

# Managerial Skills and Performance of School Management Committees in Primary Schools in Yumbe District-Uganda.

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## ABSTRACT

This study investigated the influence of managerial skills on the performance of School Management Committees (SMC) in primary schools in Yumbe District. Managerial skills were conceptualized as financial skills and administrative skills. The performance of primary schools was conceptualized in terms Primary Leaving Examination Results, Approved school budget, Financial and accountability reports, Assessment of learners and teachers, Duty attendance by teachers and Class attendance by pupils. The objectives included (i) to examine the influence of financial skills on the performance of School Management Committees (SMCs) of Primary Schools in Yumbe District and (ii) to examine the influence of administrative skills on the performance of School Management Committees of Primary Schools in Yumbe District.

The study adopted cross sectional and correlational designs. The study population was 340 using Morgan and Krejcie (1970) a sample of 185 respondents was obtained. Data were collected using in-depth interviews and self-administered questionnaires, analysed using Pearson's linear correlation coefficient and content analysis. The results indicated that there was strong significant relationship between financial skills and performance of SMCs as well as strong significant relationship between administrative skills and SMC performance with  $r = (.772, \alpha \leq .01)$  and  $(r = .850, \alpha \leq .01)$  respectively. The regression models all indicate a significant fit. The study concluded that managerial skill influences the performance of SMCs in primary schools. The study recommended continuous training for SMCs.

**Key words:** Managerial Skills, Financial Skills, Administrative Skills, Performance, School Management Committees.

## INTRODUCTION

The School Management Committees (SMC) and Board of governors play a vital role in the management of primary and secondary schools in Uganda since the introduction of decentralization policy in 1997. According to Section 28(1) of Education Act 13 of (2008), there shall be constituted by the Minister or district education officer, by notice published in the Gazette, a board of governors or a School Management Committee for any education institution declared by the Minister or district education officer, as the case may be, to be an institution governed by such board of governors or School Management Committee and may appoint to it such number of members as provided for by the Act.

The Government of Uganda, through the Ministry of Public Service found it necessary to put in place a mechanism for performance improvement. In the education sector, in particular, there was a need to address

the challenges of improving the quality of education at the primary level by School Management Committees (SMCs). The Performance Agreements were therefore introduced with a purpose of creating a fair, transparent and verifiable system for determining whether or not stakeholders, matched the performance expectations of their roles (Ministry of Public Services, 2005). Despite the intervention of Ministry of Education through School Management Committees, the performance of primary schools in Yumbe District remained very low compared to the rest of the districts in the region and the country at large (Yumbe District Education Sector Annual Performance Report, 2016).

Theoretically, the study is anchored on School Based Management (SBM) theory advanced by David and Peterson (1984). According to this theory, there are several ways in which interventions may change educational outcomes (Santibañez, 2006; Gertler, Patrinos, & Rubio-Codina, 2007). One of the main ideas behind the theory of SBM is that people at the local level like the community members, parents, school staff, students and SMCs have more information about the school than the Central Government. This meant that local people would make better, more appropriate choices for the school than will the centrally based Ministry of Education or even the local education authority do.

It was therefore important to track changes inside the school in areas of key decisions about personnel (teachers and administrative staff), such as hiring, firing, rotation time, and teacher training and to know not only which aspects of these variables have been devolved to the school level and the frequency with which they are decided on, but also exactly who makes the decisions.

The theory contributes the idea that School Management Committees (SMC) in Yumbe District can influence changes in educational outcomes by promoting community and parental involvement in the school affairs, close monitoring of school activities and holding accountable the people who are make decisions on school management. In the study, these decisions are administrative and financial decisions.

