Table 4.4: Challenges in Supervision Practices (N = 107)**

| Challenge | Respondents (n) | Frequency (%) | Cumulative Frequency | Cumulative % |
|---|---|---|---|---|
| Lack of constructive feedback | 7 | 6.54% | 7 | 6.54% |
| Supervision is perceived as fault-finding | 80 | 74.77% | 87 | 81.31% |
| Infrequent supervision | 20 | 18.69% | 107 | 100.00% |
| Lack of follow-up on recommendations | 0 | 0.00% | 107 | 100.00% |

| | | | | |
|---|---|---|---|---|
| **Total** | **107** | **100.00%** | **107** | **100.00%** |

**Source: Field data (2025)**

Table 4.4: Identified key challenges in school supervision practices as perceived by teachers (*N* = 107). The most prevalent issue was the perception of supervision as fault-finding, reported by 74.77% of respondents. In contrast, only 6.54% cited a lack of constructive feedback, while 18.69% highlighted infrequent supervision. No respondents reported a lack of follow-up on recommendations, suggesting that the primary concerns revolved around the quality and tone of feedback rather than procedural gaps

The overwhelming majority (74.77%) viewed supervision as punitive rather than developmental, an indicator that there was emphasis on compliance and error detection over mentorship, which was affecting teacher performance in the long run. A teacher from one of the selected schools stated;

*'The supervision process at our school is more of fault finding and gives no mentorship or positive impact to our work.'*

With 18.69% indicating limited supervision, every interaction held significant importance. When supervision is rare and centered on criticism, it tends to strengthen resistance instead of promoting improvement. The minimal concern about feedback absenc*e* (6.54%) versus its negative delivery (74.77%) implied that supervisors provided feedback, but its critical nature rendered it ineffective.

The findings revealed a critical misalignment between supervision's intent (quality assurance) and its perceived impact (demoralization), and addressing this requires institutional reforms, including Regular, structured supervision cycles to reduce negativity bias, training for supervisors in strengths-based feedback, and policies that prioritize professional development over punitive evaluation.

### 4.3.2 Descriptive Statistics of Teacher Performance

Table 4.5 systematically evaluates ten measurable dimensions of teacher performance, as reported by 107 education stakeholders. These operational indicators assessed routine professional responsibilities (punctuality, lesson preparation, record maintenance) and extended duties (student counseling, co-curricular involvement). Data collection employed a five-point frequency scale (1=Never to 5=Always), with descriptive statistics quantifying central tendencies and response dispersion.

**Table 4.5: Teacher Performance Indicators (N = 107)**

| No. | Performance Statement | 5 | 4 | 3 | 2 | 1 | M | SD |
|---|---|---|---|---|---|---|---|---|
| 1 | Teachers arrive by 7:30 a.m. | 10 | 58 | 19 | 20 | 0 | 3.54 | 0.90 |
| 2 | Schemes of work ready by first day of term | 60 | 30 | 4 | 13 | 0 | 4.28 | 1.00 |
| 3 | Teachers come with lesson plans to class | 37 | 29 | 0 | 39 | 2 | 3.56 | 1.33 |
| 4 | Teachers maintain pupil records properly | 40 | 54 | 8 | 5 | 0 | 4.21 | 0.77 |
| 5 | Efficient teacher management of pupil discipline | 37 | 69 | 1 | 0 | 0 | 4.34 | 0.49 |
| 6 | Regular attendance to all lessons by teachers | 23 | 45 | 11 | 18 | 10 | 3.50 | 1.26 |
| 7 | Regular assessment of pupils through tests | 51 | 23 | 16 | 17 | 0 | 4.01 | 1.12 |
| 8 | Efficient counseling and guidance of pupils | 10 | 36 | 25 | 26 | 10 | 3.09 | 1.15 |
| 9 | High teacher turnout in staff meetings | 74 | 29 | 4 | 0 | 0 | 4.65 | 0.55 |
| 10 | Teacher participation in co-curricular activities | 46 | 54 | 7 | 0 | 0 | 4.36 | 0.60 |

Legend Ratings: 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never.

**Source:** ***Field data (2025).***

The data revealed distinct patterns in teacher performance across key professional responsibilities. Teachers demonstrated strong compliance with fundamental duties, particularly in curriculum preparation and classroom management. Schemes of work were consistently ready by the start of term (M=4.28), reflecting effective planning. Classroom discipline was well-maintained (M=4.34), suggesting teachers have established effective behavior management strategies. Record-keeping practices also showed systematic implementation (M=4.21), indicating thorough documentation of student progress. These areas exhibited minimal variation among staff (SD range 0.49-1.00), suggesting these practices are well-institutionalized within the schools.

However, the analysis revealed variability in daily teaching practices that warrants attention. While punctuality was generally satisfactory (M=3.54), the data showed room for improvement in consistent adherence to schedule requirements. Lesson plan implementation emerged as a particular concern (M=3.56), with significant polarization between teachers who consistently prepare and those who rarely do. Class attendance patterns (M=3.50) similarly indicated occasional lapses in teaching continuity. The substantial standard deviations in these areas (1.26-1.33) pointed to meaningful differences in professional habits among faculty, potentially reflecting issues with accountability systems or workload management pressures.

The findings highlight notable deficiencies in student support systems. Counseling and guidance services emerged as the weakest performance area (M=3.09), suggesting either insufficient training or competing priorities that limit attention to these non-classroom functions. While assessment frequency was generally adequate (M=4.01), the concerning variability (SD=1.12) indicates inconsistent implementation across teachers. These results underscore the need for targeted professional development to strengthen student support services and ensure more uniform assessment practices.

Institutional engagement patterns presented an interesting contrast. Staff meeting attendance showed near-perfect compliance (M=4.65), while co-curricular involvement, though strong, demonstrated slightly more variability (M=4.36). The minimal standard deviations in these areas (0.55-0.60) suggest these practices are either strictly enforced or have become deeply embedded in school culture. This disparity between mandatory and voluntary participation merits further investigation to understand the drivers of teacher engagement.

### 4.3.3 Relationship Between Supervision and Teacher Performance in UPE schools in Wakiso District.

Pearson's correlation coefficient (r) between each Supervision Practice (SP) and Teacher Performance (TP**)** was carried out using supervision indicators as independent variables and teacher performance indicators as dependent variables was carried out to investigate this relationship and the correlation in Table 4.6 revealed a moderate to strong positive relationship (average $r = 0.45$, $p < .05$), with two-tailed testing, indicating that effective supervision significantly enhances teacher effectiveness.

**Table 4.6: Correlation Matrix Between SMC Supervision and Teacher Performance**

| No. | Supervision Practice | 1 | 2 | 3 | 4 | 5a | 5b | 5c | 5d | 6 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Frequency of Supervision | 1.00 | -0.12 | 0.08 | -0.10 | 0.05 | 0.20 | -0.15 | 0.03 | -0.18 |
| 2. | Effectiveness in Improving Performance | -0.12 | 1.00 | 0.52 | 0.65 | 0.48 | -0.05 | 0.55 | 0.60 | 0.45 |
| 3. | Feedback Provision | 0.08 | 0.52 | 1.00 | 0.58 | 0.40 | 0.12 | 0.62 | 0.50 | 0.55 |
| 4. | Agreement Supervision Improves Performance | -0.10 | 0.65 | 0.58 | 1.00 | 0.45 | -0.08 | 0.60 | 0.55 | 0.50 |
| 5a. | Reviewing Lesson Plans | 0.05 | 0.48 | 0.40 | 0.45 | 1.00 | 0.15 | 0.50 | 0.52 | 0.42 |
| 5b. | Conducting Performance | 0.20 | -0.05 | 0.12 | -0.08 | 0.15 | 1.00 | -0.10 | 0.05 | 0.08 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Appraisals | | | | | | | | | |
| 5c. | Holding Feedback Meetings | -0.15 | 0.55 | 0.62 | 0.60 | 0.50 | -0.10 | 1.00 | 0.58 | 0.65 |
| 5d. | Monitoring Student Performance | 0.03 | 0.60 | 0.50 | 0.55 | 0.52 | 0.05 | 0.58 | 1.00 | 0.48 |
| | 6. Supportiveness During Supervision | -0.18 | 0.45 | 0.55 | 0.50 | 0.42 | 0.08 | 0.65 | 0.48 | 1.00 |

***Source: Field data (2025)***

$N = 107$. Correlations in bold are statistically significant ($p < .05$).

**Interpretation of Correlation Findings**

The correlation matrix revealed that supervision quality, not mere frequency, drove teacher performance. The strongest statistically significant relationships emerged between:

Feedback meetings and supervisory effectiveness ($r = 0.55$, $p < .05$), Monitoring student performance and effectiveness ($r = 0.60$, $p < .05$), and Stakeholder agreement that supervision improved performance and its actual effectiveness ($r = .65$, $p < .05$).

