

**DECENTRALIZATION AND COMMUNITY SECONDARY SCHOOLS
DEVELOPMENT IN MBOZI DISTRICT COUNCIL, MBEYA REGION –
TANZANIA**

ADDE MHUFU

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MED APPS) OF THE
OPEN UNIVERSITY OF TANZANIA**

2015

CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance by The Open University of Tanzania a dissertation titled “*Decentralization and Community Secondary Schools Development in Mbozi District Council – Mbeya Region Tanzania*” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED – APPS) of The Open University of Tanzania.

.....

Dr. Mary Ogondiek
(Supervisor)

Date:

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or The Open University of Tanzania on behalf.

DECLARATION

I, **Adde Mhufu**, do hereby declare that this Dissertation is my own original work and it has not been submitted and will not be submitted for a similar or any other degree award in any other University.

.....

(Signature)

Date:

DEDICATION

This work is dedicated to my beloved parents Blastus Mhufu and Teresia (Chezalina) Chalamila for their prayers and support all the time on my walk to education, may the almighty God hand them all the best materially and spiritually the whole life they stay in this world, Amen.

ACKNOWLEDGEMENT

I would like to give more special thanks to the almighty God for awarding me a good health which facilitated a smooth running of my works towards this level of education and also towards the end of this work.

I am enormously grateful to my academic supervisor, Dr. Mary Ogondiek for her comfortable advice, support and helpful comments the whole period of writing this work, may God make her alive as long as possible to reach all good plans she has in her life.

I would like to give more thanks to my family members, my parents, Blastus Mhufu and Teresia (Chezalina) Chalamila; my wife, Tumaini Mwandesile; and my beloved sons, Aldrin and Noel Mhufu; my sisters, Rhoda and Antonia Mhufu; my elder brothers, Hans and Eugen Mhufu; as well as my young brothers, Elieza and Selijo Mhufu for their constant support spiritually and materially towards this level of education, all the best be granted to them by the almighty God.

Greatest thanks are granted to Mbozi District Executive Director (DED) and the District Secondary Education Officer (DSEO) for allowing me to collect data within their area of jurisdiction. In line to that, thanks are to all selected respondents for their appreciation of the information during my field data collection that helped me to run smoothly the task towards this end, may all the best be to them today and to their good upcoming anticipations.

Other thanks are to those who have not been mentioned herein by their names but in one way or another contributed to the accomplishment of this study, I greatly adore their support, may God help them to whatever good they dare to do to fulfill their ambitions.

ABSTRACT

The purpose of this study was to examine the impact of Decentralization system on Community Secondary Schools Development in Mbozi district council focusing on improvement and satisfaction of services delivered by communities and local governments on infrastructures, financial resources and academic performance. This study used qualitative research approach whereas case study design was used to study the instance at a hand. Non probability sampling technique through Purposive Sampling method was used to select all respondents whereby interviews, questionnaires and observation were used as tools for data collection. The field data collected was analyzed thematically depending on the evidence obtained from the posed question. The study investigated that the concept and aims of decentralization are not well understood by respondents and the community at large, except some of those in power knew it. The study observed that currently communities are involuntarily involved in development activities different from prior during construction of those schools. Local government had minimal contribution to school development as they highly supported construction of buildings without any further amendment plans to it, thus they left them in poor condition infrastructural and academically simply there were gradual improvements for students' academic development in many schools due to insufficient support as they did not afford to meet their needs. Local government authorities were well exercised in few areas while others waited until they were alerted to perform certain tasks. The study recommends that; the central government should emphasize the spread of education on decentralization, the meaning and its aims through several ways not only meetings to make communities aware of what they are ought to do under it; also the demarcation of responsibilities on what services are offered by the central government and what are not should be clearly stipulated to remove ambiguities to the society; the Regional and District leaders should visit schools frequently to monitor their development.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ACRONYMS	xiv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE PROBLEM	1
1.1 Introduction.....	1
1.2 Background of the Problem	1
1.3 Statement of the Problem	5
1.4 General and Specific Objectives of the Study	6
1.4.1 General objective.....	6
1.4.2 Specific objectives.....	6
1.5 Research Questions	6
1.6 Significance of the Study.....	7
1.7 Conceptual Framework	8
1.8 Scope of the Study.....	9
1.9 Limitations of the Study	10
1.10 Delimitations.....	10

1.11 Definition of Terms	10
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction.....	13
2.2 Theoretical Literature.....	13
2.3 Decentralization	14
2.3.1 Origin of decentralization	15
2.3.2 Forms of decentralization	16
2.3.3 Aims of decentralization and LGAs.....	17
2.3.4 Decentralization in Tanzania	19
2.4 Community Secondary Schools	20
2.4.1 Origin of community secondary schools	20
2.4.2 Rationales of community secondary schools.....	21
2.4.3 Community secondary schools in Tanzania	21
2.5 Development.....	22
2.5.1 Indicators of development	22
2.5.2 Measurement of development.....	23
2.6 Empirical Literature	23
2.7 Knowledge Gap.....	26
CHAPTER THREE	27
RESEACH METHODOLOGY	27
3.1 Introduction.....	27
3.2 Area of the Study	27
3.3 Research Approaches	27
3.4 Research Design.....	28
3.5 Population of the Study	29

3.6 Sample Size and Sampling Techniques.....	29
3.6.1 Sample size	29
3.6.2 Sampling techniques.....	30
3.7 Data Collection Methods and Procedures	30
3.7.1 Interview	30
3.7.2 Observation	31
3.8 Data Collection Instruments	32
3.8.1 Questionnaires.....	32
3.8.2 Observation checklist	32
3.8.3 Interview guides	33
3.9 Data Analysis	33
3.10 Validity and Reliability	35
3.11 Research Ethics	36
CHAPTER FOUR.....	37
DATA PRESENTATION, ANALYSIS AND DISCUSSION	37
4.1 Introduction.....	37
4.2 Respondents	37
4.2.1 Background of respondents.....	37
4.2.2 Gender of the respondents	38
4.2.3 Working experience.....	39
4.2.4 Teachers education qualification.....	40
4.3 Perception of Decentralization.....	40
4.3.1 Awareness to decentralization	41
4.3.2 Ways of mobilizing community.....	42
4.4 Schools Source of Income	43
4.5 Community Participation.....	45

4.5.1 Voluntarily participation.....	45
4.5.2 Level of participation	46
4.6 Local Government Support.....	47
4.6.1 Service delivery.....	47
4.6.2 Service delivery satisfaction	49
4.7 Academic Development	50
4.7.1 Students academic performance.....	50
4.7.2 Factors for the performance	55
CHAPTER FIVE.....	61
SUMMARY, CONCLUSION AND RECOMMENDATIONS	61
5.1 Introduction.....	61
5.2 Summary of the Study.....	61
5.3 Conclusions.....	62
5.3.1 Decentralization and community awareness.....	62
5.3.2 Decentralization and gender mainstreaming.....	63
5.3.3 Decentralization and source of income	63
5.3.4 Decentralization and community participation	64
5.3.5 Decentralization and government support.....	64
5.3.6 Decentralization and academic development.....	65
5.4 Recommendations	65
REFERENCES.....	67
APPENDICES.....	73

LIST OF TABLES

Table 3.1: Sample size	29
Table 4.1: Respondents Gender	38
Table 4.2: Respondents working experience	39
Table 4.3: Teachers education qualifications	40
Table 4.4: Awareness to Decentralization.....	41
Table 4.5: Voluntarily community participation	45
Table 4.6: Level of Community Participation	46
Table 4.7: Local Government Service delivery & satisfaction.....	49
Table 4.8: Form Two Students Academic Performance	51
Table 4.9: Form Four Students Academic Performance	53
Table 4.10: Respondents Views on Students Academic Improvement	54

LIST OF FIGURES

Figure 1.1: Conceptual Framework 8

Figure 2.1: Structure of the Village Government 17

Figure 4.1: Factors for Students Academic Performance..... 58

Figure 4.2: Strategies for employing changes 59

LIST OF ACRONYMS

A – Level	:	Advanced Level
D by D	:	Decentralization by Devolution
DC	:	District Commissioner
DED	:	District Executive Director
DSEO	:	District Secondary Education Officer
EFA	:	Education for all
EMS	:	English Medium Schools
EUNEC	:	European Network of Education Council
FSP	:	Free School Programme
GDP	:	Gross Domestic Product
LGAs	:	Local government authorities
LGRP	:	Local Government Reform Programme
O – Level	:	Ordinary Level
OUT	:	Open University of Tanzania
PhD	:	Doctor of Philosophy
PO-RALG	:	President’s Office Regional Administration and Local Government
SMP	:	School Meal Programme
UN	:	United Nations
UNICEF	:	United Nations International Children’s Fund
URT	:	United Republic of Tanzania
USAID	:	United States Agency for International Development
VEO	:	Village Executive Officer
WB	:	World Bank
WEC	:	Ward Education Coordinator
WEO	:	Ward Executive Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

The study explored the level of development in case of improvement and satisfaction of community secondary schools commonly known as ward secondary schools in Tanzania. The study investigated the tendency of community members and local leaders in most cases not supporting their community secondary schools thus leaving them in poorly and worse condition since they were constructed at once. Voluntarily community participation and local government leader's spirit and harmony to contribute to the development of such schools by ensuring availability of all important services which seems to be dreams for them were addressed by this study.

1.2 Background of the Problem

Decentralization which implies the transfer of authorities, responsibilities, and resources on the local government hands seems to have emerged before colonial era in Tanzania. During that period, responsibilities were in the hands of local chiefs who governed local communities. During colonial administration, colonialists such as German and British handed their duties to local leaders for supervision; German set the District Commissioner (DC) while British put into power different levels of administration which include Local government establishment in urban areas and the District Commissioner for rural areas.

The same way after independence local government authorities covering the whole country were established by undertaking several reforms and basically being more political than economical, for instance between 1961 to 1968 the government

decentralized the duties following the administrative system left by the British ruler where the native authority, district and town council which were the colonial administrative structure continued to function by that period. In 1972 the government embodied a deconcentration system which even though did not bear the intended fruits simply decision making powers were still concentrated to the central government and all directions were in form of top-down approach and it is by that time when Local Government Authorities (LGAs) as agencies of central government were abolished due to what was believed as the poor service delivery and mismanagement at the local levels.

Ten years after abolition of LGAs highly deterioration in social and economic situation were experienced where the central government realized that the mistake was to abolish LGAs hence its re – establishment and substantial formal autonomy known as the Local Government Reform Programme (LGRP) launched by 1992 and was approved in 1998 after gaining series of consultations between the government and the donor communities such as World Bank (WB). The guiding principle of LGRP was the ‘Decentralization by Devolution’ (D by D) which is in use in now a days where local leaders and people in their communities are given powers, functions and resources though the planning process seems to be under the top–down system simply donors plan what to be implemented (URT, 2008).

The government of Tanzania therefore underwent several reforms to reach the current D by D system. Political decentralization which is mostly effected through devolution (D by D) involves the transfer of power to political elected local government bodies with an attempt to make them accountable to their constituencies through establishing oversight boards or the introduction of new forms of community participation in development, management and policy making. Administrative decentralization (deconcentration)

involves the transfer of policy-making and management of responsibilities from central to local government levels. Lastly fiscal decentralization (delegation) involves the alteration of the sources of revenues for local governments through different efforts such as block grants, inter – governmental borrowing and lending as well as changes to revenue sources available to local governments through user fees, service charges and taxes (Fritzen & Lim, 2006; White, 2011).

Secondary school education is a pivotal in the development of social and economy in Tanzania as the experience shows that the majority of the workforce possesses at least secondary education. The increased number of primary school leavers and increased higher learning institutions as well as other professional training institutions depends much on secondary education graduates since primary schools need teachers who are obtained from secondary school graduates while higher learning and other professional training institutions relies on same side to enroll the higher learning students (Hakielimu, 2007; Wedgwood, 2007). Thus, both primary schools and higher learning institutions benefits from secondary education services where to meet this fundamental roles the government decided to launch different strategies such as the Secondary education development programme (SEDP) for the aim of improving both access and quality of education especially for community schools (Makombe et al. 2010 in Jidamva, 2012: 46).

As the aim of decentralization is to pave the way for local communities' participation on raising and improving various services such as public administration, social welfare, health and education; education sector has gained much development on increasing the number of Community secondary schools which to the large extent are situated in rural areas. Under this system, education sector is much affected simply changes on it are lower than those employed on other sectors, that is, central government support in education is

too narrow and unsatisfactory because of being left to local government only to the large extent (Supriyadi 2003 in Sumintono, 2006).

The increasing number of community secondary schools has led to seek strategies that can lead to better condition in aspects of fiscal and physical help. In this case the central government thought was to decentralize duties so as to diminish burdens to its society and increase happiness by empowering them to participate in local development activities, improve local democratic governance, and enhance the scope and quality of basic service delivery at the local level, even though the plans have proved failure because in nowadays both local government and community support to their schools is involuntarily, the situation that leads to unsatisfactory service delivery (Garcia & Rajkumar, 2008).

Therefore, introduction of community secondary schools in many rural areas has become a burden to local governments and communities as they are unable to provide and satisfy the needs of their schools such as improving buildings, contributing voluntarily financially and physically as well as improving students' academic development despite of being nearby them as it was aimed by the central government to undergo decentralization to make local communities accountable for service delivery. The reason behind is that, there are negative perceptions for both local government leaders especially from ward level to village level and local communities that the services for their schools have to be provided by the central government to the large extent rather than being tackled by themselves, causing educators (teachers) fail to run teaching programmes effectively because they lack enough infrastructures and study materials resulting to poor learning environment and performance. Thus, there should be additional measures from the central government to renovate the prevailing situation on those schools.

1.3 Statement of the Problem

According to the education and training policy of 1995 of Tanzania, education costs are to be in the cost sharing system among education stakeholders, that is, the government (both central and local government), parents and community at large. Even though, education is still underfinanced and relies much on the central government finances and donor support where the national government budget excluding debt services allocated in education has been declining.