Conceptually, this is a bi-variate study with Managerial skills being the independent variable and performance of School Management Committees being the Dependent variable. Managerial skills being the independent variable has been defined in different ways by different authors. Kinicki and William (2013) in their study conceptualized as the terms of technical skill, Human skills and conceptual skills; Durbin (2013) looks at it in terms of technical skills, interpersonal skills, conceptual skills, diagnostic skills and political skills. Other studies define the dimensions of managerial skills in terms of marketing skills, legal skills, financial skills, administrative skills and management skills (Eichholz, & Schallenkamp, 2007). This study operationalizes managerial skills in terms of financial skill and administrative skills.

Performance of SMCs in this study has been defined as the dependent variable. It can also be defined in terms of results, outcomes, achievements, accomplishments of targets and objectives (Wang, 2009). Performance of the SMCs in this study has been conceptualized as better Primary Leaving Examination results, approved school budget, timely financial and accountability reports, timely assessment of learners and teachers, duty attendance by teachers and class attendance by pupils (Mugabe & Robert, 2019).

Contextually, the study was conducted in primary schools in Yumbe district. the district has 124 primary schools which are government grant aided under the management of SMCs. According to the UPE policy (1997), School Management Committees play a very important role in school planning; supervise and monitor school programmes; advise the head teacher on management' and mobilize parents to take part in school functions. It also describes parental roles at home, in schools, community and in support of children's learning as: pay school and PTA fees, Financial and in-kind contributions for school improvement permitted. The SMC also monitors, supervises and hold head teacher accountable for income and expenditures of schools, develop relationships with teachers and participate in Parents Teachers Association meetings, monitor attendance and performance of children.

Despite these interventions, the performance of School Management Committees in primary schools in

Yumbe has remained poor and this has translated into poor performance in primary schools among the learners since 2008 (Picho Report, 2009).

An analysis of the Primary Leaving Examination (PLE) results for the academic years 2006 to 2010, revealed that most pupils were passing in Division 2 and Division 3. The number of pupils who failed were more than those who passed in Division 3 in all these years (Office of Auditor General Report, 2011). The district's performance in Primary Leaving Examination (PLE) in schools became alarming in 2008 with less than 1% of the candidates passing in Grade 1 and 2 (Yumbe District Education sector report, 2009 & 2010).

It therefore makes one to wonder as to why the performance of School Management Committees is poor in Yumbe compared to other districts in primary schools. It is upon this that the researcher investigated the influence of managerial skills on performance of SMCs in primary schools in Yumbe District.

### **Statement of the Problem**

The School Management Committees in Uganda are mandated to undertake critical roles and responsibilities in ownership and the proper management of the primary schools for improved performance (Education Act, 2008). According to Education Act (2008), SMCs are required to effectively plan, monitor, supervise, account and mobilize the stakeholders of education on the importance of schools for improve performance of learners. In contrary, the SMCs have not effectively carried out these roles and responsibilities as mandated resulting in poor performance of primary schools in the district as evidenced by high rate of failures in Primary Leaving Examinations (Lakwo & Kura, 2004; Yumbe District Inspection Report, 2008 & 2009). Unlocking the poor primary school performance is evidenced in PLE results from 2006 to 2010 where very few candidates passed in Division 2 and 3 and majority failed (Office of Auditor General Report, 2011 & Yumbe District Education sector report, 2009 & 2010). This has had little influence on the performance of learners which prompted the researcher to investigate the influence of managerial skills on performance of SMCs in Primary schools in Yumbe District.

### **The Purpose of the Study**

The purpose of the study was to investigate influence of managerial skills on the performance of School Management Committees (SMC) in primary schools in Yumbe District.

### **Objectives of the Study**

The study was guided by the following specific objectives:

1. To examine the influence of financial skills on the performance of School Management Committees (SMCs) of Primary Schools in Yumbe District.
2. To examine the influence of administrative skills on the performance of School Management Committees of Primary Schools in Yumbe District.

### **The Hypothesis of the Study**

The study was guided by the following alternative hypotheses:

H<sub>1</sub>: There is significant relationship between financial skills and performance of School Management Committees in Primary Schools in Yumbe District.