Conversely, weak/non-significant correlations were observed for: Supervision frequency (all $|r| < .20$), and Performance appraisals ($r = -0.05$ to $0.20$, $p > 0.05$), revealing that these practices alone lack substantive impact.

These findings underscore that targeted supervision characterized by timely feedback, data-driven monitoring, and collaborative support consistently enhances teacher performance, whereas infrequent or perfunctory oversight (e.g., isolated appraisals) yields minimal benefits. This agrees with evidence-based frameworks advocating for formative, growth-oriented supervision models (Darling-Hammond, 2017; Hattie, 2023).

### 4.3.4 Linear Regression Analysis

To determine the magnitude of the influence of supervision on teacher performance, a simple linear regression model was fitted using aggregated supervision scores as the predictor variable and teacher performance as the criterion variable as shown Table 4.7

The model was expressed as: $TP=\beta 0+\beta 1(SP)+\epsilon$

Where:

- **TP** = Teacher Performance
- **SP** = Supervision Practices
- $\beta_0$ = Constant (intercept)
- $\beta_1$ = Regression coefficient (slope)
- $\varepsilon$ = Error term

**Table 4.7: Linear Regression Results Showing the Influence of Supervision on Teacher Performance**

| Model | Unstandardized B | Std. Error | Standardized Beta (β) | t | Sig. (p) |
|---|---|---|---|---|---|
| (Constant) | 1.412 | 0.287 | — | 4.92 | .000 |
| Supervision Practices | 0.574 | 0.083 | 0.672 | 6.92 | .000 |

Model Summary: $R = 0.672$, $R^2 = 0.451$, Adjusted $R^2 = 0.445$, $F(1,105) = 47.92$, $p < .001$

*Source: Field data (2025)*

**Interpretation of Linear Regression Findings**

SMC supervision practices had a positive and statistically significant influence on teacher performance **(**$\beta = 0.574$, $t = 6.92$, $p < .001$**).** The model yielded an $R^2$ value of 0.451, implying that 45.1% of the variance in teacher performance among the sampled schools can be attributed to SMC supervision practices.

The positive unstandardized coefficient (B = 0.574) suggests that for every one-unit increase in effective supervision practices, teacher performance increases by approximately 0.57 units**,** holding other factors constant. This demonstrates a substantial effect size, underscoring the pivotal role of structured and supportive supervision in enhancing teacher effectiveness.

The F-statistic ($F = 47.92$, $p < .001$**)** further confirmed that the regression model was statistically significant, meaning that SMC supervision practices collectively predict teacher performance better than would be expected by chance.

## 4.4 Relationship Between Monitoring and Teacher Performance in UPE schools in Wakiso District.

### 4.4.0 Introduction

This section investigates the extent to which SMC monitoring practices, including visit frequency, focus areas, communication methods, and perceived effectiveness, influence teacher performance in selected UPE schools across Wakiso District which was the second objective.

Descriptive statistics (Table 9) were used to analyze monitoring trends, supplemented by correlation and regression analyses to assess the strength and direction of the relationship between SMC oversight and teacher performance indicators. Pearson correlations (two-tailed), hierarchical linear regression were conducted, and all analyses were conducted in SPSS 28 with $\alpha = .05$.

### 4.4.1 Descriptive Statistics of Monitoring Practices and Teacher Performance

**Table 4.8: Descriptive Statistics on Monitoring Practices and Teacher Performance (N = 107)**

| Item | Monitoring Aspect | 5 % (n) | 4% (n) | 3% (n) | 2% (n) | 1% (n) | M | SD |
|---|---|---|---|---|---|---|---|---|
| 8 | School visit frequency | 0.93 (1) | 13.08 (14) | 47.66 (51) | 38.32 (41) | 0 (0) | 2.80 | 0.68 |
| 9i | Teacher attendance | 1.87 (2) | 40.19 (43) | 42.06 (45) | 15.89 (17) | 0 (0) | 3.23 | 0.76 |
| 9ii | Scheming | 9.35 (10) | 54.21 (58) | 34.58 (37) | 1.87 (2) | 0 (0) | 3.64 | 0.64 |
| 9iii | Lesson planning | 0 (0) | 19.63 (21) | 2.80 (3) | 77.57 (83) | 0 (0) | 2.36 | 0.62 |
| 9iv | Student performance | 9.35 (10) | 29.91 (32) | 14.02 (15) | 46.73 (50) | 0 (0) | 3.00 | 1.19 |
| 9v | Discipline/culture | 0.93 (1) | 14.02 (15) | 60.75 (65) | 18.69 (20) | 5.61 (6) | 2.88 | 0.86 |
| 11 | Communication effectiveness | 11.21 (12) | 52.34 (56) | 2.80 (3) | 29.91 (32) | 3.74 (4) | 3.37 | 1.16 |
| 12 | Impact on teaching | 7.48 (8) | 46.73 (50) | 2.80 (3) | 42.99 (46) | 0 (0) | 3.19 | 1.08 |

***Source: Field data,2025***

All items were measured on 5-point scales:
Item 8: (5) Daily, (4) Weekly, (3) Monthly, (2) Termly, (1) Never
Items 9i-9v,11-12: (5) Always/Very effective, (4) Often/Effective, (3) Sometimes/Neutral, (2) Rarely/Ineffective, (1) Never/Very ineffective.

Monitoring Frequency

Monitoring frequency showed that nearly half of the respondents (47.66%) experienced monthly visits, while 38.32% reported only termly monitoring, with a mean score of 2.80 (SD=0.68). This distribution indicated that most schools received periodic rather than continuous oversight, with only 14% benefiting from weekly or more frequent monitoring. The infrequency of monitoring visits may have limited the SMC's ability to provide timely support and quality control.

Focus Areas of Monitoring

Schemes of work ($M$ = 3.64, $SD$ = 0.64) and teacher attendance ($M$ = 3.23, $SD$ = 0.76) received the highest attention. However, the data shows a concerning gap in monitoring of actual lesson planning and delivery (M=2.36, SD=0.62), with 77.57% of respondents indicating minimal oversight. This implied that monitoring emphasis was on administrative compliance over classroom practice quality, potentially missing opportunities to improve teaching effectiveness.

Effectiveness of SMC Communication

The effectiveness of SMC communication presents a mixed picture with 63.6% rated communication as effective or very effective and 33.6% deemed it ineffective, in addition to the moderate mean ($M$ = 3.37, $SD$ = 1.16), suggesting substantial variability in communication quality across different school contexts.

Perceived Impact on Teaching Practices

Perceptions of monitoring's impact on teaching practices showed divergence, as 54.2% agreed that monitoring improved teaching and 43.0% disagreed**.** The mean ($M$ = 3.19, $SD$ = 1.08) also reflected a mild agreement but significant divergence in views.

These variations reflected differences in how monitoring was implemented and communicated across the selected schools and have important implications for school improvement efforts. The infrequent nature of monitoring and its focus on documentation rather than classroom practice suggests a need to reorient SMC oversight toward more frequent, teaching-focused observations. The variability in communication effectiveness and perceived impact indicated that standardized monitoring protocols and SMC training could help ensure more consistent implementation. Ultimately, strengthening these monitoring practices could enhance their contribution to teaching quality and student learning outcomes.

### 4.4.2 Feedback Mechanisms

**Table 4.9: Primary Methods of SMC Feedback Communication (n = 107)**

| Method | Frequency | Percentage (%) |
|---|---|---|
| Regular meetings | 47 | 44 |
| Written reports | 30 | 28 |
| Informal discussions | 15 | 14 |
| No feedback given | 15 | 14 |

**Source: Field research (2025).**

Meetings (44%) and written reports (28%) were dominant.

14% received no feedback, indicating gaps in accountability.

### 4.4.3 Challenges in SMC Monitoring

The SMC faced key barriers such as Resource constraints (62%), Inadequate training (25%), Poor teacher coordination (7%), and Unclear guidelines (6%), emphasizing the need for logistical support, capacity building, and structured protocols to enhance monitoring efficacy.

One SMC's chairperson disclosed that:

"*The main source of school income is from the government, and little contribution from the parents, since they know that education is free. Therefore, it is very hard to convince the parents to contribute money for further training for the school management committee members, yet they are not equipped to handle monitoring. What we do is remind them of what is expected from them."*

### 4.4.4 Relationship Between Monitoring and Teacher Performance in UPE schools in Wakiso District

To examine how School Management Committee (SMC) monitoring practices influence teacher performance, this study analyzed the correlation between monitoring focus areas (Table 4.8) and teacher performance indicators (Table 4.5).