Gearing to improve education provision, the government of Tanzania decided to undergo decentralization as a means of increasing service delivery to local areas through local governments support by granting them autonomy, ensuring accountability, enhance community participation and provision of services that match the available demand (URT, 2010). Under this circumstance, Secondary school buildings and enrollment rates have increased from 41 schools in 1961 to 4,266 schools in 2010 while the number of students enrolled is from 11,832 in 1961 to 1,638,699 in 2010 (URT, 2011). The indexes above shows the increasing number of buildings for secondary schools at the country level; while voluntarily community participation on improving service delivery like provision of teaching and learning facilities, or amending the existing buildings to meet the required demand has become a misery especially for Community secondary schools.

Hence, both community members and their local leaders including village chairpersons, village executive officers, ward executive officers and others responsible for ensuring improvement of the school environment and conditions through man power contribution or financial support are too difficult simply their thought is the central government to provide enough facilities for those schools, the notion that goes against the aims of decentralization. Therefore, this study investigated the development of community

secondary schools since time of being introduced or constructed, voluntary community participation, and the contribution of local government on planning and delivering the required services.

1.4 General and Specific Objectives of the Study

1.4.1 General objective

The overall objective of this study was to investigate the impact of Decentralization system on Community Secondary Schools Improvement.

1.4.2 Specific objectives

The specific objectives of this study were;

- (i) To examine the way communities participate on secondary school programmes towards its development.
- (ii) To determine the extent to which the contribution of local government enhance community secondary schools development.
- (iii) To assess the activities of local government authorities on improvement and satisfaction of community secondary schools needs.

1.5 Research Questions

The following are the research questions.

- (i) Do communities participate voluntarily on various programmes to enhance their secondary schools?
- (ii) What is the contribution of local government on enhancing community secondary schools development?
- (iii) Are the duties of local government leaders on the development of community secondary schools satisfactory?

1.6 Significance of the Study

Despite having many studies done on decentralization and community participation, this study on decentralization and community secondary schools development contribute the following rationales.

The study is expected to awaken communities and other education stakeholders who may use their time to read this work, understand their crucial responsibilities to keep and maintain better conditions of their schools as aimed by the decentralization system.

The study will increase stoke of knowledge to the leaders and other readers of the findings about the development of community secondary schools resulting from local government support and community participation.

The study will also add to the understanding of dynamics of community participation expected from decentralization especially on service delivery and the real situation present in the field and find other alternatives on the observed dynamics.

Lastly but not least, this study will stimulate other researchers pay attention on the development of Community Secondary Schools in Tanzania and other countries too where the observed characteristics seems to resemble.

1.7 Conceptual Framework

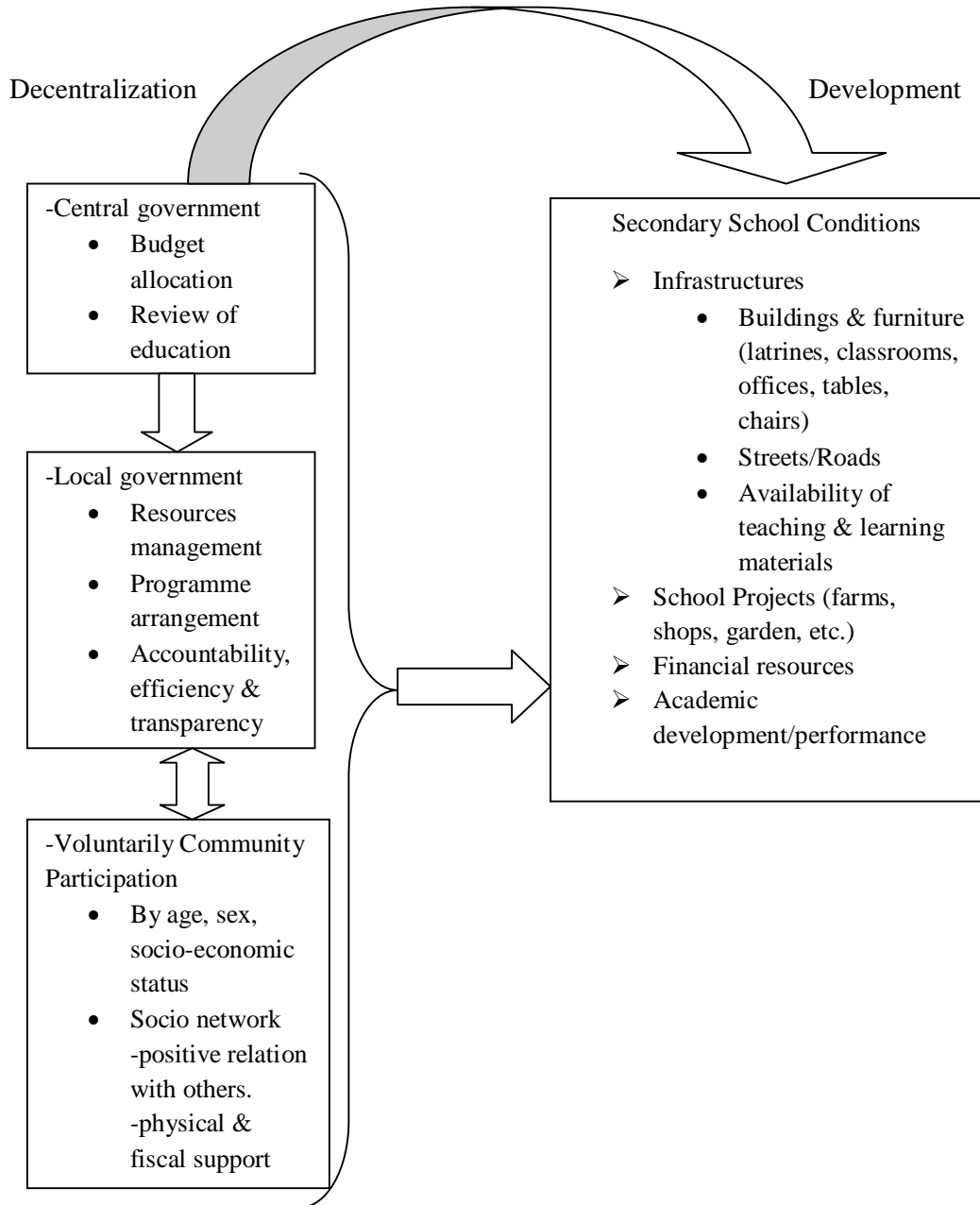


Figure 1.1: Conceptual Framework

Source: Modified from White (2011)

The central government plays big role on arranging and allocating budgets of different national programmes in various sectors such as health, education and others, by providing all sectors funds to run themselves through their districts. The government also reviews

education curriculum by effecting changes to existing curriculum depending on the needs of the nation and the world market at large, and for the purpose of reducing burdens to central government decentralization takes place to upgrade percentage of contributions of both physical and fiscal resources so as to increase community participation on organization development that will lead to its improvement. When decentralization reaches to the communities, implementation of the arranged programmes or plans are taken into consideration and they are well exercised to the presence of volunteers.

When all parts of the chain performs their duties effectively and efficiently, the development of schools is reached by improving their conditions in case of infrastructures, school projects, financial collections/ resources as well as academic improvement. Therefore the conceptual framework above demonstrates the use of tri-level system where the central government works hand to hand with local government leaders who run their duties with local communities to meet the desired school requirements, hence its development.

1.8 Scope of the Study

Many government secondary schools in Tanzania are being affected by decentralization system, but currently Community Secondary Schools are the warthog of it to attain their development. Out of those government schools affected by decentralization, this study dealt only with Community Secondary Schools which its emergence resulted from the government vision of Education for all (EFA) aiming at increasing secondary education elites. The aims and objectives of decentralization helped the researcher to find out the level of community participation on increasing service delivery to their schools whereby the development of such schools was analyzed by considering voluntarily community participation, improvement and satisfaction of those schools by the services delivered, and the contribution of local government on planning and administering school programmes.

1.9 Limitations of the Study

Like other social researches, this study encountered various limitations to its progress; among them is existence of many community secondary schools in remote areas which created difficulties to choose the schools to be surveyed because of its geographical location. Late information from the education Headquarters for assigning a supervisor of the proposal as it took about two months to get the supervisor is another hindrance of the progress of this work; the situation caused the researcher to be out of the time plan especially towards the period of field data collection and interpretation. Moreover change on climatic condition from normal situations to rainy ones in Dar es Salaam that caused floods and so destructing accessibility to the headquarters due to difficulties on transport is a factor which increased obstacles towards smooth running of this study.

1.10 Delimitations

This study had the following delimitations.

The study dealt only with Community Secondary Schools and not Primary Schools or tertiary education levels although such areas depend to the same education stakeholders for their development. The study was also confined to Mbozi District Council in Mbeya Region but not other districts because of the stipulated reasons in the research area in the methodology chapter. Another delimitation is that, this study is based on qualitative research approach and thus it cannot be generalized although it may be used to understand the same issues in other areas out of the research boundary.

1.11 Definition of Terms

Decentralization: is defined as the process by which central government cedes its powers and responsibilities to sub-national leaders for effective management and administration of local resources (White, 2011).

Development: refers to an event constituting a new stage in a changing situation whereby when it refers to a society or socio-economic system it means improvement, either in the general situation of the system or in some of its constituent elements that occur due to some deliberate action carried out by single agents or by some authority pre-ordered to achieve improvement (Bellu, 2011). According to Bellu, development should employ the situational improvement rather than increasing units of the situation only, hence, Development can be referred to the general advancement of the situation from the worst to the best ones.

Community: is the term which refers to a group of people living in the same defined area sharing the same basic values, interests and organization; or is a population which is geographically focused but also exists as a discrete social entity a local collective identity and corporate purpose (Komba, Hizza & Jonathan, 2013).

Community secondary schools: refers to schools built by efforts of local communities within their wards (subdivisions of municipalities) but operated and managed by both central and local government, also can be defined as the schools which were introduced by the government within the localities aiming at increasing partnership among community stakeholders, parents and schools, focused on supporting student's development, improving their outcomes and supporting the local families (Komba, Hizza & Jonathan, 2013).

A Community school is based on partnership between the School, the family and the neighborhood and other sectors involved such as the cultural sector, welfare, neighborhood development and sport with the objective of offering maximal development

opportunities for all children and youngsters. Thus Schools offer services according to the environment and also benefit from opportunities offered by the given environment (EUNEC, 2013).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviewed literature related to this study which include, theoretical literature, decentralization, its origin, forms, aims, LGAs as well as decentralization in Tanzania, community secondary schools, its origin, rationales and the current situation of community schools in Tanzania, development, indicators and measurement of development, empirical studies, and knowledge gap.

2.2 Theoretical Literature

Theoretical literature review comprise various theories that a researcher will use to explain issues in the given study; it helps the researcher determine what things and issues to measure, and what statistical relationships to look for (Swai, 2012). Theoretical literature review discusses the theory that tends to shape thinking capacity of societies towards particular needs or events. Hence, Change theory propounded by Michael Fullan which emphasizes education reform strategies to get desired results in the hands, minds, and hearts of people who have deep knowledge of the dynamics of how the factors in question operate to get such particular results was embodied in this study.

According to Fullan (2006), Change theory comprise two major theories, namely, Flawed change theories which assumes that by aligning key components which in this study is development (improvement) and driving them forward with lots of pressure and support, good things will happen on a large scale. The theory points out that, it is not enough to look on willingness of people to participate and focus on the basic requirements of the

school only, instead there should be external forces that reacts against such participants to get the admired results.

Theory of action with merit is another type of change theory. The theory explains that, for the purpose of undergoing development several premises are to be considered to get necessary results, among them are; a focus on motivation; capacity building with a focus on results; tri-level engagement, as well as persistence and flexibility in staying the course. The assumptions obtained from those premises above and which suits this study are as follows; theory of action should motivate people to put in the effort individually and collectively that is necessary to get results for the purpose of effecting improvement. In case of voluntary community participation, motivation may be reached through right time feedback to what they have done where or when it is needed. For complete development (improvement) to occur, the tri-level base of action should be employed, whereby tri-level in this theory refers to collectively working together between the school and community, the district (the case of local government), and the state or the country (for the case of central government) at large.

Change theory in general is a very powerful way of checking if a school has a strategy and it does not represent the quick fix of the programmes which is the focus of many politicians and thus it is not open – ended. Moreover for the theory to have positive effects in the development strategies to the community schools, it must be actively shared by many people who are self – determined to attain desired results.

2.3 Decentralization

This paragraph drew literature related to the origin of decentralization, its forms, aims and objectives, as well as determined local government authorities.

2.3.1 Origin of decentralization

Decentralization is said to have emerged in different countries early starting with their local administrators such as chiefs but it became more widespread and advanced throughout the world in the 1980s and 1990s when it ignited a great deal of scholarship. Economists and professionals within the development research community discussed on decentralization focusing on outcomes and the implementation of reforms where several institutions such as World Bank (WB) with the U.S. Agency for International Development (USAID), funneled significant funds into decentralizing reforms in the region (O'Neill, 2015).

The same way in Africa, decentralization began early during the colonial British indirect rule through the chiefs and their elders to reinforce the British government wishes (Antwi-Boasiako and Okyere, 2009). But in the 1980s the first sub-Saharan African Country to attain political independence, Ghana, exercised effectively the local participation and accountability combining elements of political, administrative and fiscal decentralization from 1988 to date aiming to promote effective governance at the local level (Ayee, 2008).

Decentralization which implies the transfer of authorities, responsibilities, and resources on local government hands seems to have emerged in Tanzania early based on chiefdoms and sub-chiefdoms while during colonial era colonialists such as German and British handed their duties to local leaders for supervision (URT, 2005); German set the District Commissioner (DC) while British put into power different levels of administration which included Local government establishment in urban areas as well as the District Commissioner for rural areas. Despite undertaking several reforms, the same way after independence to date, local government authorities covering the whole country have been established basically being more political than economic consideration, thus services such

as health, and education which were concentrated in few urban areas are transferred to local administration though it is not to the large extent simply most of the directions and plans are still in the top-down modality.