H<sub>2</sub>: There is significant relationship between administrative skills and performance of School Management Committees in Primary Schools in Yumbe District.

## LITERATURE REVIEW

The study reviewed literature in thematic areas of financial skills and administrative skills as guided by the research hypotheses:

### **Financial Skills and the performance of School Management Committees**

It is very difficult to define financial skills in isolation but in general context, it literally refers to the basic skills and competencies required of SMCs in the management of school financial resources within given laws, rules, systems and processes that guide the managements of public finances. In the context of this study on the performance of SMC, the school management committees play a great role in the management of financial resources of primary schools in Uganda and this requires them to have some knowledge, Skills and competencies in financial management.

Related literatures reviewed indicate that financial skills are key to the performance of organisations and institutions. For example, a study by Kiprono, Nganga and Kanyiri (2015) on assessment of School Management Committees' capacity in implementing FPE funds in Eldoret using descriptive survey design with a sample size of 201 respondents, realized that the SMC had no ability to implement the funds. The study further revealed that the SMCs lacked accounting skills and no experience in financial management. The study indicates that 78% of the financial decisions are made without the SMCs which has resulted into poor governance issues, corruption tendencies and inefficient use or implementation of the FPE funds. Similar views on the importance of financial skills were advanced by researchers like Usama, Wan and Wan (2019) in their study on the effects of financial literacy on business performance. The study which was conducted using descriptive survey with a sample of 500 respondents emphasized the importance of financial literacy for the growth of business firms and other organisations. Agyapong et.al (2019) who studied the effects of business owners' financial literacy on success of their business in Cape Coast in Ghana using survey research design among 200 registered businesses is in agreement with earlier studies. Their study realized that financial literacy had positive relationship with firms' financial performance with  $t = 35.631$ ,  $p < .00$ . The study further indicated that lack of skills, poor attitude, lack of knowledge were significant bottle necks for the performance of their firms in terms of finances.

Other studies such as Munge, Kimani and Ngugi (2016) revealed that the development of educational sector is dependent on how well finances are managed. The study further introduced the dimension of financial skills as decisions on how to source for funds, control financial resources through financial controls, prudent allocation of financial resources and accountability measures which is fundamental for the success of any entity. The other researchers argue that financial skills help proper utilization of the funds (Fung, 2015); promotion of delivery of services (Olembo, 2005); for purpose of maintaining financial records, control, accounting procedure (Government of Republic of Kenya, Ministry of Education, 2007 & Magak, 2013) and effective and efficient use of the resources available to them (Nyandusi, Ombati & Evans, 2012) and for adequate budgeting, procurement of items and purchases and ensuring high levels of accountability and transparency in all activities (Hansraj, 2007).

### **Administrative Skills and the Performance of School Management Committees**

Salman, and Arshad (2016) presented the dimensions of administrative skills to include leadership skills, time management, self-management, motivation, training and coaching, involvement, plan, organize, direct, control, organizational strategic planning, acquisition and integration, project management, customized sessions, meeting facilitation, culture assessment and team development. The relationship between the administrative skills and performance is therefore important.

Studies by Kiprono, Nganga and Kanyiri (2015) indicated a relationship or the importance of administrative skills. The said study indicated that it is the responsibility of leaders, the elite and school management that effectively influences the commitment of stakeholders than the resources it possesses. Furthermore, Obonyo (2012)'s study on level of awareness on the management skills, roles and responsibilities and accountability of the school management committee members revealed that most SMC members did not understand the skills required of them, they also had a weak budgeting plan especially the treasurers. This had affected the performance of the SMC and the school at large.