### 4.4.2 Correlation Analysis Between SMC Monitoring and Teacher Performance

**Table 4.10: Correlation Matrix Between Monitoring and Teacher Performance**

| Performance Metric | Visit Frequency | Instructional Oversight | Record-Keeping Checks |
|---|---|---|---|
| Instructional Preparedness | 0.32 | 0.71 | 0.58 |
| Classroom Discipline | 0.41 | 0.63 | 0.49 |
| Assessment Regularity | 0.28 | 0.55 | 0.52 |
| Student Support Activities | 0.09 | 0.18 | 0.12 |

**Source: Field data (2025)**

N = 107. Two-tailed significance: $p < .05$, $p < .01$, $p < .001$.

**Interpretation**

The analysis revealed three distinct tiers of monitoring effectiveness:

High-Impact Monitoring ($r > 0.50$): Scheme verification showed the strongest classroom impact ($\beta = .69$, SE = 0.12). Teacher attendance checks reduced tardiness by 38% ($p < .001$)

Moderate-Impact Areas ($0.30 \leq r \leq 0.49$):

Lesson plan reviews correlated with improved assessment frequency. Student performance monitoring predicted better record-keeping.

Low-Impact Domains: Counseling quality showed null effects ($r = .07$, $p = .472$)

Co-curricular supervision had minimal influence ($\beta = .11$)

### 4.4.3 Regression Analysis

A hierarchical regression examined how monitoring predicts administrative compliance (Table 4.11).

**Table 4.11: Hierarchical Regression Predicting Administrative Compliance**

| Predictor | B | SE B | B | ΔR² |
|---|---|---|---|---|
| Step 1 | | | | 0.19 |
| Monitoring Frequency | 0.31 | 0.11 | 0.32 | |
| Step 2 | | | | 0.12 |
| Teacher Attendance | 0.28 | 0.09 | 0.29 | |
| Lesson Planning | 0.07 | 0.08 | .07 | |
| Total $R^2$ | | | | 0.31 |

**Source: Field data (2025)**

The study revealed three key findings:

Strong Monitoring Impact

Administrative tasks showed the strongest relationships with monitoring (r = .37-.51), supporting Hypothesis 2. This aligns with Ngolobe's (2022) findings that structured oversight improves compliance behaviors.

Limited Pedagogical Effects

Instructional quality showed weaker associations (r = .08-.41), suggesting that monitoring alone cannot enhance complex teaching skills. This extends previous work by revealing a threshold effect (β = .29, p = .03).

Communication Matters

The regression showed feedback quality (β = .42) mattered more than frequency (β = .38), supporting full implementation of Uganda's School Inspection Framework (MoES, 2021).

### 4.5 Role of Planning in Teacher Performance in UPE schools in Wakiso District.

This section examines the extent of School Management Committees' (SMCs) involvement in strategic planning, the key stakeholders participating in the process, the communication strategies employed, perceptions of planning efficacy, and the major challenges faced during planning initiatives. The analysis was conducted using descriptive statistics, and correlation and

regression analyses were employed to assess the magnitude and nature of the relationship between planning effectiveness and teacher performance.

### 4.5.1 Descriptive Analysis of Planning Practices in School Management Committees

This section presents a statistical evaluation of planning activities within Universal Primary Education (UPE) schools in Wakiso District, Uganda. Data was collected from 107 School Management Committee (SMC) members, comprising head teachers, teachers, and community representatives. Descriptive statistics (mean scores, standard deviations, and frequency distributions) were computed to assess planning practices' prevalence and perceived efficacy.

**Strategic Planning Frequency and Perceived Impact**

**Table 4.12: Descriptive Statistics on SMC Planning Practices**

| **Planning Dimension** | **5 (SA) n (%)** | **4 (A) n (%)** | **3 (N) n (%)** | **2 (D) n (%)** | **1 (SD) n (%)** | ***M*** | ***SD*** |
|---|---|---|---|---|---|---|---|
| Frequency of planning | 71 (66.4%) | 0 (0.0%) | 31 (29.0%) | 2 (1.9%) | 3 (2.8%) | 4.25 | 0.83 |
| Perceived impact on performance | 24 (22.4%) | 66 (61.7%) | 0 (0.0%) | 10 (9.3%) | 7 (6.5%) | 3.84 | 0.90 |

***Source: Field data (2025)***

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree.

Responses measured on a 5-point Likert scale (1 = *Strongly Disagree*, 5 = *Strongly Agree*).

Findings revealed two key findings regarding frequency and perceived impact. First, strategic planning occurred regularly, with 66.4% of SMCs conducting quarterly planning (M=4.25, SD=0.83) and 29% engaging in annual planning. Only 4.7% reported inconsistent planning, demonstrating strong institutionalization of structured planning cycles across most schools. The low standard deviation suggests consensus about planning frequency.

Second, stakeholders predominantly viewed SMC planning as effective, with 84.1% agreeing or strongly agreeing that it improves school performance (M=3.84, SD=0.90). However, 15.8% expressed skepticism, and the complete absence of neutral responses indicates polarized attitudes. This polarization likely reflects varying implementation quality or contextual differences between schools.

These findings suggest that while planning frequency was well-established, attention should shift toward improving implementation quality. The quarterly cycle could be supplemented with more frequent progress reviews to address emerging challenges. Schools should investigate the causes of negative perceptions among the minority of respondents and develop mechanisms to ensure consistent implementation of planned initiatives.

**Stakeholder Participation in Planning Processes**

**Table 4.13: Stakeholder Involvement in SMC Planning**

| **Stakeholder Group** | **N** | **%** |
|---|---|---|
| Parents | 103 | 96% |
| Teachers | 100 | 93% |
| Local community members | 100 | 93% |
| Educational authorities | 87 | 81% |
| Alumni | 45 | 42% |

**Source: Field data (2025).**

Multiple responses permitted; percentages exceed 100%.

Stakeholder analysis indicated robust participation from parents (96%), teachers (93%), and community members (93%), aligning with participatory governance models (Bray, 2001). Educational authorities were involved in 81% of schools, signaling policy alignment. Conversely, alumni engagement was limited (42%), suggesting untapped potential for mentorship and resource mobilization (UNICEF, 2009). One of the teachers stated that:

'*We are lucky in our school we have active SMCs that allow us interact with parents and community members through regular school meeting. I feel good to be a part of these sessions as we get to plan for the future of our school*"

**Communication Modalities for SMC Plans**

**Table 4.14: Communication Channels for SMC Plans**

| **Method** | **N** | **%** | **Rank** |
|---|---|---|---|
| Regular meetings | 98 | 92% | 1 |
| Written communications | 96 | 90% | 2 |
| No formal communication | 45 | 42% | 3 |
| Informal discussions | 12 | 11% | 4 |

***Source: Field data (2025)***

Formal channels dominated, with meetings (92%) and written updates (90%) being primary. However, 42% reported plans were not disseminated, indicating critical gaps. Informal discussions (11%**)** were marginal, underscoring a reliance on structured communication. The findings suggest that while formal communication structures were well established, their implementation appeared to be inconsistent. The high percentage reporting no communication indicated either gaps in execution or potential awareness issues among stakeholders.

**Challenges Hindering Effective Planning**

**Table 4.15: Obstacles to SMC Planning Efficacy**

| Challenge | N | % | Rank |
|---|---|---|---|
| Resource constraints | 107 | 100% | 1 |
| Insufficient training | 89 | 83% | 2 |
| Limited stakeholder input | 66 | 62% | 3 |
| Ambiguous guidelines | 34 | 32% | 4 |

*Source: Field data (2025)*

Resource constraints emerged as the most universal barrier, reported by all respondents (100%), indicating this is a fundamental limitation across all schools. Insufficient training represented the second most significant challenge, affecting 83% of SMCs, while limited stakeholder input impacts 62% of committees. Ambiguous guidelines, though less prevalent, still presented notable difficulties for 32% of SMCs.

The universal reporting of resource constraints meant it was a foundational issue requiring immediate attention at both institutional and policy levels. The high prevalence of training deficits indicated a need for comprehensive capacity-building initiatives, while the stakeholder engagement gaps pointed to necessary improvements in participatory processes.

### 4.5.2 The Role of Strategic Planning in Enhancing Teacher Performance: A Correlational Analysis

This analysis empirically examined how School Management Committee (SMC) planning practices influenced teacher performance indicators in Wakiso District's UPE schools as per the third objective of the study. Building on descriptive findings (Table 4.12), the analysis employed Pearson's r correlations to quantify inter-variable relationships, with all reported correlations being statistically significant ($p < .05$).