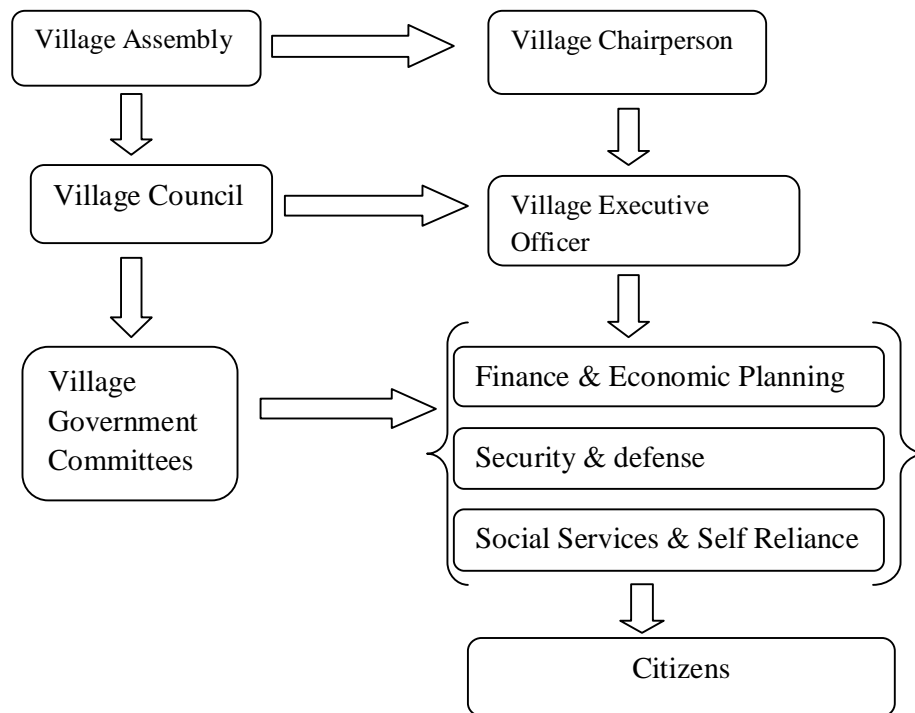
2.3.2 Forms of decentralization

Decentralization can be conceptualized as an act by which the central government formally cedes powers to actors and institutions at lower levels in a political, administrative and territorial hierarchy; thus decentralization is referred to three basic dimensions/forms namely, political, administrative and fiscal decentralization.

Political decentralization which is mostly effected through devolution involves the transfer of power to political elected local government bodies with an attempt to make them accountable to their constituencies through establishing oversight boards or the introduction of new forms of community participation in development, management and policy making. Administrative decentralization (deconcentration) involves the transfer of policy-making and management of responsibilities from central to local government levels. Lastly fiscal decentralization (delegation) involves the alteration of the sources of revenues for local governments through different efforts such as block grants, intergovernmental borrowing and lending as well as changes to revenue sources available to local governments through user fees, service charges and taxes (Fritzen & Lim, 2006; White, 2011). It is greatly claimed that devolution of administrative, political and fiscal decision making power to local government and their constituencies increases participation and accountability at the local level by working as a means of increasing education resources, efficiency, accountability and effectiveness through improved service provision according to the local needs and priorities (Baganda, 2008; Saito, 2008). Below is the local government administrative structure of the village government indicating the

relationship between members within it for the purpose of undertaking duties from grassroots.

Figure 2.1: Structure of the Village Government



Source: Modified from Abeid and Olotu (2009)

2.3.3 Aims of decentralization and LGAs

Decentralization of service delivery in Tanzania is geared to meet various aims and objectives, among them are the following. Decentralization of education aims to reduce school oversight by the central government and strengthen local government control over it and increase active community involvement by removing community feelings of being alienated or isolated and judge the school in the best interest of their children hence establish more appropriate strategies and measures for their schools development (UNICEF, 2009; Tidemand & Msami, 2010).

Decentralization also has the aim of promoting women empowerment or gender equality through improved democracy, the situation which will make service delivery more gender

- sensitive as it increases access of women to decision making and thus women find it easier to participate as representatives in local areas rather than the higher tiers of government (Beall, 2005). Generally the main objective of service decentralization is to extend and improve provision of both local and public services across the country by ensuring easier accessibility to where service control on both fiscal and physical infrastructures can be addressed. Beside these objectives, local government consists of the following functions;

a) Basic functions.

The stated basic functions of local government are:-

- i) Maintenance of law, order and good governance,
- ii) Promotion of economic and social welfare of the people within their areas of jurisdiction; and
- iii) Ensuring effective and equitable delivery of qualitative and quantitative services to the people within their areas of jurisdiction.

b) Other functions.

Apart from the above mentioned basic objective functions, all local governments are also charged with other duties as follows:-

- i) Formulation, coordination and supervision of the implementation of all plans for economic, industrial and social development in their areas of jurisdiction.
- ii) Monitoring and controlling the performance of duties and functions of the council and its staff.
- iii) Ensuring the collection and proper utilization of the revenues of the council.
- iv) Making by-laws applicable throughout their areas of jurisdiction, and considering and improving by-laws made by village councils within their areas of jurisdiction.

- v) Ensuring, regulating and coordinating development plans, projects and programmes of villages and township authorities within their areas of jurisdiction.

2.3.4 Decentralization in Tanzania

Decentralization which implies the transfer of authorities, responsibilities, and resources on local government hands seems to have emerged in Tanzania early based on chiefdoms and sub-chiefdoms while during colonial era colonialists such as German and British handed their duties to local leaders for supervision (URT, 2005). The same way after independence decentralization in Tanzania came mainly as a technical necessity subsequent to the Civil Service Reforms in the early 1990s where the reforms were part of the wide reform package which involved the introduction of multiparty democracy, privatization, and civil service reforms whereas since that time the ruling party has maintained a high level control of the process having majority in both Parliament and LGs with minimal changes of improvements in service delivery (Stephenson et al. 2004 in Braathen, 2008:22).

Unlike other East African Countries decentralization, the reforms in Tanzania was and is currently being driven in form of top-down planning process and not the bottom-up system since it is still under President's Office in its department for Regional Administration and Local Government (PO-RALG), the situation that seems to be different from the real meaning and aims of decentralization of ceding powers to local governments and local communities for effective management (ibid.). Local communities and their local government leaders such as village chairpersons, VEOs and WEOs are not engaged in planning processes and decision making by the central government on what programme(s) should be accomplished to meet the development of organizations around

their locality, thus there are poor organization and communication between the central government and local governments on sharing their plans towards certain goals.

Therefore it is important to engage parents, communities and other education stakeholders in school management and decision making in order to increase accountability and transparency at any levels in the education sector and also giving power to local government leaders and communities to plan and supervise programmes using their by-laws rather than being controlled by central government for effective exercise of the decentralization system (Ten/Met, 2011:17). The government of Tanzania decentralized authorities politically whereby services such as health, and education which were concentrated in few urban areas are nowadays transferred to local administration though it is not to the large extent simply most of the directions and plans are still in the top-down modality, whereby local government leaders and communities keeps waiting to be alerted to what programmes they have to undertake for their own development rather than giving them education opportunities to plan and give reports to the central government on what they have done or what they are planning to do for the purpose of development, hence, true decentralization is highly needed for sustainable development of the communities and the country at large.

2.4 Community Secondary Schools

2.4.1 Origin of community secondary schools

Community secondary schools are both government and parents' schools. In Tanzania secondary education was given immediate priorities early after independence because of high demand of civil servants to hold offices from British colonialist (Machumu, 2011). Thus, so many schools which were in form of parents schools such as Mafinga secondary, Igowole secondary, Sadani secondary and Itengule secondary in Mufindi district, Iringa Region, Vwawa day secondary school in Mbozi district (Mbeya), and Matola secondary in

Njombe Region to mention few were built as community secondary schools by the 1980s and 1990s. Recently the increase of community secondary schools in Tanzania is a result of highly increase of primary education graduates resulted from the launched Primary Education Development Programme (PEDP) which had a positive enrollment and graduation result that needed more secondary schools to accommodate big number of primary education leavers.

2.4.2 Rationales of community secondary schools

Community secondary schools were introduced to meet different objectives planned by the government and among them are to increase students enrollment rate due to large number of standard seven leavers who were not able to be accommodated with the present secondary schools. On the other hand community secondary schools were introduced to increase community participation and support to their schools by providing services without waiting grants from central government. Also community secondary schools were introduced to help poor families that are unable to afford sending their children far from their homestead because of the financial problems facing many families in this country.

2.4.3 Community secondary schools in Tanzania

The current situation of community secondary schools in Tanzania is terrifying because most of them do not have adequate teaching and learning facilities like text books, staffrooms, water, electricity, and sports and games facilities that can help them to minimize obstacles in the improvement of the quality of education and performance. The reason behind for this situation is poor economic conditions experienced by most of those schools.

Likewise, the status of education in this country is unstable simply the performance of students had been declining and thus leading to unsatisfactory examination results in

summative evaluation where the majority of community secondary school students performed poorly thus hindering to meet the millennium development goals with a focus on creation of a knowledgeable, creative, and a problem-solving graduates (URT, 2011; Laddunuri, 2012).

2.5 Development

2.5.1 Indicators of development

Indicators are those signs or established measures used to evaluate and determine how well a result has been reached in particular area of interest; it can focus on inputs such as proportions of Gross Domestic Product (GDP) spent by the government in education sector as well as human resources and physical facilities available. They are also used to monitor, represent and compare the outputs like literacy, retention, dropout rates and truancy rates in schools and the outcomes such as tertiary education graduate rates, employment rate and earnings at a specific period of time (UN, 2009).

Planning and evaluation process are usually conducted in different sectors including education, to meet the objectives of monitoring and evaluating education, several indicators which include access, performance and resource indicators are taken into account to help education stakeholders identify strengths and weaknesses available in education sector hence monitor the progress and lack of progress towards key educational goals. Dealing with community secondary schools development, indicators of resources which include both human and non human resources (physical and fiscal resources) was taken into account for assessing the improvement and satisfaction reached by community secondary schools.

2.5.2 Measurement of development

The term measurement refers to a tool that help us understand, manage and improve what our organization responsible to perform certain programmes do in case of service delivery, products produced as well as processes employed to produce such products. The development (improvement) of any programme starts with planning on what can be done to attain such improvement while performance made on those plans gives an ability to measure the level of development reached.

Hence measurement of development can be done by looking on the performance of any cognizant members to the given duties or programmes. In this study the researcher grouped an organization to have a positive progress by looking on the accountability of people to accomplish a certain duty, effectiveness, efficiency, transparency, and voluntarily participation. Measurement was done for the purpose of finding out community involvement to improve the development of community secondary schools, level of satisfaction from the service delivered, successfully implemented plans and the action plan to implement the changes.

2.6 Empirical Literature

Several literature were observed to have been done on decentralization with much consideration on how the system matter to enhance community participation for both Primary and Secondary education level; Fitriah (2010) researched on decentralization and parental participation through access to and control over school financial resources in Indonesia. The findings conclusion was that, the characteristics and extent of parents' participation in school management changed and decreased as a result of a new Free School Programme (FSP) introduced by the Indonesian government that freed parents from school operational costs and they acted as mere beneficiaries. Also the study

portrayed that, the School Committees, as institutional channels for community involvement in education provided by the education decentralization policy, were not effective in terms of representing and engaging parents in school management, thus, the context of the Indonesian education system, decentralization has not necessarily enhanced community participation.

Tolesa (2010) conducted a research on decentralization and community participation in Ethiopia using a qualitative research approach whereby questionnaires, focus group discussion and observation were used as data collection instruments. The study found that the system i.e. decentralization increased change in the way a school is financed by the community, but very little changes were observed in the way a school is managed and improved in case of education quality.

M'nkanata (2012) studied on the factors affecting effective decentralization and management of education in Abothuguch West Division, Meru Count in Kenya using both qualitative and quantitative research approaches. Both probability and non probability sampling techniques through simple random sampling and purposive sampling methods respectively were employed. The results indicated that decentralization has a number of benefits such as enhancing local responsibilities, involvement and ownership as well as enabling local businesses supply instructional and constructional materials leading to local level development. Moreover, the factors affected effective decentralization were inadequate funds, inadequate in-service training, lack of expertise and experience, as well as irregular visits to schools by the DEOs staff and poor communication channels.

Njunwa (2010) researched on Community Participation as a tool for development by considering how local communities participate in primary education development in

Morogoro, Tanzania, using qualitative research approach, whereby interview, observation, focus group discussion and documentation were used as data collection instruments. The study indicated two different results which are, Community participated in development of their schools by building classrooms, teachers houses, toilets, and providing furniture in school administration. Therefore, communities participated through either cash or labour depending on the nature of the work to be conducted. On the other side participation of local people was limited and very low due to poverty, illiteracy and ignorance, political interferences, poor performance of the pupils, mistrust and misuse of funds, as well as lack of transparency.

Laddunuri (2012) conducted a research on secondary school performance rate in Arusha Municipal Tanzania with more emphasis on community secondary schools which were seen as the cause of poor performance in the final Ordinary – level secondary education examinations for several years. The study was quantitative where probability sampling technique using simple random sampling was used and questionnaires were the basic data collection instrument for the study. The conclusion for this was that, many community secondary schools had a lot of unqualified teachers, poor infrastructural facilities and frequent changes in the curriculum which caused the observed results.