In congruence with earlier studies mentioned, is a study conducted by Nzoka and Orodho (2014) who investigated school management and students' performance using stratified and purposive sampling of 135 respondents. The study realized that school managers use various strategies to improve students' academic performance. The strategies among others included SMCs meeting regularly, discussing matters touching on teaching and learning, allocation of resources to teaching and learning, regular inspections of schools, actively being involved in the budgeting for the school's maintenance and mobilizing funds for their schools. Other researchers such as Osei-Owusu and Kwame (2012) realized that SMCs were seen as very effective in solving problems of school community relations since SMCs are relatively on task on the issue of serving as a vehicle for promoting community participation in the provision of quality education.

Other schools have advanced the administrative skills through encouragement of community control in school-based management (Barrera-Osorio et al, 2009); through coordination, establishment of robust, reliable, and effective decision-making mechanism, strong leadership, management conflict in a positive way, and clear, effective, and achievable planning (Yasir et al, 2018). With the aforementioned studies, the study investigated the effect of Managerial skills on the performance of SMCs with reference to primary schools in Yumbe district.

## **METHODOLOGY**

This section presented the research design, the population, the sampling method and the sample size, data collection and data quality control and data analysis methods.

### **Research Design**

The study adopted cross sectional design because of its beauty in one time data collection to save time and cost (Amin, 2005). The study also adopted correlational design to establish the relationship between the managerial skills and performance of SMCs (Sekaran, 2003). Descriptive design was adapted to describe in qualitative terms the issue under investigation (Amin, 2004).

### **Population of the Study**

The study population was 340 respondents. Using Morgan and Krejcie (1970) table of sample size determination, a sample of size 181 was obtained. The researcher selected four officials from the unity of inquiry purposively from the office of the District Education Officer and Primary schools selected on the basis of performance in PLE. Therefore, the sample size for the study 185 respondents was used.

### **Data Collection Methods and Instruments**

Data was collected using questionnaires, in-depth interviews and documentary reviews. The instruments were subjected to validity test using Content Validity Index (CVI) and the results obtained was acceptable since the CVI was  $0.81 \geq 0.7$  (Amin, 2005). The instruments were also subjected to reliability test using the Cronbach Alfa as provided by the SPSS. The instruments were accepted since the result obtained was 0.878

$\geq 0.7$  (Amin, 2005)

### Data Analysis

Data was presented using frequency distribution tables especially the biography of the respondents. At univariate level, the variables under study were described using means and standard deviation (Amin, 2005). At bi-variate level, Pearson’s Linear Correlation Coefficient was used to establish the relationship between managerial skills and performance of SMCs (Amin, 2004). At multi-variable the cause-and-effect relationship between the variables under study was established using regression analysis (Sekaran, 2003).

## PRESENTATION OF RESULTS AND INTERPRETATION

The study presented the result of background data of the respondents using the frequency distribution tables, the means and standard deviations at uni-variate level, Pearson’s linear correlation coefficient at bi-variate level and regression result at multi- variate level cause and effect.

### Background of the respondents.

The background data of the respondents presented, included their sex and educational background.

### Distribution by Sex

The study presents the distribution of respondents by sex.

Table (I). Distribution by Sex

Sex	Frequency	Percentage
Male	109	59.9
Female	76	41.1
Total	185	100

Source: Field data

The majority of the respondents were male (109) representing 59% while the female who were 76 and this represented (41%). The findings indicate that there was unequal distribution of respondents by sex. Given the fact that there were more men than women in employment as per Yumbe District’s Human Resource records (2013, 2014, and 2017) and membership of women in SMC is a third of the members as provided for in the Education Act 2008, this implies that the sample is a true representation of the workforce, which is good. This also implies that irrespective of the disparity, the results of this study were truly representative of both sexes.

### Distribution by Educational Level

The study presented the distribution by educational level in terms of Master/ PhD holders, Bachelors’ holder, Diploma holders, Certificate holders and others.