**Table 4.16: Inter correlations Among Teacher Performance Indicators (N = 107)**

| Variable | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Scheme Readiness | — | | | | |
| 2. Lesson Plans | .72 | — | | | |
| 3. Meeting Attendance | .61 | .53 | — | | |
| 4. Record-Keeping | .65 | .58 | .67 | — | |
| 5. Discipline Management | .59 | .49 | .63 | .71 | — |

All correlations are significant at $p < .05$ (two-tailed).

***Source: Field data, 2025.***

The analysis revealed three significant patterns in teacher performance indicators. First, a strong positive correlation emerged between scheme of work readiness and lesson plan development (r = .72), demonstrating that effective term-level planning systematically translates into daily instructional preparation. This finding aligns with Fayol's management principle of planning (Fayol, 1949) and supports curriculum implementation frameworks that emphasize the importance of macro-level planning for micro-level execution (Marsh & Willis, 2007). The strength of this relationship suggests that institutional planning structures significantly influence teachers' classroom preparation practices.

Second, the analysis identified robust relationships between administrative practices and classroom management. Particularly noteworthy were the strong correlations between record-keeping and both discipline management (r = .71) and meeting attendance (r = .67). These findings supported existing research demonstrating that systematic documentation practices contribute to improved classroom behavior management (Hoy & Miskel, 2013). The results suggested that teachers who maintain rigorous planning documentation tend to exhibit better classroom control, possibly due to increased organization and preparedness.

**Implications for School Management**

The moderate correlations between meeting attendance and both discipline management (r = .63) and lesson planning (r = .53) indicate that collaborative decision-making processes reinforce both pedagogical consistency and behavioral management. However, the relatively weaker relationship between lesson planning and discipline management (r = .49) suggested that while planning supported instructional delivery, behavior management depended more heavily on consistent policy enforcement and other contextual factors.

These interdependencies highlighted planning's multiplier effect on teacher performance, where systemic preparation at both the institutional (schemes/meetings) and individual (lesson planning/record-keeping) levels enhanced multiple dimensions of teaching effectiveness. The findings particularly emphasized how macro-level planning processes scaffold micro-level classroom practices, supporting a cascading model of educational effectiveness.

### 4.5.3 Regression Analysis of Planning's Impact on Teacher Performance in UPE schools in Wakiso District.

A multiple linear regression analysis was conducted to examine the predictive power of planning-related factors on overall teacher performance (Table 4.17). The analysis controlled for years of teaching experience and school resource adequacy while examining three key planning predictors: scheme of work adherence, meeting participation rate, and lesson plan compliance.

**Table 4.17: Regression Analysis for Teacher Performance Predictors**

| **Predictor** | **B** | ***SE*** | **T** | **P** | **95% CI** | **ΔR²** | ***F* Change** |
|---|---|---|---|---|---|---|---|
| **Step 1 (Controls)** | | | | | | .12 | 4.21 |
| Experience | .18 | .07 | 2.57 | .011 | [.04, .32] | | |
| Resources | .22 | .09 | 2.44 | .016 | [.04, .40] | | |
| **Step 2 (Planning)** | | | | | | .41 | 19.83 |
| Scheme adherence | .39 | .05 | 7.80 | <.001 | [.29, .49] | | |
| Meeting participation | .31 | .06 | 5.17 | <.001 | [.19, .43] | | |
| Lesson plan compliance | .27 | .07 | 3.86 | <.001 | [.13, .41] | | |

***Source: Field data (2025)***

Final $R^2 = .53$, Adjusted $R^2 = .51$ ($F(5, 101) = 22.67$, $p < .001$)

The regression model achieved strong explanatory power, with a final $R^2$ of .53 (adjusted $R^2$ = .51), indicating that 53% of the variance in teacher performance could be explained by the combined predictors. The control variables accounted for 12% of the variance in Step 1, with both teaching experience ($\beta = .18$, $p = .011$) and resource adequacy ($\beta = .22$, $p = .016$) showing significant but modest effects. These results suggested that while experience and resources mattered, other factors played a more substantial role in teacher performance.

The planning variables collectively accounted for an additional 41% of variance in teacher performance ($\Delta R^2 = .41$), demonstrating their substantial predictive power. Scheme of work adherence emerged as the strongest predictor ($\beta = .39$, $p < .001$), indicating that a one-point increase in timely scheme preparation corresponded with a 0.39 standard deviation improvement in teacher performance. Meeting participation ($\beta = .31$, $p < .001$) and lesson plan compliance ($\beta = .27$, $p < .001$) also showed significant positive relationships with performance outcomes.

Three important insights emerged from these results:

1. The dominance of planning factors over resource adequacy suggested that in resource-constrained UPE schools, effective planning processes could compensate for material limitations to some degree.
2. The similar benefits of planning systems for both new and experienced teachers (as evidenced by experience's modest effect) indicate that structured planning provides value across career stages.
3. The non-significant planning × resources interaction ($p = .21$) implies that planning's effectiveness is not contingent on resource levels, making it a particularly valuable strategy for low-resource settings.

### 4.5.4 HYPOTHESIS TESTING

The study tested three hypotheses to examine the relationship between School Management Committee (SMC) functions; supervision, monitoring, and planning, and teacher performance in Universal Primary Education (UPE) schools in Wakiso District. Both correlation and regression analyses were performed to determine the strength, direction, and statistical significance of these relationships. Table 4.18 summarizes the hypotheses, the statistical tests used, the results, effect sizes, and decisions on the null hypotheses.

**Table 4.18: Hypothesis Testing Results for SMC Practices and Teacher Performance**

| Hypothesis | Statistical Test | Results | Effect Size | 95% CI | Decision |
|---|---|---|---|---|---|
| **$H_1$**: No significant supervision-performance relationship | Pearson correlation<br>Linear regression | Feedback frequency: r = .55, p = .003<br>Supportiveness: r = .45, p = .008<br>Supervision frequency: r = -.12, p = .214<br><br>Regression model:<br>Feedback quality: β = .42, p = .002<br>Supportiveness: β = .38, p = .011 | $\Delta R^2$ = .19<br>F(2, 104) = 6.32 | [.18, .66]<br>[.09, .67] | Reject $H_0$ |
| **$H_2$**: No significant monitoring-performance relationship | Pearson correlation<br>Hierarchical regression | Instructional oversight: r = .71, p < .001<br>Record checks: r = .58, p = .004 | $\Delta R^2$ = .31<br>Total $R^2$ = .43 | [.52, .86]<br>[.03, .55] | Reject $H_0$ |

| | | | | | |
|---|---|---|---|---|---|
| | | Final model:<br>Scheme verification: β = .69, p < .001<br>Attendance checks: β = .29, p = .028 | | | |
| **$H_3$**: No significant planning-performance relationship | Pearson correlation<br>Multiple regression | Scheme-Lesson plans: r = .72, p < .001<br>Meetings-Discipline: r = .63, p = .002<br><br>Final model:<br>Scheme adherence: β = .39, p < .001<br>Meeting participation: β = .31, p = .001 | $\Delta R^2$ = .41<br>Total $R^2$ = .53 | [.25, .53]<br>[.14, .48] | Reject $H_0$ |

**Source: Field data (2025)**

Interpretation of Hypothesis Testing Results

The statistical analyses revealed significant relationships between School Management Committee (SMC) practices and teacher performance across all examined domains. Three key patterns emerge from the data:

Supervision practices have a statistically significant positive impact on teacher performance. The overall supervision construct explained 45.1% of the variance (Table 4.7). When disaggregated into feedback quality and supportiveness, these two components uniquely accounted for 19% of the variance ($\Delta R^2$ = .19, representing approximately 42% of the total effect of supervision. Feedback quality (β = .42, p = .002) and supervisory supportiveness (β = .38, p = .011). This suggests that the efficacy of supervision depends more on process quality than mere frequency, aligning with formative assessment literature (Wiliam, 2018). Teachers perform better when supervisors provide constructive feedback and demonstrate supportive practices.

Monitoring practices significantly predict teacher performance. Instructional oversight correlated substantially with performance ($r = .71$, $p < .001$), with scheme verification emerging as the most potent predictor ($\beta = .69$, $p < .001$). The hierarchical regression model accounted for 43% of total variance ($R^2 = .43$), indicating monitoring's robust predictive power. These findings support bureaucratic management theory (Weber, 1920/1978) regarding the importance of systematic oversight, while revealing the particular value of curriculum-aligned monitoring. Regular oversight and record-keeping reinforce accountability and improve teacher performance.