Kambuga (2013) examined the role of community participation in the ongoing construction of ward based secondary schools in Tanzania with respect to two wards, Makulu and Nzuguni in Dodoma Municipality whereby semi structured and free talk interview were used as the data collection instruments, the findings indicated that, community participation in either cash or labour power contribution was limited simply villagers were not actively involved in planning, decision making, monitoring and evaluation processes, thus, mobilization of political support was needed to make people

aware of what roles they endeavour to support their secondary schools. Therefore, decentralization in education seems to have improved community participation especially on access and equity in education, sense of community ownership, and undertaking school level disciplinary problems although it is not to the large extent and in all constructed ward schools.

2.7 Knowledge Gap

Despite of having several studies done on decentralization and community schools, much consideration was on how the system matter to enhance community participation for both Primary and Secondary education levels, the conclusion of the findings in most cases were, improved community participation especially on access and equity in education, sense of community ownership in some areas and non in other areas, and school level disciplinary problems. Local governments therefore seem to work in the best way with their local communities (Tolesa, 2010). On the other hand literatures did not address whether such communities are voluntarily involved or forced to perform the arranged activities, also looking on participation only is not enough simply the results of participating (i.e. development or improvement) of school infrastructures and study materials was not addressed, thus, voluntarily community participation and the capacity of local governments to afford delivery of services for their schools has not been addressed by other researchers and these are the research gaps dealt with by this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises nine sub-sections namely, area of the study, research paradigms or approaches, research design, population of the study, sample size and sampling techniques, data collection methods, validity and reliability, data analysis, and research ethics.

3.2 Area of the Study

The study was conducted in Mbozi District comprising all four divisions, ten wards and ten Community Secondary Schools in different locations. The reasons for this choice were firstly, poor learning environment and infrastructures in most of secondary schools in this district, secondly, the existence of many community secondary schools in the District, and thirdly, absence of development type of research conducted in this locale with the aim of looking the level of improvement and satisfaction of community secondary schools as a result of local government service delivery and voluntarily community participations.

3.3 Research Approaches

Research approaches or paradigm refers to the general orientation of conducting a social research (Bryman, 2008). In this regard there are two broad paradigms to social research which are qualitative and quantitative research approaches. In addition Bryman points another growing approach that is the mixed method research. Qualitative approach employs collecting, analyzing and interpreting data by observing what people do and say, thus it is much more subjective. Hence qualitative research approach is constructed in an

inductive view with the main emphasis on understanding the social world through examination and interpretation of that world by its participants in a constructivist perspective (ibid). On the other hand, quantitative research paradigm follows a deductive view of the relationship between theory and social research and maintains the position that reality is objective which is positivist or natural science perspective and involves most analysis of phenomena indicated by numbers than words. Mixed method research paradigm combines both qualitative and quantitative approaches for gathering data and analyzing the evidence.

In this study the researcher used qualitative research paradigm due to the following rationales, firstly, it allowed flexibility in collecting relevant data emerging from respondents, secondly, it allowed a researcher to observe through eyes the real situation in the field, thirdly, it allowed exploration of phenomenon when / where little is yet known about a topic, community, or an area (Bryman, 2008). The decision to use qualitative research approach was to find out the contribution of local government leaders and voluntarily community participation on community secondary schools improvement and satisfaction from the grassroots by discussing with the respondents who were free to express their feelings and experiences on the situation of development within their areas of jurisdiction.

3.4 Research Design

The term research design can be defined in different ways; research design is a conceptual structure within which research is conducted, it constitutes the blue print for the collection, measurement and analysis of data; or is a plan for collecting and utilizing data so that desired information can be obtained with sufficient precision or so that hypothesis can be tested properly (Gimbi, 2012:71). This study used a case study design simply it aimed to

study a single instance of development of few selected secondary schools and its findings are not generalized to other schools out of the research boundary.

3.5 Population of the Study

Research population refers to the elements of research which are going to be included in the study and from which data will be collected, it involve either respondents such as people, insects, animals, or plants (Swai, 2012:28), in this study the element is people who hold the required information about the subject in demand. The research study was carried out in Mbozi district council which had an estimated population of about 446,339 according to the 2012 data census (URT 2013:117).

3.6 Sample Size and Sampling Techniques

3.6.1 Sample size

Sample size refers to the actual number of respondents to be included during field data collection as they are believed to have the right information about the research title. The total number of respondents participated in this study was one hundred and one (101) where thirty (30) of them were community representatives while the remaining seventy one (71) were teachers and their category are as summarized below.

Table 3.1: Sample size

Population Category	Number of Respondents
District Secondary Education Officer	01
Ward Education Coordinator	10
Heads of schools	10
Teachers	50
Ward Executive Officer	10
Village Executive Officer	10
Village chairperson	10
Total	101

3.6.2 Sampling techniques

Sampling refers to selecting among many things which one to be used and which has / have to be left in a certain programme. Sampling can be probability or non probability ones. In this study non probability sampling techniques through purposive sampling method was used whereby selection of respondents was obtained according to the position they hold in running their school. The selected sample therefore depended on the need of the researcher as they are believed to be information rich on decentralization and community secondary schools development since all of them plays part on the development of such schools.

3.7 Data Collection Methods and Procedures

Data collection methods refers to the techniques or tools used for collecting required information or data which can involve different specific tools of data collection through which the researcher listen to and observe others (Bryman, 2008). Gathering information in qualitative and quantitative research employs variety of tools to be used in any of them, in this study then, observation, interviews, and questionnaires were used as the best instruments for collection of data from the selected respondents. The instruments were selected as they are used to assess competence (what the selected leaders know about the issue at hand), performance (what both leaders and community do) and effectiveness of the leaders (the influence they have to their citizens) (Cohen, Manion & Morrison, 2007).

3.7.1 Interview

Interview refers to a process in which the interviewer has a series of questions in the general form of an interview guide in which the interviewer is able to vary the sequence and to ask further questions in response to what are seen as significant replies, or it can refer to the conversation between two people (the interviewer and interviewee) based on a

guiding set of questions aiming at obtaining specific information. Among its advantages include enabling multisensory channels to be used like verbal and body language thus capturing well the spoken and non spoken information. Also interviews serve to get insight into things that cannot be observed directly such as people's experience, knowledge, feeling, attitude, perspectives, activities that happened in some point of time, and how people organize and define their activities (Cohen, Manion & Morrison, 2007; Bryman, 2008). This method was held to Village chairperson, Village Executive Officers, Ward Executive Officers, Ward Education Coordinators, Heads of Schools and District Secondary Education Officer to get their perspectives and clarification of matters pertaining to school development to develop understanding of the question with required level of flexibility.

3.7.2 Observation

Observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting; it can be overt (participatory observation) i.e. everyone knows that they are being observed, or covert (non participatory observation) i.e. no one knows that they are being observed and the observer is concealed (Tawksbury, 2009:44). One among many advantages of using field observation is that it permits an enquirer to get closer to the people in the setting and the setting being studied thus get firsthand experience of the setting itself or the people that helps during the formal interpretation stage of analysis (Bryman, 2008). Also observation helps to get accurate information that cannot be accessed through interviews and questionnaires. Non participatory observation was conducted around schools as part of evidence to answers obtained from other methods by observing availability of enough infrastructures such as roads, and condition of the present buildings, their roofs, doors, windows and floor.

3.8 Data Collection Instruments

Data collection instruments are those facilities used to capture information of the respondents or noting the real situation observed in the field of study. It includes questionnaires, interview guides, and observational checklist as they have been used and discussed herein.

3.8.1 Questionnaires

A questionnaire refers to written document with questions to be handed to respondents who will go through answering them one another according to instructions given to each question. This instrument was used to teachers who were not interviewed, and it was chosen simply it provides the respondents latitude to give their views freely without appending their names to them (Bryman, 2008). Questionnaires were completed by fifty (50) teachers addressing specific objectives that consist of both structured and unstructured questions. For structured questions, respondents were asked to put a tick to the correct response among the given alternatives, while for unstructured or open – ended questions, respondents were required to write brief answers in the space provided after brief introduction concerned to what the questionnaires distributed to them contains in it. During field data collection, a research clearance letter for authority sought from The Open University of Tanzania (OUT) was firstly sent to the District Executive Director (DED) for permission and a permission letter that was shown to respondents before data capture instruments being handed to them as evidence, was collected.

3.8.2 Observation checklist

Observation as a method of collecting research data is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting; it can be overt (participatory observation) i.e. everyone knows that they are being observed, or

covert (non participatory observation) i.e. no one knows that they are being observed and the observer is concealed (Tawksbury, 2009; Kemple & Huey, 2005). It involves observing behavior and systematically recording the results guided by research questions in the instrument i.e. observation checklist of the chosen characteristics or what the researcher want to observe. In this study the researcher observed the presence or absence of buildings such as classrooms, offices for the leaders and teachers, latrines, and streets/roads; also the condition of the observed areas and subordinates response to their heads were taken into account. Records of observations were in form of paper based recording where the important issues for school development as mentioned above were considered.

3.8.3 Interview guides

Interview guide refers to the general form with a series of questions in which the interviewer is able to vary the sequence and ask further questions in response to what are seen as significant replies aiming at obtaining specific information. Among its advantages include enabling multisensory channels to be used like verbal and body language thus capturing well the spoken and non spoken information. Also it serves to get insight into things that cannot be observed directly such as people's experience, knowledge, feeling, attitude, perspectives, activities that happened in some point of time, and how people organize and define their activities (Cohen, Manion & Morrison, 2007; Bryman, 2008). This instrument was used to get the innermost experience of the respondents on the meaning and aims of decentralization, the way communities participate in school development programmes as well as their perceptions on running their schools.

3.9 Data Analysis

Data analysis refers to the process of extracting, compiling, and modeling raw data for the purpose of obtaining constructive information that can be applied to formulate

conclusions, predicting outcomes, or supporting decisions in business, scientific, and social science setting. Data analysis can be accomplished using two techniques or methods, content analysis and descriptive analysis. Content data analysis is a method which may be used with either qualitative or quantitative data and in inductive or deductive way as it is said to be determined by the purpose of the study, therefore, as a research method, is a systematic and objective means of describing and quantifying phenomena (Elo & Kyngas, 2008). It attempts to characterize the meanings in a given body of discourse in a systematic and quantitative fashion aiming at statistical formulations, directed towards empirical problems whereas its distinguishing feature is employing quantitative aspects (Franzosi, 2007). Content analysis may be conceptual or relational analysis whereby conceptual analysis can be thought of establishing the existence and frequency of concepts i.e. how many times something happened or appeared. Relational analysis examines the relationships among concepts in a text or sets of texts (Bush et al. 2012).

Descriptive analysis on the other side is widely associated with quantitative or statistical, a method which is commonly a quantitative research. It is a set of procedures for gathering, measuring, classifying, computing, describing, synthesizing, analyzing, and interpreting systematically acquired quantitative data in either descriptive or inferential statistics. Descriptive statistics gives numerical and graphical procedures to summarize a collection of data in a clear and understandable way whereas inferential statistics on the other hand provides procedures to draw inferences about a population from a sample (Jaggi, 2011). This study used the content analysis to analyze the data collected because it aimed to examine the focus of local government leaders towards community secondary schools development as well as interaction trends taking place to the communities.

Data analysis started with transcribing and translating interview and questionnaire records followed by coding and then categorizing into different sub-sections according to the related themes. Later, the analysis and discussion was undergone by corroborating respondents' statements and other researcher observed features through examining and comparing with each other in relation to the research question. Data were analyzed by counting the responses and number of participants in each item of the question in the questionnaires and answers from interview guides and it was done separately for each group, that is, Village chairpersons, Village Executive Officers, Ward Executive Officers, Ward Education Coordinators, Heads of Schools and Teachers as well as the District Secondary Education Officer, and later they were combined depending to its thematic relations.

The analysis employed special procedures to maintain the anonymity of schools and participants. The selected Schools, Villages and Wards were named using letters A – J. Respondents from those areas, for example Village chairperson from village “A” was named as Chairperson A and also Teachers were named as a teacher from school A while Ward Executive Officer and Ward Education Coordinator were named as WEO A and WEC A respectively. The data collected were addressed by the researcher depending on the evidence obtained from each question using different ways after being edited, coded, tabulated and entered in the computer and analyzed using a thematic technique that is, categorization of related themes. Data analysis has been done qualitatively using tables, diagrams, and explanations to the given result.

3.10 Validity and Reliability

Validity and reliability of instruments are essential for each piece of research which shows that the data collection instruments are reliable and the conclusions are valid thus help on

judging the quality of a given study. Reliability is concerned with whether data collection instruments can provide consistence results provided that the same data collection procedures and instruments after repeated trials are used. The main purpose of reliability test is to eliminate bias and errors in a study (Bryman, 2008). The tools for data collection were pre – tested using a small sample from one of the Secondary Schools which was not in the plan to be researched. The answers obtained were related to the expected responses by the researcher, and no contradictions aroused hence no reformation of the questions infected.

3.11 Research Ethics

Ethical issues in research touch on all stakeholders of research, the respondents, the researcher, funding agencies and the users (Kitula, 2012:14). To assure that ethics are considered in this study, a letter from the Open University of Tanzania was presented to the District Executive Director who then accompanied me with a support letter that was used to introduce me to the respondents. At all levels of the fieldwork, I explained what the research is about its objectives and what was expected from their answers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents analysis and discussion of the study findings basing on the views (data) obtained from selected respondents through questionnaires and interview as well as observation done by the researcher on the condition of infrastructures such as buildings and streets and the respondents understanding to decentralization around the surveyed locale. The results of the findings are qualitatively presented in form of tables, figures, and elaboration on each of the first two forms with regard to the research objectives and its research questions.

4.2 Respondents

This part narrates the background of the accessed respondents during field data collection in relation to those targeted by the researcher.

4.2.1 Background of respondents

The research responses were collected from one hundred and one (101) respondents but two respondents, the chairperson and VEO were found out of the requested location because the chairperson from village B did not participate since such a village had no such system while on the other hand village D had no village executive officer (VEO) for more than a year as the previous one was transferred to another village and no replacement was made until the time of capturing these data. This was evidenced by chairperson D that;

We have stayed without the village executive officer (VEO) in our village since last year (2014) even before I was elected a chairperson of this village because

he got a transfer to the next village and once we ask the responsible offices for who to be replaced we are being told to keep waiting until the budget for employment is out. This situation creates difficulties to run the village programmes simply we are working with WEO who is so much occupied with the ward routines.