Table (II). Distribution by Level Education

Education level	Frequency	Percentage
Master/ PhD Holders	1	.5
Bachelor holders	35	18.9
Diploma holder	20	10.8

Certificate holder	102	55.1
Others	27	14.6
<b>Total</b>	<b>185</b>	<b>100</b>

Source: Field data

Results in table II above indicate that the majority (105) of respondents, representing 56% had Certificates, 35(18.9 %) were Bachelor’s Degree graduates, 20 (11%) had Diplomas, 2 (1%) had Masters Degrees, while 27(14%) had other levels of education. Only 1 had a masters or PhD (0.5%). Given these levels of education by the various respondents, the researcher had a firm ground to believe and established that the respondents could read, understand and had capacity to provide reliable responses in respect of the subject under study.

### Descriptive Results of the study

The study analyzed data at univariate level for the two variables i.e., the independent variable (managerial skills) and the dependent variable, the performance of School Management Committees.

Table (III). Results of Descriptive Analysis

Variables	Mean scores	Standard deviation (SD)	Interpretation
Administrative skills	3.232	.77351	Neither Agreed nor Disagreed
Financial Skills	3.069	.79838	Neither Agreed nor Disagreed
Performance of SMC	3.072	.79838	Neither Agreed nor Disagreed

Source: Field data

Results in Table III indicate that members of the SMCs in primaries in Yumbe district neither agreed nor disagreed when it comes to their administrative skills (mean = 3.232, SD = .77351) on understanding of their terms of reference, performance indicators, holding frequent discussions on the tasks ahead of them. They are also not sure of the set standards, how they can monitor performance and work as a team. This finding correlates with the statement of the Inspector of Schools in Yumbe district that:

*Low level of education among SMCs is a major challenge as most of them are primary school leavers and therefore cannot interpret policy documents given to them.*

In relation to financial skills, the SMCs of primary schools in Yumbe district neither agreed nor disagreed with the issues related to finances as indicated in table 4.3. This means that they are not aware that they are supposed to have skills in budgeting, mobilizing financial resources, allocation of financial resources, timely making reports on financial matters and receiving complaints on financial matters. This finding correlated with the statement of the Education officer during the interviews conducted, he commented that:

*“Most SMCs members due to their low level of education are isolated by the school head teachers in order to deal with the Chairpersons of SMCs”.*

In relation to performance of the SMCs, the results in table 4.3 indicate that they neither agreed nor disagreed with issues raised. This means that the SMCs are not aware of their roles to assess performance of schools, improve quality of education, support management of schools, achieving the set objectives of the school and improve school performance. The District Education Officer also raised a similar issue when he commented that:

*“In my routine supervision of the primary schools in Yumbe District, I have observed that most SMCs performance is affected by their level of education since they even do not*

*know what their head teachers are doing due to capacity gap between them and the head teachers who are diploma and degree holders making SMCs look inferior.*

*He also reported that SMCs do not have control over the head teacher since performance agreements are signed between sub county chiefs and the head teachers which requires revision in academic qualification of SMCs by Ministry of Education and signing of performance agreements between SMCs Chairpersons and the Head teachers”.*

### Testing the Study Hypotheses

The study raised two alternative hypotheses which were tested and the results presented below:

H<sub>1</sub>: There is a significant relationship between financial skills and performance of School Management Committees of Primary Schools in Yumbe District.

The study used Pearson’s Linear Correlation Coefficients (PLCC) to test the significant relationship between the financial skills and performance of SMCs. The results are presented in table IV

Table IV. Correlation Results indicating the relationship between Financial Skills and Performance of SMCs.

Correlations				
		Performance of SMCs	Administrative Skills	Financial Skills
Performance of SMCs	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	132		
Administrative Skills	Pearson Correlation	.747**	1	
	Sig. (2-tailed)	.000		
	N	132	132	
Financial Skills	Pearson Correlation	.772**	.599**	1
	Sig. (2-tailed)	.000	.000	
	N	132	132	132

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

Source: Primary Data (2020)

The results in table IV indicate that there is a significant relationship between financial skills and performance of SMCs of primary schools in Yumbe district ( $r = .772, \alpha \leq .01$ ). This implies that financial skills have a significant positive effect on the performance of SMCs of primary schools in Yumbe District.