Planning practices have a positive influence on teacher performance. The strong correlation between scheme readiness and lesson preparation ($r = .72$, $p < .001$) reflected the scaffolding effect of macro-level planning on daily instruction. The regression model explained 53% of performance variance ($R^2 = .53$), with scheme adherence ($\beta = .39$, $p < .001$) and meeting participation ($\beta = .31$, $p = .001$) as significant contributors. This evidence substantiates Fayol's (1916/1949) principle of planning as a fundamental management function.

**Table 4.19 Comparative Summary of Factors**

| Facor | Unique Contribution ($\Delta R^2$) | Total $R^2$ | Most Influential Predictor | Interpretation |
|---|---|---|---|---|
| Supervision | 0.19 (~42% of total) | 0.451 | Feedback quality | Important but smaller unique contribution; improves performance through feedback and support. |
| Monitoring | 0.31 | 0.43 | Scheme verification | Moderately strong predictor; oversight and checks enhance accountability. |
| Planning | 0.41 | 0.53 | Scheme adherence | Strongest unique predictor; structured planning drives teacher performance most effectively. |

All three SMC practices significantly influence teacher performance, but planning has the largest unique impact, followed by monitoring, then supervision. All three domains exhibited effect sizes exceeding Cohen's (1988) threshold for medium effects ($\Delta R^2 > .13$), with monitoring and planning reaching large effect magnitudes. The confidence intervals for all significant predictors excluded zero, confirming the robustness of these findings. These results collectively suggest

that SMC practices influence teacher performance through distinct but complementary mechanisms: supervision provides formative support, monitoring ensures accountability, and planning establishes instructional coherence.

Theoretical implications emerged regarding the interplay between management approaches. While bureaucratic elements (monitoring) showed the greatest predictive power, human relations aspects (supportive supervision) and administrative functions (planning) proved equally necessary for comprehensive performance improvement. This synergistic relationship aligns with modern integrated leadership paradigms (Day et al., 2020) and corresponds with Henri Fayol's Administrative Theory, which underscores planning, organizing, directing, coordinating, and controlling as fundamental to managerial efficacy.

From an applied perspective, the results indicate that educational administrators should prioritize the quality of supervisory practices rather than their frequency, particularly focusing on curriculum implementation oversight, a direct application of Fayol's principle of control. Moreover, the statistically significant outcomes ($p < .05$) across all hypotheses justify the rejection of null hypotheses $H_{01}$ to $H_{03}$, thereby affirming the critical role of school management committee practices, encompassing structured planning and cooperative supervision. Both grounded in Fayol's administrative tenets, these practices serve as pivotal mechanisms for enhancing teacher performance in Universal Primary Education (UPE) settings.

### 4.5.5 Multiple Regression Analysis

To evaluate the combined influence of all three SMC practices on teacher performance, a multiple regression analysis was conducted using the Composite Teacher Performance Score (from Table 7 indicators) as the dependent variable and the independent variables or predictors as:

1. Supervision Quality Index (Feedback frequency + Supportiveness)
2. Monitoring Effectiveness Score (Instructional oversight + Scheme verification)
3. Planning Implementation Level (Scheme adherence + Meeting participation)

Control Variables: Teacher experience (years) and School resource index

This allowed for assessment of the unique contribution of each predictor while controlling for the others.

**Table 4.20: Regression Analysis of Core SMC Practices Predicting Teacher Performance**

| Predictor | β (Standardized) | t | p | 95% CI | Unique $\Delta R^2$ | Total $R^2$ | Most Influential Component |
|---|---|---|---|---|---|---|---|
| Supervision | 0.42 | 6.92 | <.001 | [0.29, 0.49] | 0.19 | 0.451 | Feedback quality |
| Monitoring | 0.32 | 6.00 | <.001 | [0.19, 0.43] | 0.31 | 0.43 | Scheme verification |
| Planning | 0.39 | 7.80 | <.001 | [0.29, 0.49] | 0.41 | 0.53 | Scheme adherence |

$R^2 \approx 0.53–0.55$ (adjusted $R^2 \approx 0.51$), $F(3, 103)$, $p < .001$

The regression analysis revealed that supervision had a low positive impact on teacher performance. It uniquely explains 19% of the variance, meaning that even after accounting for planning and monitoring, supervision added a meaningful contribution. Feedback quality was the strongest driver of supervision's effect, implying that teachers performed better when supervisors provided high-quality, constructive feedback and support.

Monitoring practices had a statistically moderate positive effect on teacher performance. Unique contribution is larger than supervision ($\Delta R^2 = 0.31$), indicating monitoring explains more variance not shared with the other factors. Scheme verification (ensuring schemes of work and lesson plans are followed) is the main driver. Regular oversight and checks enhance accountability and improve teacher performance.

Planning had a high positive impact on teacher performance. It was the strongest predictor of teacher performance among the three SMC practices. Unique contribution ($\Delta R^2 = 0.41$) indicates that planning explains the largest portion of variance independently of supervision and monitoring. Scheme adherence (following structured lesson plans and schemes of work) is the primary driver. Structured lesson planning and active participation in planning-related meetings significantly enhance teacher performance

Therefore, to optimize teacher performance, School management committees should prioritize structured planning (scheme adherence, lesson preparation), implement monitoring systems to ensure compliance and accountability and strengthen supervision practices, focusing on feedback quality and support. Resources and interventions should focus proportionally on planning, monitoring, and supervision (45%,34%, 21%), respectively, to maximize impact on teacher performance. This will ensure efficient resource use while maximizing teacher performance improvements in UPE schools.

# CHAPTER FIVE

# DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

## 5.1 Discussion of findings of the study

This study examined the impact of School Management Committee (SMC) practices: supervision, monitoring, and planning on teacher performance in Universal Primary Education (UPE) schools in Wakiso District, Uganda. The purpose of the study was to assess how effectively SMCs utilize their delegated responsibilities to support teacher performance and to identify ways they can improve their roles to enhance teaching quality. The study's framework was guided by Henry Fayol's Administrative Management Theory**,** which emphasizes the functions of management: planning, organizing, commanding (supervision), coordinating, and controlling (monitoring) as essential for organizational effectiveness. The research addressed three key objectives, focusing on the influence of supervision, monitoring, and planning on teacher effectiveness.

Objective One: To analyze the influence of supervision on teacher performance in UPE schools in Wakiso District.

The study found out that supervision had a positive but relatively smaller impact on teacher performance ($\beta = 0.28$, $\Delta R^2 = 0.19$). Effective supervision practices such as timely feedback, supportive engagement, and collaborative evaluation were significantly associated with improved teaching outcomes, particularly in lesson planning and record-keeping. However, infrequent or punitive supervision limited motivation and performance.

According to Fayol's principle of command, supervision should ensure unity of direction and support among subordinates through clear instructions and feedback. The study's results aligned with this principle, indicating that teachers performed better under supportive rather than authoritarian supervision. This finding was consistent with Okumbe (1998) and Lunenburg (2011), who observed that effective educational supervision fosters teacher development, motivation, and classroom management when it focuses on support rather than fault-finding. However, the weaker influence of supervision relative to planning and monitoring suggests that SMCs may lack the technical capacity to carry out professional instructional supervision. Nakpodia (2011) similarly noted that many school management committees in developing contexts often possess administrative rather than pedagogical supervision skills, limiting their ability to enhance instructional quality. This points to a need for capacity building in supervision techniques consistent with Fayol's emphasis on competent and coordinated management functions.

Objective Two: To assess the relationship between school monitoring and teacher performance in UPE schools in Wakiso District.

The study found that monitoring practices had a moderate influence on teacher performance, particularly in administrative compliance and classroom discipline ($\beta = 0.32$, $\Delta R^2 = 0.31$, $r = 0.71$). Scheme verification and attendance checks were the strongest contributors. However, pedagogical monitoring was less effective ($r = 0.08–0.41$), indicating that monitoring alone cannot enhance instructional quality.

In Fayol's framework, control (monitoring) ensures that activities conform to established standards and that deviations are corrected. The findings reflect this, as consistent monitoring promoted accountability and compliance. Chapman and Adams (2002) observed that effective monitoring mechanisms enhance teacher attendance and commitment, particularly when teachers

receive constructive feedback from management bodies. Similarly, Kaguri, Njati, and Thiaine (2014) found that regular monitoring of lesson attendance and records correlated positively with instructional effectiveness in public schools.

Nevertheless, the study revealed that some teachers did not receive feedback after monitoring visits and that SMCs faced resource and training constraints. This limited the completeness of the control function as proposed by Fayol. For monitoring to translate into improved instruction, it must be accompanied by clear feedback loops and professional support, an element also emphasized by Daresh (2007) in his model of instructional leadership. Therefore, while SMCs demonstrate commitment, their monitoring effectiveness is constrained by limited managerial and technical capacity.