The evidence above shows that missing some leaders in their areas of jurisdiction is against the village government administration structure where both village chairpersons and VEOs are the first top leaders and are interdependent (figure 2.1).

4.2.2 Gender of the respondents

The respondents of this study were observed into two broad categories, that is, females and males. The table below shows the number of female/male ratio participated during field data collection where 74.3% were males while the remaining 25.7% were females.

Table 4.1: Respondents Gender

Population category	Gender	
	Females	Males
District secondary education officer	1	0
Ward education officers	0	10
Ward executive officers	0	10
Heads of Schools	02	08
Teachers	21	29
Village executive officers	02	08
Village chairpersons	0	10
Total	26	75

WEO B in the Ward with two community secondary schools and the Chairperson D respectively stated that;

The newly school which had better academic performance was being administered by a Headmistress different from school B which was supervised by a Headmaster and its results were poor; Our school had better performance when it was in hands of a Headmistress, we do not know what happened by the current Headmaster, it might be there is poor relationship between him and other education stakeholders.

Despite the evidence above that women perform their duties effectively and efficiently compared to men, very few of them (women) are promoted to hold higher positions. Table 4.1 above indicates that the number of male workers assigned as higher leaders in education and other sectors were still outnumbering the number of females since 90.2% of the higher positions were handled by men while only 9.8% were females, namely the DSEO, two VEOs and two Heads of Schools.

4.2.3 Working experience

Table 4.2 below shows the respondents' years stayed at their station in terms of males and females whereby the number of males still outnumbers that of females.

Table 4.2: Respondents working experience

Experience in Years	Number of Respondents		Total
	Males	Females	
1 – 2	33	14	47
3 – 4	18	05	23
5 – 6	14	04	18
7 and Above	10	03	13
Total	75	26	101

The results of the findings from figure 4.2 above indicated that most of the workers have stayed at the same station for a year; this is caused by new employment of teachers, WEOs and VEOs as well as the nearby election for village chairpersons that was held a year

before collection of these data. Very few respondents were seen to have stayed at the same station for a maximum of more than seven years. The duration of respondents at the same station indicated the experience on the community participation in various programmes for school improvement although they had little knowledge in case of the concept and objectives of decentralization especially the respondents who represented the community within their areas of jurisdiction.

4.2.4 Teachers education qualification

Table 4.2 gives the education level of qualifications of the fifty teachers who were involved as respondents in this study. The categories based on the professional qualifications to be considered in employment for secondary school teachers.

Table 4.3: Teachers education qualifications

Diploma			Bachelor			Masters			PhD		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
13	08	21	17	12	29	-	-	-	-	-	-

M = Male, F = Female.

The results showed in table 4.2 above indicated that majority of the teachers in now days are bachelor degree holder while none of them hold masters degree or PhD level of education. The tabulated results are from the respondents who participated in filling the questionnaires raised by the researcher. The results verified that most of the secondary school teachers are diploma and bachelor degree holder thus having the required qualifications to be teachers at the given level of education.

4.3 Perception of Decentralization

This part comprises two sub-sections namely, awareness of the respondents to the meaning and aims of decentralization and the ways used to mobilize communities to be aware of the decentralization process.

4.3.1 Awareness to decentralization

Table 4.4 below indicates the number of respondents with awareness on the concept and aims of decentralization who in most cases were teachers, WECs, some WEOs and VEOs while most of the village chairpersons were not aware about it. Moreover the answers of the respondents helped to determine the level of community awareness on the meaning and the aims of the decentralization process hence their level of participation to various programmes.

Table 4.4: Awareness to Decentralization

Self awareness						Community awareness					
Aware			Not aware			Aware			Not aware		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
52	22	74	23	04	27	12	08	20	63	18	81

M = Male and F = Female

The results showed that the concept of decentralization and its aims are mostly understood by few members even to the leaders in power especially village chairpersons, VEOs and some WEOs where 70%, 50% and 40% of the mentioned leaders respectively when they were asked their awareness on it (the meaning and aims of decentralization) hesitated before answering while others swore that they do not know because they did not attend any training or seminar about it from either the District Commissioner (DC) or any top leaders. Chairperson E said;

We hear our fellow leaders in town congregated for a seminar on how to run their villages but we in the villages have not been accessed by the DC or any top leader for such training; thus, I, a leader and my people know nothing about it, we are just working through experiences.

The statement of the ward and village leaders above marked the conclusion that the concept and aims of decentralization is not well understood to the large number of community members, thus there is a need to find other alternatives from the central government to educate communities what is meant by decentralization and its aims as well as the expected outcomes from decentralized programmes. The answers of the respondents above were different from that of WEO I, who evidenced that;

We have three types of true government which are Village government, District government and National government; these have ability to make their own laws. Thus villagers know what is meant by decentralization and its aims because they are being involved in elections of the sub village government (the Hamlet) and the village government at large.

The WEO added that he had undergone training about central and local government at Hombolo Dodoma before being employed in this ward thus he used the logic of being involved in elections to conclude their awareness on it. The contradictions prevailing among leaders on their understanding to decentralization indicates the hardship understanding to the whole society as the transfer of its aims may not be effected the same at all areas; special programmes should be done for effective and efficiently understanding to the whole community.

4.3.2 Ways of mobilizing community

The school and local government in many areas employed various strategies to mobilize communities; the most favorable means was meeting where the schools conducted what is called parents meeting in which parents, teachers and sometimes students being included sat together and discussed different agenda. Teachers used that opportunity to introduce what is meant and aimed by decentralization as well as what duties the community was supposed to perform for improvement of their school.

On the other hand some VEOs and WEOs reported to use the same means to introduce the meaning and the aims of decentralization after being congregated for a seminar by the district leaders and introduced what to tell their villagers which was done immediately after coming back from the seminar. Some ward educational coordinators portrayed that, many leaders do not like to be noted/jotted negatively, thus they may give positive answers just to be seen that they are making themselves aware of the given issue while the reality is not so. On their side, WEC G for example explained that he had not conducted meeting with communities or teachers to discuss on what is really meant and aimed by decentralization in case of community secondary schools development due to being less concerned to it simply his administrative mandate are not clearly stipulated to deal with secondary schools but he tried to do so when he was asked to participate in the meeting conducted by the responsible leaders. Village chairpersons to the other side narrated that although they conducted meeting with different leaders, there were no agenda for introducing the meaning and aims of decentralization to them and their villagers but it was presented in explanations done to a certain agenda on what they were supposed to do for the betterment of their schools.

The findings are in agreement with Kambuga (2013) assertion that community members should be politically mobilized through education and training on the importance of their development initiatives to make them feel that an initiative project belongs to them so that they honor support and participation on matters concerning their social development.

4.4 Schools Source of Income

Many schools were determined to have no alternative means as their source of income simply 86% of the respondents' explanations indicated that the major source of income for their schools were collection of school fees and other parents' contributions as well as the

meager funds obtained from central government as capitation and development grants. On the other hand 14% of the respondents replied that their school had other sources like school projects which were newly developed. School G for instance had three sources of income which were brick making, vegetable garden and two acres of coffee plots out of the school fees, parental contributions, capitation, and development grants. The dependency on school fees, parents' contributions, capitation and development grants to run schools created difficulties on improving their conditions thus leaving them to the current, worse situation as evidenced by Chairpersons A, F and G that;

Parents are currently not paying school fees on time and voluntarily till they are forced to do so, also the planned contributions are not collected on time and only few villagers contribute it due to the reason that villagers are bored with what is happening to upper levels of the government such as mismanagement of the citizens taxes which are consumed by few and no proper actions are taken to them; also not all members pay it simply others run out of their residents until the planned activities have already been performed and its time has already gone.

The Heads of school from school F and G stated that they are working in a difficult period because of taking education into politics rather than performing the needed duties. They added, politics have ruined the education system of our country because politicians differ in approach and anticipations to their voters simply everybody spells things aiming at defeating the ruling party within the given area. In case of school projects, three quarter of the researched schools had neither project nor plan to have it due to the negative perceptions of the parents that the fruits of the projects in most cases benefited only teachers and not the school as a whole.

4.5 Community Participation

Community participation is a part which looked on the way local communities volunteers to perform duties for a certain programme when they are needed to do so. The part also took into account the level of participation as well as the reasons for such participation level.

4.5.1 Voluntarily participation

The way communities participate in development plans was one among objectives that was in need to find out whether communities participate voluntarily in school development programmes or not. Table 4.5 below shows the real situation present to the field of the study.

Table 4.5: Voluntarily community participation

Voluntarily participation			Involuntarily participation		
Male	Female	Total	Male	Female	Total
14	05	19	61	21	82

The findings from table 4.5 above illustrated that communities were not participating willingly in performing the school development programmes simply more than a half respondents argued that community members participate involuntarily. The Chairperson, WEO and VEO from village E, G and H respectively evidenced that;

At once during construction of this school, everybody volunteered working to get the nearby secondary school. After that, everyone put himself or herself as far as possible to the school development programmes, and the determined reason for this is leaving politics to overlap the education sector. Therefore even citizens in now days have more political agreement, i.e. verbal agreements than actions as it was at once.

The findings are in agreement with Kambuga (2013) assertion that community participation in either cash or labour power is limited because villagers are not actively involved in planning, decision making, monitoring, and evaluation process.

4.5.2 Level of participation

Table 4.6 illustrates the level of community participation to the arranged school development programmes with regards to their categories. It shows the most engaging sex between females and males, elders or youths and also between poor and rich people.

Table 4.6: Level of Community Participation

Participants	Level of participation					Total
	None	Very low	Low	High	Very high	
Females	13	51	20	17	-	101
Males	14	42	21	19	05	101
Youth	13	49	24	13	02	101
Elders	22	43	14	22	-	101
Low income people	13	44	18	23	03	101
High income people	16	49	22	14	-	101
Total	91	278	119	108	10	606

The results of the findings indicated that communities around research boundary had very low level of participation to the school development programmes, and this was caused by several factors such as Unwillingness of the communities that was explained by the respondents as the major reason to the observed level of participation. Absence of transparency was another cause for many villagers not engaging in secondary school activities as evidenced by the Headmaster from school E that;

Many people do not participate in various school programmes due to absence of transparency on their contributions since they are not being informed

about their education budget by their leaders. Also they are still thinking that their duties lasted when they finished roofing; putting doors, windows, and other amendment are seen as not part of their work.

The statement above was against the views of Chairperson E who said that very low level of participation is caused by absence of transparency because the Headmaster did not inform the mass how the school expenditure (i.e. capitation and development grants) is spent. A very low level was followed by the low level and then the high level. None and very high levels respectively were the last of all as they had few respondents. The results showed that poor people and mid aged males had high level of participation while the youth who are believed to be the working force of the nation and high income people (rich) were still behind to the large extent. The study results are in agreement with Fitriah (2010) whose findings indicated that the characteristics and the extent of parents' participation in school management have changed and decreased significantly as a result of a new Free School Programme (FSP) introduced by the government, hence they are still thinking that everything needed by their schools are granted by the central government.

4.6 Local Government Support

Local government was effected for the purpose of supporting their residents to the nearly extent through service delivery. This part explains type of the services which were observed to be much delivered by the local government and how such services satisfy the needs of the school by considering the level of satisfaction.

4.6.1 Service delivery

Local government was said to perform different activities within their areas of jurisdiction. Among those services included construction of school buildings which was highly

performed by the villagers with support from the central government. Villagers construct buildings beginning from the foundation to the beam level; later the central government via regional and district government, supports the remaining portion of roofing and putting ceiling boards. This has helped many areas construct school compounds for Ordinary – Level (O – Level) but failing to build others for A – Level simply they are still waiting to get support from central government to finish the remaining portion. This view is in agreement with (URT, 2005) assertion that local communities, when they are provided with resources can achieve good, efficient and economic results, and do add value to the resources by their contributions as evidenced by the over-achievement of classroom and other building goals in many areas (especially rural areas).

Unfortunately, the services performed by local government and communities were too slow and unsatisfactory simply they were not being done on time as it took more than two or three years to finish a single teacher's house. In most areas after finishing building the foundation to the beam, the buildings had no progress since villagers were waiting for a help from central government as their normal routine without success. Despite the highly demand of infrastructures especially teachers houses in villages, it was found that villagers were told to start from the beginning until they finish it independently and if they cannot afford doing so they just stop the programme since no support was be given to them as it was at once, building up to the beam level by the villagers then leave the remained portion for the government support (ibid). The construction of various buildings were seen to be left to the citizens because schools like school J for example finished one teachers house without getting a help from the government, only parents contribution both labour and financial contributions were used, different from the government stipulation that local communities should be empowered by providing them resources to effect their accountability.

4.6.2 Service delivery satisfaction

Table 4.7 below indicates the number of respondents with their level of satisfaction to local government service delivery in case of available buildings, entrances and exits, provision of study materials both teaching and learning materials and finally financial support without depending to the central government.

Table 4.7: Local Government Service delivery & satisfaction

Service delivered	Level of Satisfaction				
	NS	SS	S	VS	ES
Buildings	12	04	07	-	-
Roads/Paths (Entrances / Exit)	16	06	01	-	-
Study Materials	11	05	09	01	-
Financial support	21	04	03	01	-
Total	60	19	20	02	-

NS = Not Satisfied, SS = Slightly Satisfied, S = Satisfied, VS = Very Satisfied, ES = Extremely Satisfied

The field results on the level of satisfaction to the services offered by local government such as buildings, entrances or exits, provision of study materials and supporting their school financially was not satisfied to all schools. Local government with their local communities were unable to create the entrances or roads which linked the school with the main road while the buildings were only built but left without shutters and even frames in some schools for the doors and windows. On the side of provision of study materials, respondents from school A, C, G and H explained that;

The government has provided study materials such as science books and others for arts with less and others with irrelevant contents compared to the competences needed to be acquired by learners as it was indicated in the subject syllabus.