H<sub>2</sub>: There is relationship between administrative skills and performance of School

### Management Committees of Primary Schools in Yumbe District.

The study also set to test the significant relationship between the administrative skills and performance of SMCs in primary schools in Yumbe District.



The results presented in table IV were analyzed using Pearson’s Linear Correlation Coefficient. The PLCC results indicate that there is a significant relationship between administrative skills and performance of SMCs of primary schools in Yumbe District ( $r = .747, \alpha \leq .01$ ). This implies that administrative skills have a significant positive effect on the performance of SMCs of primary schools in Yumbe District.

The study tested the relationship between managerial skills and performance of SMCs in primary schools in Yumbe District using PLCC test. The results are presented in table V.

Table (V). Table V: The Relationship Between Managerial Skills and Performance of SMCs

<b>Correlations</b>			
		Managerial Skills	Performance of SMCs
Managerial Skills	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	132	
Performance of SMCs	Pearson Correlation	.850**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

Source: Primary data from field

The results presented in table V were analyzed using Pearson’s Linear Correlation Coefficient. The PLCC results indicate that there is a strong significant relationship between Managerial skills and performance of SMCs of primary schools in Yumbe District ( $r = .850, \alpha \leq .01$ ). This implies that Managerial skills have a significant positive effect on the performance of SMCs of Primary Schools in Yumbe District

**The Regression Analysis and Results at Multivariate Level**

The study was set to establish the relationship between Managerial Skills (Administrative and Financial Skills) and Performance of SMCs. The study further was interested to analyze the cause-and-effect relationship between the two variables. The study again investigated the contribution of each construct of Managerial Skills to the changes in the performance of the SMCs in Primary schools in Yumbe District. To achieve the results, the research used regression analysis to measure the contributions of each construct of the managerial skills. The results are presented in table VI

Table VI. Table VI Presenting Regression Analysis.

<i>Model</i>	<i>R</i>	<i>R<sup>2</sup></i>	<i>Adj R<sup>2</sup></i>	$\Delta R^2$	<i>F</i>	<i>Sig-F</i>
Administrative Skills	.761	.596	.593	.596	191.747	.000
Financial Skill	.850	.723	.718	.127	168.046	.000

Source: Primary Data from field

The results of the regression also indicate that the administrative skills alone as a predictor explains 59.6 % ( $\Delta R^2 =$

.596) of the variances in the performance of SMCs in primary schools in Yumbe District other variables being constant. The results further indicated that the model was a good fit for the data ( $F = 191.747$ ,  $p = .000$ ) implying that the model significantly and linearly predicted the 59.6% of performance of SMCs ( $\Delta R^2 = .596$ ). This confirms the hypothesis that administrative skills have significant relationship or effect on the performance of SMCs of primary schools in Yumbe district. Table 4.6 further indicates that financial skills as predictor variable alone explains 12.7 % ( $\Delta R^2 = .127$ ) of the variances in the performance of SMCs of primary schools in Yumbe district other variables being constant. The results further indicated that the total contribution of managerial skills with other factors being constant in the variations in performance of SMCs in primary schools in Yumbe district is 72.3% ( $R^2 = .723$ ). The model was a good fit for the data ( $F = 168.046$ ,  $p = .000$ ) implying that the model significantly and linearly predicted the 72.3% of performance of SMCs ( $R^2 = .723$ ).

## DISCUSSION OF RESULTS

The results indicate that members of the SMCs like Chairperson and members of Foundation Bodies, the Parent Representatives to SMC, Old boys' and girls' representatives to the SMC in primaries in Yumbe District are not aware of the administrative skills required of them. This is in terms of understanding their terms of reference, performance indicators, holding frequent discussions on the tasks ahead of them, and set standards on how they can monitor performance and work as a team. This is in terms of understanding their terms of reference, performance indicators, holding frequent discussions on the tasks ahead of them, set standards, how they can monitor performance and work as a team. The implication is that the SMCs can not make decisions, monitor the head teachers and generally contribute little or make no contribution to the improvement of school's performance. The SMCs therefore lost their oversight role and representation of the communities in the management of the primary school.

In relation to financial skills, the SMCs in primary schools in Yumbe are not also aware of the skills required of them in terms of finances. This has paralyzed their contribution to financial management. They too do not supervise or offer oversight role in financial planning. They are not aware of the planning of budget, implementation of budget and accounting for the finances utilized by the Headteachers. The monies received from Central government and other sources of revenue for schools and utilization is at the discretion of the management. This can easily result into corruption and mismanagement of fund (Yumbe District education Monitoring Report, 2019)

The study further realized that there is significant relationship between financial skills and performance of SMCs of primary schools. This underscores the financial skills for the SMCs. The financial skills help them to direct the management on matters of finances. It helps them to demand for budget lines, require for audit reports and raise queries, financial statements to understand expenditure, identify the possible sources of revenues for the school. This skill generally improves the financial health of the school.

The findings of this study are in agreement with earlier studies conducted by Kiprono, Nganga and Kanyiri (2015) on assessment of School Management Committees' capacity to implementing FPE funds, Usama, Wan and Wan (2019) on financial literacy and Agyapong et.al (2019) on business owners' financial literacy as success of their business.

Other studies in agreement with this study include Esiebugie, Agwa and Asenge (2018) financial behaviour, Munge, Kimani and Ngugi (2016) on development of educational sector being dependent on how well finances are managed, Olembo (2005); on maintaining financial records, control, accounting procedure to mention but a few.

The study also established that there is a strong significant relationship between administrative skills and performance of SMCs of primary schools. The role of administrative skills for the SMCs is to help them

monitor, direct and oversee the activities of the management of school. this helps them to contribute to the management of schools to improve quality of education, represent the community and offer oversight function.

Prior studies which are in agreement with the findings of this study include Arshad (2016) presented the dimensions of administrative skills, Kiprono, Nganga and Kanyiri (2015) whose findings emphasized the responsibility of leaders and Obonyo (2012) on level of awareness on the management skills, roles and responsibilities and accountability of the school management committee members.

Other studies in congruence with the findings of this study include Nzoka and Orodho (2014) on school management and students' performance, Osei-Owusu and Kwame (2012) on effectiveness of solving school community relations by promoting community participation, Barrera-Osorio et al, (2009) on encouragement of community control school-based management to mention but a few.

## CONCLUSION AND RECOMMENDATION

Basing on the findings of this study, the performance of SMCs in primary schools in Yumbe District is significantly attributed to managerial skills. The findings revealed that there is a significant positive relationship between managerial skills, (which include; financial and administrative skills) and the efficient, effective and timely performance of the SMCs. (R value .779). This was proved by respondents who indicated that 77.9% improvement or change in managerial skills in Yumbe significantly affects the performance of SMCs in primary schools in the district by 61%.

The results of this study revealed that there is a strong positive significant relationship between managerial skills and performance of SMCs in primary schools in Yumbe District by 61% (R value 0.779). This is significant and shows that managerial skills significantly affect the performance of SMCs. As such, measures of performance especially better PLE results, approved school budget, timely financial and accountability reports, timely assessment of learners and duty attendance by teachers and class attendance by pupils which constitutes the construct of administrative skills have a significant attribution to SMC members " managerial skills. These findings are in line with Adong (2018) who contends that any managerial course of action has got significant implication on the organization's performance.

The study was set to establish the relationship between Managerial Skills (Administrative and Financial Skills) and Performance of SMCs. The study further was interested to analyze the cause-and-effect relationship between the two variables. The study again investigated the contribution of each construct of Managerial Skills to the changes in the performance of the SMCs in Primary schools in Yumbe District.

The study's conclusion in relation to financial skills, is that the SMCs in primary schools in Yumbe are not also aware of the skills required of them in terms of finances. This has paralyzed their contribution to financial management. They too do not supervise or offer oversight role in financial planning. They are not aware of the planning of budget, implementation of budget and accounting for the finances utilized by the Head teachers. The monies received from Central government and other sources of revenue for schools and utilization is at the discretion of the management. This can easily result into corruption and mismanagement of fund (Mugabe Robert, 2019; Yumbe District Education Monitoring Report, 2019).

The study further revealed that there is significant relationship between financial skills and performance of SMCs of primary schools. This underscores the financial skills for the SMCs. The financial skills help them to direct the management on matters of finances. It helps them to demand for budget lines, require for audit reports and raise queries, financial statements to understand expenditure, identify the possible sources of revenues for the school. This skill generally improves the financial health of the school. This is consistent with the findings of Arshad (2016), who Measures organizational effectiveness as; Timeliness of decision,

completeness of information on status, threats, opportunities and available strategies, effectiveness of assignment of decision-making responsibilities and requires resources, methods of assuring the carrying out the decision, follow up and intra-organizational updating management, feedback of all the information generated by the decision. This is confirmed by the hypothesis that administrative skills have significant relationship or effect on the performance of SMCs of primary schools in Yumbe district. Table 4.6 further indicates that financial skills as predictor variable alone explains 12.7 % ( $\Delta R^2 = .127$ ) of the variances in the performance of SMCs of primary schools in Yumbe district other variables being constant.

## RECOMMENDATION

Basing on the findings of this study, the performance of SMCs in primary schools in Yumbe District is significantly attributed to managerial skills. The findings revealed that there is a significant positive relationship between managerial skills, (which include; financial and administrative skills) and the efficient, effective and timely performance of the SMCs. (R value .779). The recommendations hereunder are made on the basis of the specific research findings

- The study recommends for continuous training in Managerial Skills for improved performance of School Management Committees. There is a high need for SMCs to be fair and equitable in their financial and administrative manners and enforcement of all management practices. This is because fair organizational procedures and policies in school management yield major contributions to efficient, effective and timely performance especially in terms of better PLE results, approved school budget, timely financial and accountability reports, timely assessment of learners and duty attendance by teachers and class attendances. Because supervisors have more power over subordinates than subordinates have over supervisors, there is need for SMCs members to be trained in financial and administrative skills. This study recommends that the Government of Uganda should review the education qualifications of SMCs and make performance assessment or appraisal of head teachers to be the responsibility of SMC.
- The influence of financial skills on the performance of School Management Committees (SMCs) of Primary Schools in Yumbe District is significantly positive as provided in the analysis above
- There is need to promote accountability. This provides a web of responsibility, transparency and interpersonal relationships that offer information about how resources are allocated and utilized.
- To influence the administrative skills on the performance of School Management Committees of Primary Schools in Yumbe District, SMCs should develop effective monitoring and supervision practice and encourage parent participation in all activities of the committee. There is a high need for SMCs to be fair and equitable in their financial and administrative manners and enforcement of all management practices. This is because fair organizational procedures and policies in school management yield major contributions to efficient, effective and timely performance especially in terms of better PLE results, approved school budget, timely financial and accountability reports, timely assessment of learners and duty attendance by teachers and class attendances.
- Lastly, it is recommended that all SMC members should take responsibility for their actions, attitude and happiness. This is because, it is possible for a person to change his/her basic nature from negative to positive to increase happiness on and off the duty; however, individuals must be desirous of making the change, receptive to suggestions, willing to use available resources, and do the work necessary to realize the benefits of improved attitude and levels of happiness.

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