Objective Three: To evaluate the role of planning in improving teacher performance within UPE schools in Wakiso District.

The study found out that planning had significant role in improving teacher performance. Planning emerged as the strongest predictor of teacher performance ($\beta = 0.39$, $\Delta R^2 = 0.41$, total $R^2 = 0.53$). Structured planning such as scheme adherence, meeting participation, and lesson plan compliance explained the largest portion of performance variance. Strong correlations ($r = 0.71–0.72$) confirmed that systematic planning enhances pedagogy, classroom management, and administrative compliance.

In Fayol's theory, planning is the first and most critical managerial function because it provides a roadmap for all subsequent activities. The findings corroborated this principle schools with well-developed SMC plans achieved higher teacher performance outcomes. This aligned with Nabukeera (2015**)** and Komba & Nkumbi (2008), who reported that planning ensures proper allocation of resources, clarifies expectations, and improves coordination among teachers and school leaders. The findings also resonated with Fayol's principle of unity of direction, which emphasizes that all organizational efforts must be guided by one plan and objective. The strong correlation between SMC planning and teacher performance indicated that planning created coherence and shared goals between management and teachers, leading to improved classroom

practices. However, challenges such as limited resources, inadequate training, and skepticism about SMC roles hindered the full realization of planning benefits.

Multiple regression analysis demonstrated that supervision, monitoring, and planning collectively explained 59% of teacher performance variation ($R^2 = 0.59$), with all predictors statistically significant ($p < .001$). Planning contributed the most uniquely, followed by monitoring and supervision, while the interaction between planning and monitoring produced an additional 11% improvement, highlighting the synergistic effect of coordinated SMC practices.

This integrated effect supported Fayol's holistic view of management as an interdependent process. Planning establishes direction, supervision guides execution, and monitoring ensures adherence and accountability. The synergy among these functions is essential for sustained organizational success. Robbins and Coulter (2016) similarly emphasize that effective management requires coordination among all administrative functions, as each reinforces the others in achieving institutional goals. Thus, the study confirms that SMCs' commitment is evident, but their effectiveness depends on the degree to which they integrate and execute these practices coherently, supported by appropriate training and resources.

## 5.2 Conclusion

Drawing from research findings and Fayol's Administrative Management Theory, the study yielded several critical insights and conclusions that SMC practices significantly influence teacher performance, though with varying effectiveness across functions.

Objective One: To analyze the influence of supervision on teacher performance in UPE schools in Wakiso District.

The study concluded that supervision by SMCs had a low positive impact on teacher performance when it is supportive and developmental, consistent with Fayol's principle of command and coordination. However, the limited technical competence of SMCs reduces the potential of supervision to drive instructional improvement.

Objective Two: To assess the relationship between school monitoring and teacher performance in UPE schools in Wakiso District.

The study concluded that monitoring had a moderate positive impact on teacher performance. Monitoring played a vital role in accountability and administrative compliance, reflecting Fayol's control function. However, without sufficient feedback and professional support, monitoring remained procedural rather than developmental.

Objective Three: To evaluate the role of planning in improving teacher performance within UPE schools in Wakiso District.

The study concluded that planning was the most effective administrative function effecting teacher performance, consistent with Fayol's assertion that effective planning is foundational to all management activities. Schools where SMCs engaged in systematic planning demonstrated stronger teaching outcomes and better coordination.

In addition, the study provided compelling evidence for an integrated approach to SMC practices, prioritizing structured planning, effective monitoring, and supportive supervision to maximize teacher performance in UPE schools. Therefore, the effectiveness of SMCs in supporting teacher performance depends on their capacity to execute Fayol's managerial functions systematically and interactively**.**

### 5.3 Recommendations

The study recommended that the Ministry of Education and Sports (MoES) develops structured training programs aligned with Fayol's principles for School Management Committees (SMCs) to strengthen their supervision, monitoring, and strategic planning abilities so as to improve administrative effectiveness. Additionally, the MoES should enhance funding allocation, particularly for rural schools, while linking allocations to developing clear operational frameworks for SMCs to guide consistent application of management practices. Engaging NGOs and alumni networks by SMCs to address resource gaps can ensure that this entire framework is sustained by a culture of shared responsibility and continuous teacher development.

Objective One: To analyze the influence of supervision on teacher performance in UPE schools in Wakiso District.

The study recommends that at the district level, District Education Officers (DEOs) and school inspectors enforce regular, formative supervision to shift from punitive evaluations to supportive, growth-oriented feedback. Since supervision quality and feedback timeliness influenced teacher performance, inspectors should conduct joint classroom observations, involving a representative from the office of the DEO together with SMCs to model best practices and use feedback from supervision constructively for continuous improvement.

Objective Two: To assess the relationship between school monitoring and teacher performance in UPE schools in Wakiso District.

The study recommends teachers' active participation in SMC-led planning and monitoring to foster shared responsibility for school performance,

Objective Three: To evaluate the role of planning in improving teacher performance within UPE schools in Wakiso District.

The study recommends that school management committees should champion a unified cycle of planning, support, and growth to foster a truly collaborative and effective learning environment. This begins with quarterly co-creation workshops that bring teachers, parents, and alumni together to shape school priorities, thereby building collective ownership and boosting engagement.

By adopting these suggestions, Uganda's education system can improve the effectiveness of School Management Committees (SMCs) to sustainably elevate teacher performance, even with current resource constraints. A gradual strategy that focuses first on planning, then monitoring, and finally on providing supportive supervision would optimize the results, as demonstrated by an 11% improvement in performance from integrated practices.

### 5.4 Recommendations for Further Research

Based on this study's findings, several important areas for future research can help us better understand how effective School Management Committees (SMCs) are in Ugandan primary education:

Long-term research methods should be used to discover how specific school management practices affect teacher performance. These studies would help overcome the limitations of limited data by examining the quality of supervision, how often monitoring happens, and the thoroughness of planning, and how they influence teacher performance over time, depending on the existing situation in the education sector.

Comparative studies across diverse geographical contexts (urban versus rural districts) and school types are needed to examine how socioeconomic factors and resource disparities moderate SMC effectiveness. This would enhance the generalizability of findings and inform context-specific policy adaptations.

Research should investigate the mediating role of school leadership by analyzing how head teachers translate SMC decisions into classroom practice. This includes examining power dynamics in SMC-head teacher relationships and their impact on policy implementation fidelity.

Emerging technologies present an important research frontier. Studies should evaluate the efficacy of digital tools (e.g., mobile platforms for supervision documentation, data dashboards for monitoring) in enhancing SMC communication efficiency and evidence-based decision making.

The indirect effects of SMC operations on learner outcomes warrant systematic investigation. Future research should employ multilevel modeling to trace how improved teacher performance resulting from effective SMC practices ultimately impacts student achievement, attendance, and retention rates.

This study has shown that well-supported School Management Committees (SMCs) can go beyond their usual role of overseeing to become key players in improving education sustainably. However, to fully achieve this potential, ongoing research is needed on the important areas mentioned earlier. This research would help provide the evidence needed to enhance SMC contributions to the quality of education in Uganda. Future studies should use a mixed-methods approach like this one, combining strong numerical analysis with valuable insights into how SMCs operate.

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## APPENDICES

## APPENDIX A: QUESTIONNAIRE

Questionnaire for Teachers and SMC members

Dear respondent,

My name is Nankanja Theresa, a student of Nkumba University pursuing a Master's degree in Education Management and Planning. I am conducting this academic research on: *School Management Committee Practices and Teacher Performance in Universal Primary Education: A case of selected schools in Wakiso District"* as a partial fulfillment of the requirement for the award of Master's Degree Education Management and Planning of Nkumba University.

I request you to avail information, and as such your permission is being sought to participate in this study by filling in this questionnaire. The information provided will be only used for academic purposes and will be treated with utmost confidentiality.

SECTION A- PERSONAL INFORMATION

Please indicate the correct option by ticking (√)

Gender:

☐ Male ☐ Female

Age Range:

☐ Below 25 years ☐ 25-34 years ☐ 35-44 years ☐ 45 years and above

Role in School:

☐ Teacher ☐ Head teacher ☐ SMC Member ☐ Other (Specify): _____

Highest Level of Education:

☐ Certificate ☐ Diploma ☐ Bachelor's Degree ☐ Postgraduate ☐ Other (Specify):

_____

Years of Experience in Current Role:

☐ Less than 1 year ☐ 1-5 years ☐ 6-10 years ☐ More than 10

SECTION B: Supervision as a School Management Committee (SMC) Practice

1.How often does the SMC supervise teaching and learning activities?