Financial support by local government was also explained to be unsatisfactory, for instance the Headmaster from school A and Headmistress from school G evidenced that they were getting meager funds from the government which was not relevant to what they ought to be given, they added that the funds are not being brought on time as they may stay for two to three or even four months without being effected to their schools. On the other side the DSEO stated that local government does not afford to bring services to schools due to high demand for those schools, she said;

Local government fail to meet the needs of schools because all schools have high demand of the same services which are supposed to be supported by the same government and also other duties planned by local government are not continued due to inclination of programmes ordered by central government to be completed early. Therefore local plans become stagnant to let the national wise plans are completed first, hence little changes are being observed to the large extent.

The study is in agreement with Tolesa (2010) findings which indicated that decentralization showed little changes in the way a school is managed and improved in case of education quality due to absence of proper teaching and learning environment.

4.7 Academic Development

This part examined the education academic improvement to the surveyed schools consisting of three subsections namely, students' academic performance, causes for such results and measures being taken to address the results.

4.7.1 Students academic performance

Students academic performance were studied into two categories that is the form two national examination results as well as form four national examination performance from

different schools. The results obtained were used to verify the answers collected from the respondents on the side of academic development i.e. whether students performance were so much good or so poor as well as whether they were just good or just poor. Table 4.8 gives the summary of results for form two students for four years consecutively for all schools which were selected to be surveyed during data collection.

Table 4.8: Form Two Students Academic Performance

Year / School	2011			2012			2013			2014		
	P	F	Total	P	F	Total	P	F	Total	P	F	Total
A	98	100	198	89	25	114	163	41	204	174	18	192
B	55	73	128	95	42	137	137	144	281	238	27	265
C	77	74	151	54	30	84	78	152	230	222	24	246
D	30	90	120	89	47	136	107	22	129	67	03	70
E	71	28	99	49	05	54	92	29	121	83	34	117
F	25	30	55	42	20	62	51	27	78	43	08	51
G	34	76	110	54	36	90	45	51	96	80	08	88
H	99	-	99	72	08	80	57	17	74	58	05	63
I	37	34	71	70	28	98	95	18	113	70	08	78
J	36	74	110	37	24	61	55	33	88	75	02	77

P = Passed, F = Failed.

Table 4.8 above revealed that form two students had better results in many schools as it was articulated by different respondents although most of them looked and judged the school academic progress by considering the pass rates of the form four leavers only without reviewing the previous background of the learner. The best results of form two students were also the source for better performance in form four national examinations, this was evidenced by Chairperson G who stated that;

The best form four secondary school results depend much to the foundation a student had to his or her former studies, for instance, if the student was

performing poorly in primary school, and the same performance be observed in form two examinations; don't expect him or her to have better results in the final form four examinations.

The District Secondary Education Officer (DSEO) stated that the form four students academic results were not good but a bit changes were being observed because the number of graduates with distinction to credit i.e. division I – III had been increasing the same as those who were selected to join A – Level studies, for example from 68 students in 2013 to 72 students in 2014. The findings indicated that many students had poor performance because they failed in the national examinations by getting marginal pass of Division IV while others failed totally. The results are in agreement with URT (2010) assertion that SEDP II was launched to overcome the challenges which were not addressed by SEDP I where poor performance in secondary education examinations for most of the students was among them as the same results were experienced. The study results was obvious different from the answers obtained from most of the respondents simply because many of them stated that the academic performance of students were good while most of them (students) attained marginal fail of division IV and very few passed in division I – III for the given year. Table 4.9 below shows the number of students who passed as well as those who failed the final form four national examinations in four years consecutively.

Table 4.9: Form Four Students Academic Performance

Year/School	Division	A	B	C	D	E	F	G	H	I	J
2011	I – III	13	10	-	08	04	02	01	-	-	06
	IV	67	77	-	69	54	36	52	-	-	37
	FAILED	59	69	-	62	48	37	101	-	-	59
	TOTAL	139	256	-	139	106	75	154	-	-	102
2012	I – III	12	18	18	07	03	03	06	-	02	11
	IV	78	96	63	33	29	26	47	-	21	44
	FAILED	55	96	46	58	79	94	94	-	27	120
	TOTAL	145	210	127	98	111	123	147	-	50	175
2013	I – III	18	13	28	13	25	14	11	12	07	11
	IV	59	48	50	23	48	13	39	18	26	11
	FAILED	34	61	41	44	13	20	42	16	18	25
	TOTAL	111	122	119	80	86	47	92	46	51	47
2014	I – III	18	17	22	13	18	04	09	12	16	07
	IV	34	40	43	27	17	21	26	19	22	12
	FAILED	26	29	36	28	04	27	14	20	14	13
	TOTAL	78	86	101	68	39	52	49	51	52	32

The blanks for some schools indicate that such a school had no form four students registered for the national examinations for the given year(s) as it was still new and the data collected were only clean data i.e. for those who had obtained their results, therefore the withheld results and absentees were not taken into consideration. Table 4.10 below shows the answers of the respondents to the given rank of performance on the students' academic performance/improvement.

Table 4.10: Respondents Views on Students Academic Improvement

Measurement Rank	Males	Females	Total
Very Good	01	-	01
Good	45	12	57
Poor	29	11	40
Very Poor	-	03	03
Total	75	26	101

Although many respondents showed that the school academic improvement were good, the reality from academic records indicated the poor performance for form four leavers because many students had failed or obtained Division IV while very few passed in Division one to three (table 4.9). On the other hand three respondents from ward G added other answers on the academic development of their school. The chairperson, VEO and WEC respectively revealed that;

The students academic development are not consistence, they vary according to the foundation a student had in Primary school. Also the relationship between the head of school and other teachers in the given school is a factor for improving the outcomes. Poor relationship among teachers indicates poor performance to teachers and hence students.

There is no clear demarcation that the Ward Education Coordinator has power over secondary school teachers because they are directly answerable to the DSEO something which is different from primary school teachers, the available relationships between we WECs and Heads of Secondary Schools are personally but not administratively, therefore I am not clear about its development academically.

It was observed that leaders are given responsibilities without clear stipulated demarcations thus causing inconvenience when another leader gives order to whom he or she think is his or her subordinate.

4.7.2 Factors for the performance

Respondents had several reasons to the observed rank of students' academic performance for their schools. The Headmaster and other teachers from school E which formally had very poor performance to the final national examinations expressed the causes of the previous academic records and the strategies which made them to alleviate it and meet the current results;

We had very few teachers before, and we faced so many difficulties due to poor communication and cooperation between teachers and parents and the pass rates to the final national examinations for form four students was one or two who joined Advanced – Level (A – Level) studies. Strategies were planned; meeting with parents via parents meeting and discussed the problem then we came up with solutions such as provision of afternoon meals at school, good cooperation among education stakeholders to contribute when they were needed, motivation to subject teachers for their good work to attain the best performance where each subject teacher is paid to the following grades and amounts, A = 10000/=, B = 5000/= but in Mathematics a teacher is paid A = 10000/=, B = 7000/= and C = 5000/= these are for form four results while form two are paid 2000/= and 1000/= for A and B passes respectively.

The study findings on School Meal Programme (SMP) are in agreement with Malingumu (2008) whose results indicated that provision of school feed to Primary pupils enhanced

performance since several children passed well the Standard Seven Leaving Examinations. The same results were experienced by school E to the commencement of SMP. The study findings on the contribution of motivation to students' performance are in consistent to Kirondo (2014) who illustrated that motivation is a paramount factor to the advancement of students' performance despite other scholars disagrees with it simply the learners cannot perform better to the absence of motivating parameters. Therefore both teachers and students should be motivated to achieve the best results.

Inline to that, teachers from school I explained that students had poor academic performance due to language problem simply they (students) use Swahili language in most cases when they just enter the school compound and English when they are communicating with teachers but not themselves, out of such boundary they always use vernaculars.

Students had poor performance because of the Language of communication whereby many students may study for all four years without being well equipped with English language which is the major means of communication and instruction for secondary education.

This factor is in agreement with Rugemalira (2005) who argued that one among pertinent challenges facing English Medium Schools (EMSs) is the gradual transition of students from Kiswahili medium of instruction in Primary schools to English language. The same problem has been observed to this area where many students failed because they did not understand what the question in demand needed them to do and thus they tackled them in opposite way.

On the other hand, respondents evidenced that students had poor performance because they were truant where many students were not attending the school sessions, lessons in

most cases, but they only appeared during final examinations simply they were registered, lack of teachers especially science subject teachers as there were no mathematics teachers in school D since its introduction. Apart from those cries above, other challenges include lack of cooperation among stakeholders, shortage of teaching and learning materials like books, maps, and others alike, poor selection of standard seven leavers to join secondary education where most of them were enrolled just to feed the targeted rates but their performance were very poor, poor learning environment especially during rainy season, poor parents support to their students especially material support and encouragement.

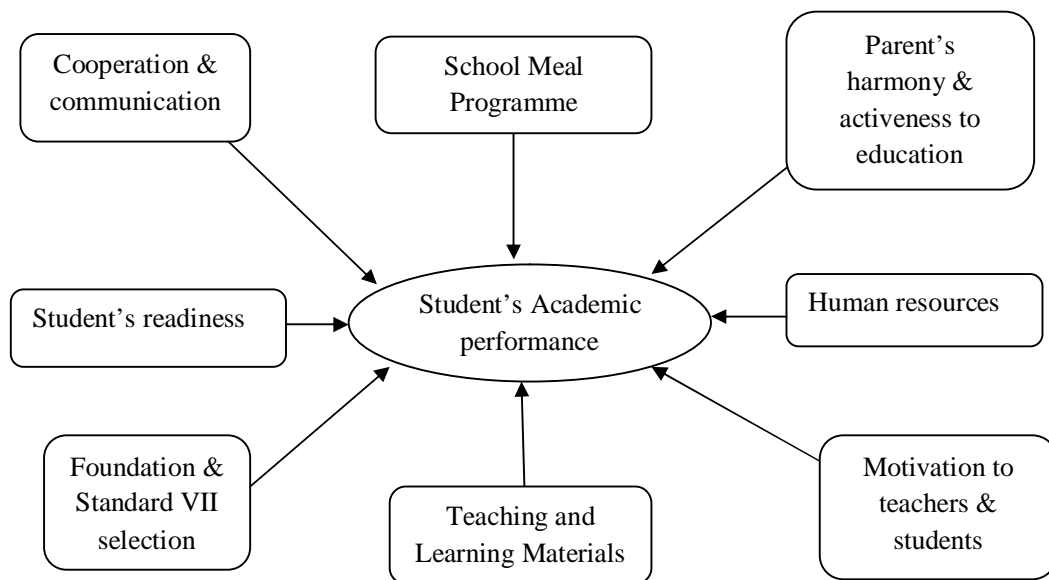
The arguments above are in consistence to Mahijibhai (2014) arguments that among challenges of devolution on administration and management of public community secondary schools are shortage of important resources like teachers' residents, libraries, and laboratories as well as shortage of science subject teachers. In addition the study is in agreement with Sumra and Kataro (2014) explanations that poor learning outcomes are a result of various factors where in many schools learning environment were not conducive, also lack of classrooms, water, toilets, electricity and inadequate post of (motivated) teachers contribute to poor learning outcomes.

Demarcation of responsibilities to the leaders should be well addressed simply other leaders are not participating in secondary education development programmes due to the fact that the one responsible to arrange and supervise the secondary development activities is not clearly known. For instance, chairperson I stated that;

Secondary schools are in hands of the ward leadership therefore I do not know the education improvement reached in case of students' academic performance, what I do with my villagers is working cooperatively with ward leaders whenever we are ordered to undertake certain works.

The statement of the chairperson above was agreed by WEO I, who explained that the responsibility of running secondary schools are in hands of the Ward, thus they know well their duties for the school development. The statement above indicates that there is no clear boundary between leaders, who are responsible to whom, and when something is in demand, who is to be asked for it.

Figure 4.1: Factors for Students Academic Performance



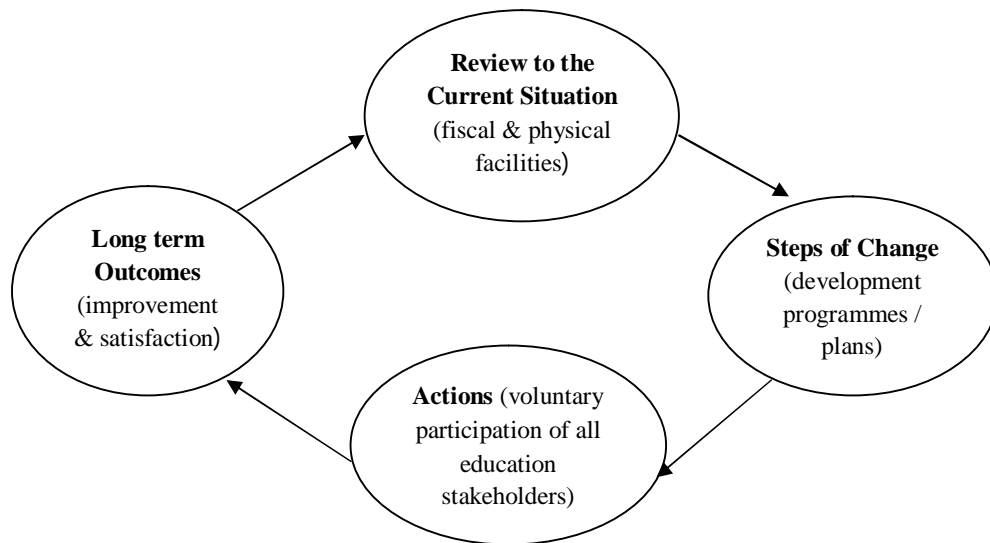
Source: Modified from Ngaruko, In OUT Research Methodology (2012)

Figure 4.2 above shows among the factors that determine the student's academic improvement if they are given highly consideration by the education stakeholders; school meal programme, cooperation, motivation, and provision of competence and content based study materials (i.e. teaching and learning materials) that are to be brought on time as well as to the required ratio of students, maximize performance of the learners. Flow rate of the form four graduates at a given school to the next levels of education (to A – Level, and Higher Learning Institutions) and their learning outcomes was observed as one among the factors for good performance of the students. When the rest of the students see their

brothers and sisters joining, completing further education and being employed in different sectors, and later the teachers use such opportunities to introduce the fruits of education to them, they get encouraged and work hard. Parents harmony gives them capabilities to help their children (students) undertake studies in attractive way simply they become well organized to school routines and therefore they work together in a peaceful way.

Figure 4.3 below shows some strategies to be used for the best performance of the duties towards desired outcomes of schools (both primary and secondary schools) and also to other sectors to undergo improvement.

Figure 4.2: Strategies for employing changes



Source: Modified from Dyson, In EUNEC (2013)

The figure above insists cooperation among education stakeholders especially parents, teachers, villagers and all leaders like Village Chairpersons, VEOs, WEOs and WECs since these are nearby the institutions and are the one responsible to review what is happening to the current situation in case of fiscal, and physical conditions of their school, then find the steps of employing changes by planning different programmes and going

through it, later taking considerable actions to them via voluntary community participation towards the long term outcomes and thus create the improvement and satisfaction of the required services.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter constitutes summary of the study from the beginning to the findings obtained from the field that was collected through interviews, questionnaires, and observation. It also present the conclusions based on the field results analyzed, giving recommendations from the gained study results as far as suggestions to what study can be conducted in the upcoming time by other researchers.

5.2 Summary of the Study

The study was purposefully conducted to examine the impact of Decentralization system on Community Secondary Schools Development in case of improvement and satisfaction of services delivered by local government. Since the prominent idea of decentralization is to increase deeper and stronger community participation, empowering local government autonomy and reducing burdens to local communities by utilizing the nearby local resources, the study examined whether communities participate voluntarily on school improvement programmes, and also if local government satisfy the needs of those schools in their locale.

The first chapter constituted the introduction, background to the study, the general and specific objectives, research questions, significance of the study to the area of study and elsewhere, the conceptual framework, scope of the study, its limitations and the theoretical definitions of the basic terms within the study.

Chapter two drew literature related to the study where the Change theories guided this study, decentralization; community and community secondary schools, development,

empirical studies and finally the existing knowledge gap of the study were conducted. Chapter three, Research methodology which includes the area of the study, research approaches where the qualitative research approach was undergone, research design in which the case study design was considered, population of the study, sample size and sampling techniques in which purposive sampling was employed, data collection methods and procedures whereby interviews, questionnaires and observation were maintained, qualitative data analysis, validity and reliability, and finally research ethics, were greatly discussed.

Chapter four draws the research findings of the study which are summarized in form of tables and figures in relation to the elaborations following after each. Chapter five concludes all what have been maintained and discussed from the first to the last chapters; thus, it contains the summary of the study where all five chapters are briefly explained, its major findings which are basically derived from chapter four, conclusions of the data analyzed and recommendations or suggestions for further study have been considered.

5.3 Conclusions

The conclusion of this study has been done with regard to different premises compiled together from the collected and analyzed data towards development of community secondary schools in case of their improvement and satisfaction to the services delivered by local government and communities.

5.3.1 Decentralization and community awareness

Referring to the study findings, it has been evidenced that the concept and aims of decentralization are not well understood by local government leaders and the communities at large who are concerned with performing all duties without waiting the central

government order on what they are supposed to do. They do not know what and how to plan, organize, and run different programmes in absence of the central government support. It was observed that, Local governments have been empowered without proper training especially from village level to ward level on what they are ought to accomplish as well as their responsibility demarcations within their areas of jurisdiction. The study validated that, both local government leaders and community members were not aware of the concept and aims of decentralization leading to poor participation in various programmes including the secondary schools development plans.

5.3.2 Decentralization and gender mainstreaming

The results of the study has indicated that, the number of workers in different levels is still dominated by males since seventy five members (75) equals to 74.3% of the respondents met by the researcher were males while only twenty six members (26) equals to 25.7% were females. Among all respondents forty nine (49) members had worked for one to two years followed by twenty three (23) members who had experience of working for three to four years and sixteen (16) had experienced the five to six years of working and finally thirteen (13) respondents were senior workers who were at the same station for more than seven years. In case of teachers' education qualifications, many teachers had attained higher education i.e. the first degree whereby twenty nine teachers were degree holder while the remaining twenty one were diploma holders.

5.3.3 Decentralization and source of income

The study validated that, many schools depend on central government expenditure such as capitation and development grants, school fees and parents contributions as their major source of income simply they had no other alternatives and they were acclimatized to central government support before but when the government fails to bring such funds, deterioration of programmes were experienced. Only three schools out of ten researched

had constructed school farms as an alternative source to help them when they are waiting for capitation and development expenditure, school fees and parents contributions which to the large extent was said to be lately collected and brought to the destination.

5.3.4 Decentralization and community participation

The study results evidenced that, at once, during construction of the given school the citizens in the respective area participated voluntarily to construct the buildings because they feared such opportunity to be sent to other areas as they were informed about the selected locale with probability of being offered such school for that time. After finishing such buildings, repairing them and giving support on various facilities such as infrastructures like latrines, tables and chairs, constructing roads/streets from the main road to school ground as well as financial support when it was needed became a misery. Moreover poor people and elders especially those with students at a given locale were found to be the most participants to the ongoing activities who also participated in a minimal number as they waited till they are forced, therefore, involuntarily community participation in all programmes except which have benefit to an individual was highly observed.

5.3.5 Decentralization and government support

The study results has shown that local government is not the best means to maintain improvement of community secondary schools since the costs incurred to facilitate them are still being high. Although local government supports community schools to some extent, their facilities are not satisfactory to enhance school improvement as they cannot afford to bring the needs of their school despite its nearest to their locale. On the other hand the central government played part to the large extent by bringing personnel and funds but the fund was little and late brought to the school due to sending them via district account instead of the school account as it was done in previous years.

5.3.6 Decentralization and academic development

The findings indicated that many schools had better form two performance but they experienced poor form four performance in national examinations. Good performance have been gained after the reshuffle of performance grades where many students have been continuing with next level (i.e. form three) of the study with very low pass marks of (20 – 29) in grade E as stipulated by the government. Also many students joined form one with very low standard seven pass marks and others are unable to read and write even in Kiswahili but selected to pursue secondary studies which its subjects are taught in English language except Kiswahili subject only, hence increasing failures.

5.4 Recommendations

Basing on the study findings, below are recommendations to be employed to make improvement of academic and infrastructure development in ward or community secondary schools in the study locale and other areas out of the researched boundary in Tanzania and other countries facing the same problems.

As we are forging to free ordinary secondary education for all, the central government should focus and emphasize on spreading education to local leaders and communities on what is meant by decentralization and its aims via special personnel to make them aware, thus helping them to engage in development programmes voluntarily simply they will have understood their crucial responsibilities to the constructed schools and other social services required to be performed around them.

The Central Government also should greatly pay attention to all important aspects for school development such as construction of teachers houses which has been detected as the burden to local governments and communities, primary school pupils must be well prepared or equipped in their earliest classes before seating for primary school education

examinations when they reach standard seven while they are unable to read and write, provide science subject teachers in ward based schools, contribute in either cash or materially to the school meal programme, and send the capitation and development grant directly to schools instead of being directed to district headquarters where they may be used in other budget out of education sector.

Females should be prioritized to leadership as they are believed to work considerably when they are given positions; the available numbers of female leaders who lead the organizations are very few simply only five (5) females were leaders, namely the DSEO, two Heads of Schools and two VEOs.

Political issues must be separated from education fields as it diminishes participation of stakeholders to development activities. Political leaders despite their political parties' influences should have the same statement to all crucial sectors which includes the education sector rather than being antagonistic due to distrust persisting among them.

Regional and District leaders should ensure the presence of good communication channels as well as visiting schools frequently to check and monitor their development as it was evidenced that leaders are visiting schools when there are special events like during national examinations and others alike.

The research was conducted basing on qualitative aspects; still there is a need for other researchers to use other approaches and data collection methods in other areas out of the researched locale to draw the real situation of decentralization and community secondary schools development enhanced through local governments and community participation.

REFERENCES

- Abeid, R. S. and Olotu, S. R. (2009). *Civics for Secondary Schools, Form Two*. Oxford University Press Tanzania Ltd, Dar es Salaam.
- Antwi-Boasiako, K. B. and Okyere, B. (2009). Traditional institutions and public administration in democratic Africa. In Public administration: Local government decentralization in Ghana. *Journal of African Studies and Development Vol. 2(7), pp. 166-175, October 2010*.
- Ayee, J. R. A. (2008). The balance sheet of decentralization in Ghana. In *Foundations for local governance. Decentralization in Comparative Perspective*. Edited by Fmihiko Saito. Physica – Verlag, pp. 223-258.
- Baganda, E. (2008). Decentralization and Primary education in Tanzania: what are the Contemporary Successes and Challenges? (Master Thesis, University of Oslo, 2008). Retrieved from <http://www.duo.uio.no/sok/work.html?WORKID=82171>.
- Beall, J. (2005). “Decentralizing Government and Centralizing Gender in Southern Africa: Lessons from the South African Experience”, *Occasional Paper 8*, United Nations Research Institute for Social Development.
- Bellu, L. G. (2011). *Development and Development Paradigms: A (Reasoned) Review of Prevailing Visions*. Food and Agriculture Organization of the United Nations.
- Braathen, E. (2008). Decentralization and Poverty Reduction: A review of the linkages in Tanzania and the international Literature. Norwegian Agency for Development Cooperation, Oslo, Norway.
- Bryman, A. (2008). *Social research methods (3rd ed.)*. New York, United States of America: Oxford University Press.

- Bush, C., De Meret, P. S., Flynn, T., Kellum, R., Le, S., Meyers, B., Saunders, M., White, R., and Palmquist, M. (2012). *Content Analysis. Writing @ CSU*. Colorado State University. <http://writing.Colostate.edu/guide.cfm?guided=61>.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research methods in education (6th ed)*. Abingdong: Routledge.
- Elo, S. and Kyngas, H. (2008). Research Methodology: The qualitative content analysis process. *Journal of Advanced Nursing* 62(1) 107 – 115. University of Oulu, Finland
- Fitriah, A. (2010). *Community Participation in Education: Does Decentralization Matter? An Indonesian Case Study of Parental Participation in School Management*. Unpublished Master of Philosophy in Development Studies at Massey University, Palmerton North, New Zealand.
- Franzosi, R. (2007). *Content Analysis: Objectives, Systematic, and Quantitative Description of Contents*.
- Fritzen, S. A. and Lim, P.W.O. (2006). *Problem and prospects of decentralization in developing countries: A draft submitted for consideration by encyclopedia of public administration and public policy*. National University of Singapore, Singapore: LKY School of public policy.
- Fullan, M. (2006). *Change theory: A force for school improvement*. Seminar Series Paper No. 157, November 2006. Centre for Strategic Education, Victoria, Australia.
- Garcia, M. and Rajkumar, A. S. (2008). *Achieving Better Service Delivery through Decentralization in Ethiopia*. Washington, D.C., USA: The World Bank.
- Gimbi, A. (2012). *Research Design*. In: *Research Methodology*. The Open University of Tanzania, Dar es Salaam.

- HakiElimu, (2007). Redefine quality education in Tanzania. From Input to Capabilities. Working paper, October, 2007. Dar es Salaam.
- Jaggi, S. (2011). *Descriptive Statistics and Data Exploration*. Indian Agricultural Statistics Research Institute, Library Avenue, New Delhi.
- Jidamva, G. B. (2012). Understanding and Improving Quality of Secondary School Education. Conceptions among Teachers in Tanzania. Abo Akademi University Press. Abo , Finland.
- Kambuga, Y. (2013). The Role of Community Participation in the Ongoing Construction of Ward Based Secondary Schools: Lessons of Tanzania. *International Journal of Education and Research Vol.1 No.7*. The University of Dodoma, Tanzania.
- Kemple, T. and Huey, L. (2005). Observing the Observers: Researching Surveillance and Counterveillance on 'Skid Row'. *Surveillance & Society and the author 3(2/3): 139-157*. Department of Sociology & Criminology. University of British Columbia & Kwantlen University College, Vancouver & Surrey, B.C. Canada.
- Kitula, M. (2012). Research Process and Research Ethics. In: *Research Methodology*. The Open University of Tanzania. Dar es Salaam.
- Komba, C. K., Hizza, E. L., and Jonathan, W. T. Y. (2013). *Factors Influencing Academic Performance of Ward Secondary Schools: A Case of Selected Schools in Moshi Municipality and Moshi District*. MUCCOBs, Moshi, Tanzania.
- Laddunuri, M. M. (2012). Status of School Education in Present Tanzania and Emerging Issues. *International Journal of Educational Research and Technology Vol. 3/1:15 – 20*. Dodoma University, Tanzania.