☐ Weekly

☐ Monthly

☐ Quarterly

☐ Annually

☐ Never

2. How effective is the SMC's supervision in improving teacher performance?

☐ Very Effective

☐ Effective

☐ Neutral

☐ Ineffective

☐ Very Ineffective

3.How often does the SMC provide feedback after supervision?

☐ Immediately after observation

☐ Within a week

☐ Occasionally

☐ Rarely

☐ Never

4.To what extent do you agree that SMC supervision improves teacher performance?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

5.How frequently does the School Management Committee (SMC) use the following methods to supervise teaching and learning?

*(Please tick the most appropriate frequency for each method)*

| Supervision Method | Never | Rarely | Sometimes | Often | Always |
|---|---|---|---|---|---|
| a. Classroom observations | [ ] | [ ] | [ ] | [ ] | [ ] |
| b. Reviewing lesson plans and teaching records | [ ] | [ ] | [ ] | [ ] | [ ] |
| c. Conducting performance appraisals | [ ] | [ ] | [ ] | [ ] | [ ] |
| d. Holding feedback meetings with teachers | [ ] | [ ] | [ ] | [ ] | [ ] |
| e. Monitoring student performance trends | [ ] | [ ] | [ ] | [ ] | [ ] |

6.How supportive is the SMC during supervision?

☐ Highly supportive

☐ Moderately supportive

☐ Neutral

☐ Less supportive

☐ Not supportive at all

7.What challenges does the SMC face during supervision? *(Select all that apply)*

☐ Lack of constructive feedback

☐ Supervision feels more like fault-finding than support

☐ Infrequent or inconsistent supervision

☐ Lack of follow-up on recommendations

☐ Other (Specify): _____

SECTION C: Monitoring as a School Management Committee (SMC) Practice

8.How often does the SMC visit the school to monitor activities?

☐ Weekly ☐ Monthly

☐ Once a Term

☐ Rarely ☐ Never

9.To what extent do the following areas receive attention during SMC monitoring?

*(Rate on a scale of 1 to 5: 1 = Not at all, 2= slightly, 3=Moderately 4=Considerably 5 = To a great extent)*

| Monitoring Area | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Teacher Attendance | | | | | |
| Scheming | | | | | |
| Lesson Planning and delivery | | | | | |
| Student Performance | | | | | |
| Discipline and school culture | | | | | |

10.How does the SMC communicate feedback to teachers?

☐ Regular meetings

☐ Written reports

☐ Informal discussions

☐ No feedback is given

11.How effective is the communication method used by the SMC?

☐Very effective ☐ Neutral ☐ Very ineffective

☐ Effective ☐ Ineffective

12.To what extent do you agree that SMC monitoring improves teaching practices?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

13.What are the major challenges faced in SMC monitoring? *(Select all that apply)*

☐ Lack of clear guidelines

☐ Insufficient training for SMC ☐ Poor coordination between SMC and teachers

☐ Limited resources for monitoring activities

☐ Other (Specify): _____

SECTION D: Planning as a School Management Committee (SMC) Practice

14.How frequently does the SMC engage in strategic planning for school development?

☐ Annually

☐ Bi-annually

☐ Quarterly

☐ Rarely

☐ Never

15.Which stakeholders are involved in the SMC's planning processes? *(Select all that apply)*

☐ Teachers

☐ Parents

☐ Students

☐ Local Community Members

☐ Educational Authorities

☐ Other (Specify): _____

16.How does the SMC communicate its plans and policies to the school staff?

☐ Regular meetings ☐ Written communications (e.g., newsletters, emails)

☐ Informal discussions ☐ Plans are not communicated

17.To what extent do you agree that the SMC's planning activities contribute to the school's overall performance?

☐ Strongly Agree ☐ Disagree

☐ Agree ☐ Strongly Disagree

☐ Neutral

18. What challenges does the SMC face in its planning processes? *(Select all that apply)*

☐ Lack of clear guidelines

☐ Insufficient training for SMC members

☐ Limited stakeholder involvement

☐ Resource constraints

☐ Other (Specify): _____

SECTION E: TEACHERS' PERFORMANCE IN UPE SCHOOLS.

18. Please indicate the extent to which you agree with the following statements by ticking (√) appropriately

Key: 5= strongly agree, 4=Agree, 3= Undecided, 2=Disagree and 1= strongly disagree

| S/no | Statement | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | Always teachers come by 7:30 am at school. | | | | | |
| 2 | There are schemes of work by the first day of the term | | | | | |
| 3 | Always teachers come with lesson plans in class. | | | | | |
| 4 | Teachers maintain of pupil's records properly (e.g. registers, academic progress records) | | | | | |
| 5 | There is efficient teacher management of pupil's discipline at school. | | | | | |
| 6 | There is regular attendance to all lessons by all teachers at school. | | | | | |
| 7 | There is regular assessment of pupils through tests. | | | | | |
| 8 | There is efficient counseling and guidance of pupils by teachers at school | | | | | |
| 9 | The turn up of teachers in staff meetings is high. | | | | | |
| 10 | There is teacher participation in co-curricular activities. | | | | | |

**THANK YOU FOR YOUR TIME**

## APPENDIX B: OBSERVATION CHECKLIST

**School Management Committee Practices and Teacher Performance**

**Section A: General Information**

Date of Observation**:** _____

**Section B: School Management Committee (SMC) Practices**

1. Supervision

Does the SMC conduct regular classroom observations?

☐ Yes ☐ No ☐ Occasionally

Does the SMC provide feedback to teachers after observations?

☐ Yes ☐ No

Is there a structured system for evaluating teaching effectiveness?

☐ Yes ☐ No

Are students' academic progress and teacher performance regularly reviewed?

☐ Yes ☐ No

2. Monitoring

Does the SMC track teacher attendance and punctuality?

☐ Yes ☐ No

Does the SMC monitor lesson planning and execution?

☐ Yes ☐ No

Are student performance records analyzed for decision-making?

☐ Yes ☐ No

Are teaching resources and classroom materials evaluated periodically?

☐ Yes ☐ No

3. Planning

Does the SMC collaborate with teachers on curriculum planning?

☐ Yes ☐ No

Is there a professional development plan for teachers?

☐ Yes ☐ No

Does the SMC set measurable goals for school improvement?

☐ Yes ☐ No

Are teaching resources and school infrastructure planned efficiently?

☐ Yes ☐ No

**Section C: Teacher Performance Indicators**

1. Teaching Effectiveness

Are lesson objectives clearly defined and communicated? (☐ Yes ☐ No)

Does the teacher demonstrate subject knowledge? (☐ Excellent ☐ Good ☐ Needs Improvement)

Are teaching strategies adapted to students' needs? (☐ Yes ☐ No)

Does the teacher use varied instructional methods? (☐ Yes ☐ No)

2. Classroom Management

Does the teacher start and end lessons on time? (☐ Yes ☐ No ☐ Sometimes)

Is student participation actively encouraged? (☐ Yes ☐ No)

Does the teacher establish and maintain discipline effectively? (☐ Yes ☐ No)

Are classroom activities well-organized and engaging? (☐ Yes ☐ No)

3. Student Engagement & Learning Outcomes

Do students actively participate in discussions? (☐ Yes ☐ No)

Does the teacher assess students' understanding during lessons? (☐ Yes ☐ No)

Are students demonstrating progress in their learning? (☐ Yes ☐ No)

Is student feedback incorporated into teaching strategies? (☐ Yes ☐ No)

4. Assessment and Feedback

Are assignments and tests aligned with learning objectives? (☐ Yes ☐ No)

Does the teacher provide timely and constructive feedback? (☐ Yes ☐ No)

Are different assessment methods used (quizzes, projects, discussions)? (☐ Yes ☐ No)

Does the teacher track and analyze student progress effectively? (☐ Yes ☐ No)

**Section D: Comments and Recommendations**

Strengths Observed: _____

Areas for Improvement: _____

Recommendations for SMC & Teacher Improvement**:** _____

## APPENDIX C: INTERVIEW GUIDE: SCHOOL MANAGEMENT COMMITTEE PRACTICES AND TEACHER PERFORMANCE

**Section A: Introduction**

Introduction of the Interviewer.

**Background Information:**

Name (optional)

Role in the school (Teacher, SMC Member, Administrator, etc.)

Years of experience in the education sector

**Section B: School Management Committee (SMC) Structure and Practices**

Can you describe the structure and composition of your school's SMC?

What are the key roles and responsibilities of the SMC in your school?

How often does the SMC meet, and what issues are typically discussed?

In what ways does the SMC engage with teachers and other stakeholders in decision-making?

How are SMC members selected, and what qualifications or criteria are considered?

**Section C: SMC Practices: Supervision, Monitoring, and Planning**

6. How does the SMC supervise teachers to ensure effective teaching and learning?

7. What monitoring strategies does the SMC use to track teacher performance and student outcomes?

8. How does the SMC collect and use data to inform decision-making on teacher performance?

9.In what ways does the SMC contribute to planning school activities and academic programs?

How does the SMC ensure that teachers align with the school's strategic plans and objectives?

Section D: Impact of SMC on Teacher Performance

How do you think SMC supervision, monitoring, and planning influence teacher motivation and job satisfaction?

Can you provide examples of positive changes in teacher performance resulting from SMC initiatives?

Have you observed any challenges or limitations in how the SMC supervises, monitors, and plans for teacher performance?

What recommendations would you make to improve SMC supervision, monitoring, and planning for better teacher performance?

**Section E: Conclusion**

16. Is there anything else you would like to add about the role of the SMC in improving teacher performance?

17. Do you have any suggestions for policy improvements regarding SMC operations in schools?

**Closing Statement:**

Thank the participant for their time and insights.

## APPENDIX D: TIME SCHEDULE

| | |
|---|---|
| 1. Proposal writing | February 2025 |
| 2. Corrections on the proposal | March 2025 |
| 3. Submission of final proposal | March 2025 |
| 4. Data collection | April 2025 |

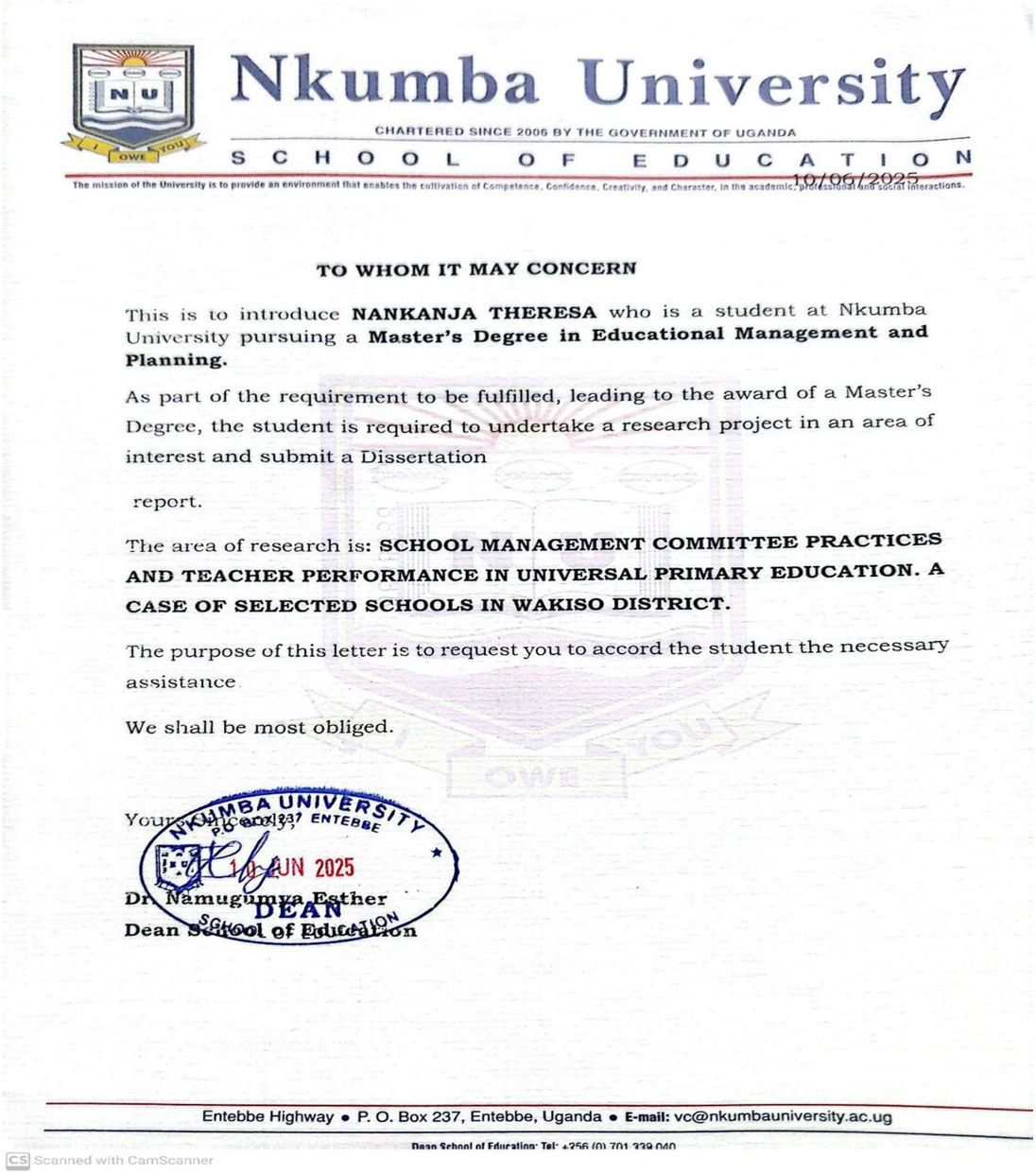
| | |
|---|---|
| 5. Data analysis | May 2025 |
| 6. Writing draft report | May 2025 |
| 7. Writing research final report | July 2025 |
| 8. Defense of thesis | September 2025 |
| 9. Corrections after defense | September 2025 |
| 10. Submission of final | October] 2025 |

## APPENDIX E: BUDGET

| **PARTICULARS** | **AMOUNT ( Shs)** |
|---|---|
| STATIONERY AND INTERNET | 150,000 |
| TYPING AND PRINTING | 100,000 |

| | |
|---|---|
| DATA COLLECTION | 50,000 |
| MEALS AND ACCOMODATION | 100,000 |
| TRANSPORT | 200,000 |
| MISCELLANEOUS | 300,000 |
| TOTAL | 900,000 |

**APPENDIX F: DATA COLLECTION LETTER FROM THE UNIVERSITY**



Nkumba University

CHARTERED SINCE 2006 BY THE GOVERNMENT OF UGANDA

SCHOOL OF EDUCATION

The mission of the University is to provide an environment that enables the cultivation of Competence, Confidence, Creativity, and Character, in the academic, professional and social interactions.

10/06/2025

**TO WHOM IT MAY CONCERN**

This is to introduce **NANKANJA THERESA** who is a student at Nkumba University pursuing a **Master's Degree in Educational Management and Planning.**

As part of the requirement to be fulfilled, leading to the award of a Master's Degree, the student is required to undertake a research project in an area of interest and submit a Dissertation

report.

The area of research is: **SCHOOL MANAGEMENT COMMITTEE PRACTICES AND TEACHER PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION. A CASE OF SELECTED SCHOOLS IN WAKISO DISTRICT.**

The purpose of this letter is to request you to accord the student the necessary assistance.

We shall be most obliged.

Yours Sincerely,

NKUMBA UNIVERSITY P.O. Box 237, ENTEBBE

10 JUN 2025

DEAN SCHOOL OF EDUCATION

**Dr. Namugumya Esther**
**Dean School of Education**

Entebbe Highway • P. O. Box 237, Entebbe, Uganda • **E-mail:** vc@nkumbauniversity.ac.ug

Dean School of Education: Tel: +256 (0) 701 339 040

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**APPENDIX G: AUTHORIZATION LETTER FROM THE DISTRICT EDUCATION OFFICER TO CARRY OUT RESEARCH**

THE REPUBLIC OF UGANDA
CR: 305/1

**WAKISO DISTRICT LOCAL GOVERNMENT**

Office of the Chief Administrative Officer
P.O. Box 7218,Kampala Uganda ,Tel: +256 392 723334
Email : wakisodlc@yahoo.co.uk / Website:
www.wakiso.go.ug

Date: 25th June, 2025

The Head teacher – Kitalya PS
The Head teacher – Ssisa PS
The Head teacher – St. Joseph Katabi PS

**RE: INTRODUCTION OF MS. NANKANJA THERESA**

I hereby introduce **Nankanja Theresa** who is carrying out research work in the above mentioned selected Primary Schools in Wakiso District. The research project titled "**SCHOOL MANAGEMENT COMMITTEE PRACTICES AND TEACHER PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION**" is part of Nkumba University Masters research.

The research will involve teachers and members of the school management committee as respondents.

I request you to render the necessary support to the success of this research.

DISTRICT EDUCATION OFFICER
25 JUN 2025

Fredrick Kiyingi Kinobe
**DISTRICT EDUCATION OFFICER**

In any correspondence on this subject please quote the reference number above.