- M'nkanata, K. (2012). Factors Affecting Effective Decentralization and Management of Education in Abothuguch West Division, Meru County, Kenya. Kenyatta University, Kenya.
- Machumu, H. J. (2011). *The Growing Impetus of Community Secondary Schools in Tanzania: Quality Concern is debatable*. The University of Dodoma, Tanzania.
- Mahijibhai, J. A. (2014). Impact of Devolution on Administration and Management of Public Community Built and Managed Secondary Schools on the Quality of Education: A case of Kibaha Town Council. The Open University of Tanzania.
- Malingumu, W. (2008). Management of School Feeding Project for Enhancing Performance in Tanzania: Case of Dodoma Rural District Primary Schools. Master thesis, The Open University of Tanzania.
- Ngaruko, D. (2012). Analysis of Qualitative Data. In *Research Methodology*. The Open University of Tanzania. Dar es Salaam.
- Njunwa, K. M. (2010). Community Participation as a tool for development: Local Community's Participation in primary education development in Morogoro, Tanzania. The University of Agder, Kristiansand.
- O'Neill, K. (2015). *Decentralizing the State. Elections, Parties, and Local Power in the Andes*. Cambridge University Press.
- Rugemalira, J. M. (2005). Theoretical and practical challenges in a Tanzanian English Medium Primary School. Department of Oriental and African Languages. Goteborg University.
- Saito, F. (2008). Decentralization and local governance: Introduction and overview In F. Saito (eds.), *Foundations for Local Governance: Decentralization in*

Comparative perspectives (pp. 1 - 24). Heidelberg, German: Physica – Verlag HD.

Sumintono, B. (2006). Decentralized centralism: School – based Management policies and practices at state secondary schools. Unpublished Doctor of Philosophy Thesis, Victoria University of Wellington, New Zealand, Wellington.

Sumra, S. and Katabaro, J. K. (2014). Declining Quality of Education: Suggestions for arresting and reversing the trend. The Economic and Social Research Foundation. Dar es Salaam.

Swai, E. (2012). Components of Research Proposal. In: *Research Methodology*. The Open University of Tanzania. Dar es Salaam.

Tanzania education network / mtandao wa elimu Tanzania, (2011). Performance of civil society organizations (CSOs) In Delivery of Quality Education in Tanzania: Bringing Education Back to Course. Joint Education Sector Review, Dar es Salaam.

Tawksbury, R. (2009). Qualitative versus Quantitative Methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice. *Journal of Theoretical and Philosophical Criminology*, Vol. 1(1) pp.44 – 46. University of Louisville.

Tidemand, P. and Msami, J. (2010). *The Impact of Local Government Reforms in Tanzania 1998 – 2008*. Special paper 10/1, REPOA, Dar es Salaam.

Tolesa, O. (2010). Decentralization and Community Participation in Education in Ethiopia. Unpublished Master of Philosophy Thesis in Comparative and International Education. Institute for Educational Research, University of Oslo, Oslo, Norway.

- United Nations International Children's Fund, (2009). *Child Friendly Schools*.
Ambohitnibe, Madagasca. [www.unicef.org/infobycountry/
adagascar.39221.html](http://www.unicef.org/infobycountry/adagascar.39221.html)
- United Nations, (2009). *Study on Core Millenium Development Goal Indicators for some COMESA and SADC Countries*. Eurostat 13 Nov. 2009.
- United Republic of Tanzania, (2005). Decentralization for Service Delivery in Tanzania. A paper presented by D.M.S. Mmari, Permanent Secretary, President's Office, Regional Administration and Local Government, United Republic of Tanzania, at the conference on *Building Capacity for the Education Sector in Africa*. Oslo, Norway October 12th – 14th 2005.
- United Republic of Tanzania, (2008). A Paper by Prime Minister's office: Regional Administration and Local Government. Dar es Salaam.
- United Republic of Tanzania, (2010). *Secondary Education Development Programme II (2010 – 2015)*. Ministry of Education and Vocational Training. Dar es Salaam.
- United Republic of Tanzania, (2011). *Report on the Fifty Years of Independence of Tanzania mainland, 1961 – 2011*. President's Office, Dar es Salaam.
- United Republic of Tanzania, (2013). *2012 Population and Housing Census*. National Bureau of Statistics Ministry of Finance Dar es Salaam and Office of Chief Government Statistician Presidents Office, Finance, Economy and Development Planning Zanzibar.
- Wedgwood, R. (2007). Education and poverty reduction in Tanzania. *International Journal of Educational development*, 27, 383 – 396.
- White, S. (2011). *Government Decentralization In the 21st Century. A Literature Review*. Center for Strategic and International Studies.

APPENDICES

APPENDIX I

QUESTIONNAIRE TO TEACHERS

Part 1: Personal particulars

(Tick the appropriate)

1. Gender:- male () female ()
2. Age:- 20 – 25 () 26 – 30 () 31 – 35 () 36⁺ ()
3. Education professional and qualifications:- Diploma () Bachelor () Masters ()
PhD ()
4. Period of working at this station (years):- 1 – 2 () 3 – 4 () 5 – 6 () 7⁺ ()

Part 2: Perception of decentralization and community participation.

5. Are you aware of the meaning and aims of decentralization? Yes () No ()
6. Do you think communities are aware of the meaning and aims of decentralization?
Yes () No ()
7. What do you think are the ways used to make communities aware of decentralization? Meeting () Seminar () Workshops () None ()
8. What projects are planned to improve your school condition?
Cultivating crops () Animal husbandry () None () Other () specify.....
9. Do communities participate **voluntarily** in the arranged programmes for school improvement? Yes () No ()

10. What is the level of participation for the following participants?

(Tick each participant to the correct level)

Code	Participants	Level of participation				
		None	Very low	Low	High	Very high
A	Female					
B	Male					
C	Youth					
D	Elders					
E	Low income people					
F	High income people					

11. What can be the source for such level of participation in question 10 above?
 Willingness () Unwilling () Absence of transparency () Availability of
 transparency ()

Part 3: Source of income and local government support.

12. What is the biggest source of income in this school?
 School projects like farms () School fees () Local government expenditure ()
 Central government expenditure () Other () specify.....
13. What services are being performed by Local government for school improvement?
(You may tick more than one if any) Repairing buildings () Repairing furniture ()
 Repairing streets () Other () specify.....
14. Is Local government affording to satisfy the school requirements? Yes () No ()

15. What is the level of satisfaction obtained from Local government service delivery?
NS=not satisfied, **SS**=slightly satisfied, **S**=satisfied, **VS**=very satisfied,
ES=extremely satisfied. *(Tick the appropriate for each)*

Service delivery	Level of satisfaction				
	NS	SS	S	VS	ES
i) Infrastructures					
A. Buildings					
B. Roads/paths					
C. Study materials					
ii) Financial support					

Part 4: Short answers.

16. What ways do local governments use to ensure improvement of your school?

 When do local government leaders perform better their duties for school improvement?

17. What should be done to maintain Local government support to community schools?

18. What services do you propose to be offered by the Central government for Community Secondary Schools improvement?

Part 5: Academic progress

18. What is the level of academic improvement in case of students' performance?

(Tick the appropriate)

- Very poor ()
- Poor ()
- Good ()
- Very good ()

19. What do you think are the causes of such results?

.....
.....

20. What do you propose to be done for such results?

.....
.....

APPENDIX II**INTERVIEW GUIDE FOR HEADS OF SCHOOL**

1. Gender : male () female ()
2. How long have you been a head of this school?
3. Are you aware of decentralization and its aims?
4. Do you think communities are aware of it?
5. What ways do you think are used to make them aware?
6. What is the role of your office to ensure that decentralization is well understood by the community?
7. What is the level of academic improvement in case of students' performance?
8. What do you think are the causes of such results?
9. What do you propose to be done for such results?
10. What programmes are planned to improve your school?
11. Do communities participate voluntarily in the arranged programmes for school improvement?
12. What is the difference in participation between;
 - a) Female and males
 - b) Youth and elder
 - c) Low income people and high income people.
13. What do you think are the causes of such participation differences?
14. What is the biggest source of income in your school?
15. What services are performed by Local government to enhance school improvement?
16. Is Local government an effective means to satisfy the school requirements?

17. What ways do Local governments use to develop your school?
18. When do local government leaders perform better their duties for school improvement?
19. What can be done to maintain Local government support to community schools?
20. What services do you think are to be offered by Central government for improvement of Community secondary schools?
21. Is there anything you want to add more?

KIAMBATANISHO NAMBA III A

MWONGOZO WA USAILI KWA WARATIBU ELIMU KATA, MAAFISA

WATENDAJI WA KATA NA VIJJI, NA WENYEVITI WA VIJJI

1. Jinsi:- mme () mke ()
2. Umekuwa mtumishi wa mahali hapa kwa miaka mingapi?
3. Katika Kata yako kuna shule ngapi za Sekondari zilizojengwa kwa nguvu za wananchi? (Kwa Waratibu Elimu & Watendaji wa Kata)
4. Je, unaelewa dhana ya ugatuaji na malengo yake?
5. Je, unadhani wanajamii wanaelewa dhana ya ugatuaji na malengo yake?
6. Unadhani ni njia gani zinazotumika kuwafahamisha wananchi dhana na malengo ya ugatuaji?
7. Je, ofisi yako ina jukumu gani kuhakikisha dhana na malengo ya ugatuaji yanafahamika vema kwa wananchi?
8. Je, wananchi wanashiriki kwa hiari katika shughuli za maendeleo ya shule mlizopanga?
9. Je, kuna tofauti yoyote katika ushiriki kwenye shughuli za maendeleo ya shule kati ya;
 - a) wanawake na wanaume.
 - b) Vijana na wazee.
 - c) Masikini na matajiri.
10. Unadhani ni sababu zipi zinazopelekea kuwepo kwa tofauti hizo?
11. Je, ni chanzo gani kikuu cha uchumi kwa shule yako?
12. Je, shule yako ina matokeo gani kitaaluma?
13. Je, ni sababu zipi zinazopelekea kuwepo kwa matokeo hayo?
14. Unapendekeza kitu gani kifanyike kutokana na matokeo hayo?

15. Kuna mipango gani mliyonyo katika kuboresha shule yenu?
16. Je, serikali yako inaweza kufanikisha mahitaji mbalimbali ya shule yenu?
17. Je, unadhani huduma za serikali yako zinaridhisha kwa kiasi gani?
18. Je, ni mafanikio yapi ambayo shule imepata kutokana na huduma zenu?
19. Unadhani kitu gani kifanyike ili kuendeleza mafanikio hayo?
20. Je, ni wakati gani serikali yako inajitolea zaidi katika uboreshaji wa shule yenu?
21. Je, ni huduma zipi ungependa zitolewe na Serikali kuu badala ya Serikali za mitaa?
22. Je, una jambo jingine lolote ambalo ungependa kuliongezea?

APPENDIX III B (Translated)**INTERVIEW GUIDE FOR WECS, WEOS, VEOS & VILLAGE****CHAIRPERSONS**

1. 1. Gender: male () female ()
2. How long have you worked at this station?
3. How many Community Secondary Schools do you have in your Ward? (WECS & WEOS)
4. Are you aware about the concept and aims of decentralization?
5. Do you think the communities aware about the concept of decentralization and its aims?
6. What ways do you think are used to make them aware?
7. What is the role of your office to ensure that the concept and aims of decentralization are well understood by the community?
8. Do communities participate voluntarily in the development programmes arranged for school improvement?
9. What is the difference in participation between;
 - a) Female and males
 - b) Youth and elders
 - c) Low income people and high income people.
10. What do you think are the causes of such participation differences?
11. What is the biggest source of income for your school(s)?
12. What is the level of academic results in case of students' performance?
13. What do you think are the causes of such results?
14. What do you propose to be done on such results?

15. What programmes do you have for school improvement?
16. Is your government affording to meet the requirements of your schools?
17. To which extent do you think your services satisfy your schools?
18. What are the achievements reached by your schools from your services?
19. What can be done to maintain such achievements?
20. When do you perform better your duties for school improvement?
21. What services do you think are to be offered by Central government for improvement of Community secondary schools?
22. Is there anything you want to add more?

APPENDIX IV**INTERVIEW GUIDE FOR THE DSEO**

1. 1. Gender: male () female ()
2. How long have you worked at this district?
3. How many community secondary schools are in your district?
4. Are the communities aware about decentralization and its aims?
5. What ways do you think are used to make them aware?
6. What is the role of your office to ensure that decentralization and its aims is well understood by the community?
7. What is the biggest source of income for your schools in this district?
8. What is the level of academic improvement in case of students' performance?
9. What do you think are the causes of such results?
10. What do you propose to be done for such results?
11. What programmes are planned to improve community schools in your district?
12. What services are being performed by Local government to enhance school improvement?
13. Do communities participate voluntarily in the arranged programmes for school improvement?
14. What is the difference in participation between;
 - a) Female and males
 - b) Youth and elders
 - c) Low income people and high income people.
15. What do you think are the causes of such participation differences?
16. Is Local government an effective means to satisfy the school requirements?

17. What ways do Local governments use to develop your schools?
18. When do local government leaders perform better their duties for school improvement?
19. What can be done to maintain Local government support to community schools?
20. What services do you think are to be offered by Central government for improvement of Community secondary schools?
21. Is there anything you want to add more?

APPENDIX V

OBSERVATION CHECKLIST

SCHOOL.....

Observation Category	Conditions		
1. Availability of infrastructures	Present		Absent
a) Heads Offices			
b) Teachers Office			
c) Latrines/Toilets			
d) Classrooms			
e) Streets/Roads			
2. Condition of the infrastructures	Good	Average	Not Good
a) Roof			
b) Doors			
c) Windows			
d) Floor			
e) Walls			
3. Subordinates response to their			
Heads			
a) Males			
b) Females			

APPENDIX VI

INTRODUCTION LETTER

An introduction letter from the Open University of Tanzania is the only letter attached herein while the letter from the DED addressed to respondents has not been attached because it included names of the surveyed schools, so it is left to maintain anonymity of all participants.

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

30/07/2015

District Executive Director
 Mbozi

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Adde Mhufu**; Reg HD/E/165/T13 a Master student at the Open University of Tanzania. By this letter, **Mr Adde Mhufu** has been granted clearance to conduct research in the country. The title of his research is "**decentralization and community secondary schools development in Mbozi district council Mbeya region**". The research will be conducted in Mbozi.

The period which this permission has been granted is from 30/07/2015 to 30/09/2015.

In case you need any further information, please contact:
 The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA