

**THE ROLE OF SCHOOL COMMITTEES IN PROMOTING COMPLETION  
RATES OF PRIMARY EDUCATION IN TEMEKE DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2015**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: *The Role of School Committees in Promoting Completion Rates of Primary Education in Temeke District*, in partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

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.....

Date

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**DECLARATION**

I, **Michael Samwel Malifimbo**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to my lovely deceased parents for their love and commitment to send me to school. I also dedicate this work to my wife Anna Mgongo and our beloved son, Anodzidze for support and encouragement through their inspired love and prayer.

## **ACKNOWLEDGEMENT**

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May God bless you All!

**ABSTRACT**

This study investigated the role of school committees in promoting completion rates of primary education in Temeke district, Tanzania. Three research objectives guided this study, namely: to investigate the influence of school committees members' academic qualifications and experience in effecting their fundamental functional roles in primary schools; to explore the perceptions of parents, teachers and administrators on the role of school committees in promoting completion rates of primary education; and to examine the structural and administrative challenges facing the school committees in promoting completion of primary education. The study employed qualitative approach and procedures in sampling, data collection and analyses. It was conducted in five primary schools whereby 4 head- teachers, 16 teachers, 40 School committee members and 2 District Education Officer were the main informants. The findings revealed that the school committee members had low education level and low experiences in executing their roles in schools. The findings revealed that this has been negatively affecting the schools functioning especially on teachers' working environment, pupils learning, in decision making, planning, and training. Moreover, the findings revealed that the major structural challenges facing school committees were low level of education and experiences; while the administrative challenges were poverty and little awareness of parents on the importance of sending children to school. It was revealed that the determinant factors for completion rates of primary education ranged mainly from social, cultural and economic factors, such as early marriage, early pregnancies and poverty.

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**LIST OF ABBREVIATIONS**

BEMP	Basic Education Master Plan
D-by-D	Decentralization by Devolution
DEOs	District Education Officers
EFA	Education for All
ERA	Education Reform Act
FGDs	Focus Group Discussion
LGAs	Local Government Authorities
LGRP	Local Government Reform Programmes
LMS	Local Management of Schools
PEDP	Primary Education Development Programmes
PTA	Parent-Teacher Association
SASA	South African Schools Act
SGBs	School Governing Boards
SMC	School Management Committee
SMTs	School Management Teams
UK	The United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
USA	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Traditionally, public primary schools in Tanzania were centrally controlled and managed by the Ministry of Education through appointed regional and district education officers (Mushi, 2006). Under decentralization by devolution in 1990s village governments were also involved in managing primary schools through school committees. These measures were taken to improve school governance and service delivery (Mmari, 2005).

Similar concerns were echoed at the 1990 Jomtien meeting on Education for All (EFA), as assessed and later confirmed in Dakar in 2000. These processes led to increased community participation in financial and non-financial contributions rather than influencing decision-making. Unfortunately, the communities were completely left out in the determination of school expenditure, procurement of supplies, management and the general development of the schooling environment of local primary schools – and hence lack of local ownership and accountability (Mushi, 2006). This led to a general agreement in the various policy documents in the mid 1990s that the primary education system was found to be too centralized (Buchert, 1997 in Therkildsen, 2000). It was thus proposed that certain responsibilities be devolved to the LGAs, the communities and the schools.

In 1998, the government adopted a Policy Paper on Local Government Reform which put in focus the policy of Decentralization by Devolution (D-by-D) with the



primary aim to improve the quality of public service delivery, particularly to the poor. Since then, the government has worked to strengthen the various components of the local government finance system, including the assignment of expenditure responsibilities and local financial management; the local government revenue system; the system of inter-governmental fiscal transfers; and the framework for local government borrowing. LGRP was aimed to improve the quality of and access to public services provided through or facilitated by LGAs. Local governments are thought to be in a better position to identify people's needs by encouraging citizens' participation in democratic governance, and thus supply the appropriate form and level of public services (Fjeldstad *et al.*, 2007). Democratically elected local government authorities will receive enhanced funding for service delivery, gradually increased autonomy in deciding on how resources are to be allocated (Cooksey & Kikula, 2005).

Devolution of Primary School Management in Tanzania was a response to challenges facing the basic education in Tanzania. Through the formulation of the Education and Training Policy (ETP) in 1995, the government, among other things, decided to streamline education management structures through the devolution of authority to schools, communities and LGAs (URT, 1995).

In fact, the question of decentralization in education is addressed in the Dakar Framework for Action as an option to be developed to achieve better governance of education systems (Bishop, 2007). The institutional changes at local level associated with PEDP ought to provide space for major participation of different social sectors in the community in planning, implementing and monitoring the primary education

process (Makongo & Mbilinyi, 2003). The PEDP emphasizes community involvement through democratically elected school committees who have the responsibility for planning, implementation and supervision of all school development activities (Makongo & Rajani, 2003). Under PEDP, the roles and responsibilities of school committees were revised to allow them to supervise development projects and manage capitation grant at the school level (Tidemand & Msami, 2010). In this respect, a school committee is recognized as the focal point for the promotion and transformation of primary education delivery (Makongo & Rajani, 2003).

Lewis et al. (2000) point to a number of assumptions on which the notion of participation and devolution of powers to schools is based, namely: decision-making regarding school governance is conceptual and not contentious; participation is a positive intervention that will improve schools (Wadesango, 2011). Such an assumption that greater local participation will improve the relevance, quality and accountability of schools is held worldwide; schools, parents and other community members are receptive to taking on new responsibilities.

Everyone is committed to the national modernization project. School personnel will welcome greater autonomy and new decision making roles; participation is a rational and morally correct act. A study by Manga (1996) capitalizes on the strength that teachers who are encouraged to participate democratically in decision making process are reported to be more positive and committed to the school as an organization. All stakeholders are given a chance to have a say in the running of the school.

School Committee" means a Committee established for the purposes of supervising and advising on the management and administration of pre primary and primary schools (URT, 1978). According to URT (1978), every school committees shall consists of five categories of members namely; the five members elected by parents from amongst the parents of pupils on that school; two members from amongst the academic staff of the school elected by members of staff of the school; the Ward councilor in which the school is situated; one member representing the voluntary organizations if that school was originally established by that organization; and the patron of the school if any.

The major functions of the school committees (URT, 1978) include “ensuring that the school has adequate physical facilities including the classrooms, offices, toilets, clean water supply, desks, and ample land for sports and school farm activities; ensuring that the school compound has adequately demarcated boundaries which may include a title deed; ensuring the safety of the school premises and properties; ensuring maintenance of school buildings and furniture; ensuring that the parents and other community members participate fully in the development of the school; approve the annual school budget and uses of all school funds; soliciting of funds and contributions for the welfare of the school and; recommending to the village government contributions in cash or in kind to be made by community members including by way of self-help”.

Under PEDP however, the effectiveness of the school management effectiveness has a great role to play in the local government and functioning of schools especially in promoting completion rates of primary education. Due to the existing classes, gender

and religion in many societies, children's access to education, participation in and completion of primary education has been adversely affected. Decentralization of education to school committees' level has been identified as a way through which levels of completion of primary education can be improved (UNESCO, 2009). Thus, implementation of PEDP was a response to Education For All (EFA) goals by increasing equitable access as well as completion of primary education of all primary school aged children. School committees in this case was responsible for managing and administration of PEDP project including making sure that enrolment targets are met to increase access to primary education and completion of primary education.

## **1.2 Statement of the Problem**

The government's efforts to confer educational decision making powers to the local communities through their school committees are meant to enhance local ownership, democracy, inclusiveness, accountability and hence, effectiveness. Effective local level empowerment through decentralization calls for prior consideration of availability of competent people in terms of capabilities to manage the decentralized functions.

These Management capabilities are vital particularly at the school level where the actors are responsible for translating decentralization policies into concrete actions through preparation and implementation of school development plans. The key capabilities that need to be taken into consideration include: relevant skills and knowledge on decision-making, monitoring and evaluation, planning and implementation (Naidoo & Kong 2003). However, while there is high consensus on the assumption that conferring decision making powers to the local communities to

manage their local schools would empower them and bring about effectiveness as a result of enhanced accountability and local participation, there have been controversial perspectives with regard to the extent to which school committees are effective in taking on the devolved responsibilities and resources. Nevertheless, from the reviewed literature, it is not clear if school committees influence student completion rate of primary education.

Thus, this study intends to investigate the role of school committees in promoting completion rates of primary education in Tanzania. Specifically, we seek to investigate the influence of school committee members' academic qualifications and experience in effecting their fundamental functional roles at schools; to explore the perceptions of parents, teachers and administrators on the role of school committees in promoting completion rates of primary education; and to examine the structural and administrative challenges facing the school committees in promoting completion rates of primary education.

### **1.3 Research Objective**

#### **1.3.1 Main Research Objective**

The purpose of this study is to investigate the role of school committees in promoting completion rates of primary education in Tanzania.

#### **1.3.2 Specific Research Objective**

Specifically, this study intends to:

- (i) Assess the influence of school committee members' academic qualifications and experience in effecting their fundamental functional roles at school;

- (ii) Determine the perceptions of parents, teachers and education administrators on the role of school committees in promoting completion rates of primary education and,
- (iii) Examine the structural and administrative challenges facing the school committees in promoting access and completion of primary education.

## **1.4 Research Tasks and Questions**

### **1.4.1 Research Task One**

Assessing the Influence of School Committee Members' Academic Qualifications and Experience in Implementing their Fundamental Functional Roles at School.

The research questions under this task are:

- (a) What are the school committee members' academic qualifications?
- (b) What are the school committee members' experiences in school governing body?
- (c) How do the school committee members' academic qualifications and experiences in school governing body affect the effecting of fundamental functional roles?

### **1.4.2 Research Task Two**

Determining the Perceptions of Parents, Teachers and Education Administrators on the Role of School Committees in Promoting Completion Rates of Primary Education.

The research questions under this task are:

- (a) What are the completion rates of primary schools in Temeke district?

- (b) What are the determining factors of completion rates of primary education in Temeke district?
- (c) What are the teachers, parents and administrators perceptions on the influence of school committees in promoting completion rates of primary education in Temeke district?

### **1.4.3 Research Task Three**

Examining the Structural and Administrative Challenges Facing the School Committees in Promoting Access and Completion of Primary Education.

The research questions under *this task are*:

- (a) To what extent are school committees autonomous in making decisions at school settings?
- (b) What are the structural problems facing the school committees in promoting completion of primary education?
- (c) What are the administrative problems facing the school committees in promoting completion of primary education?

### **1.5 Scope of the Study**

The study will be conducted in the selected Mkamba, Chekeni Mwasonga, Kisarawe II, and Mtoni Sabasaba primary Schools in Temeke district. Temeke is one of the three districts in the Dar es Salaam. It is therefore not the intention of the study to generalize the findings to other districts in Tanzania but to establish the role of school committees in promoting completion rate of primary education.

The boundaries of the study will be within the management roles of the school committees based on their capacity to accomplish the managerial responsibilities assigned to them, e.g. planning, budgeting, control of pupils discipline and day to day oversight of the school functions. Other variables in terms of curriculum success or failure and pupils' performance will not be the concern of this study.

### **1.6 Significance of the Study**

The findings of this research will be useful to educators and administrators in providing insights and knowledge on how schools are self-managed and the challenges facing schools, and how school committees can be supported. Participatory model will give suggestions on how to encourage increased devolution of responsibility and autonomy of school committees towards its effectiveness and commitment for the improvement of the school particularly in promoting completion rates. Finally, the study will, in a way, contribute to the existing knowledge about the empowerment and autonomy of school committees in the management of schools. It can therefore stimulate further studies in this area.

### **1.7 Limitations of the Study**

The study was based on the responses, views, suggestions and perceptions of the respondents on the administered interviews. The study focused on the school committee education qualification and experiences, the perception of parents, teachers and education administrators as well as challenges facing the school committee in promoting completion rates of primary education in Temeke District. The researcher was limited by the low level of education of many respondents in



which they had to use much time to explain a single issue asked in a zigzag way and mixing it with political matters which were out of the focus of the study.

### **1.8 Operational Definition of Key Terms**

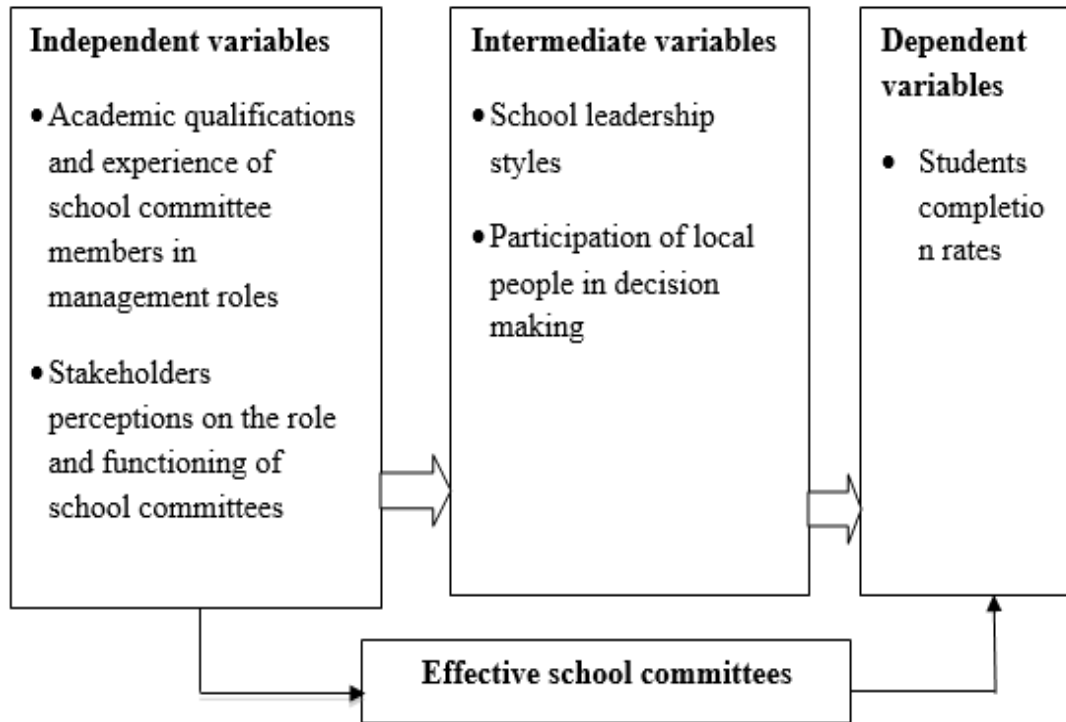
The term '*self-managing school*' refers to schools where there have been significant and consistent decentralization from the central authority to the school level of authority so that schools are empowered to make decisions related to the allocation of resources. This devolution is administrative rather than political and decisions at school level are being made within the framework of local, state or national policies and guidelines (Caldwell & Spinks, 1988).

*School Management Committee (SMC):* A council of parent, community and school-level representatives responsible for making, administering and monitoring school policies and programmes.

*Primary Education Completion Rate:* Primary education completion rate is the percentage of students completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school, minus the number of repeaters in that grade, divided by the total number of children of official graduation age.

*Primary School Enrollment:* is the net enrollment ratio of children of official school age, based on the International Standard Classification of Education of 1997, who are enrolled in school to the population of the corresponding official school age. Primary education provides children with basic reading, writing, and mathematics skills along

with an elementary understanding of such subjects as History, Geography, Natural science, Social science, art, and music (World Bank, 2006).



**Figure 1.1: Conceptual Framework**

Source: Omari (2011)

A study on the influence of school committees towards improving the completion rates of primary education needs an appropriate conceptual model to enable the researcher to focus on the essential components on which data collection and analysis would be based. This model describes the link among three variables in making effective school committees and their consequences in improving school completion rates. These variables are independent, intermediate and dependent variables. Independent variables in this case will include two variables namely the role of academic qualifications and experience of the school committee members in governing bodies, and stakeholders' perceptions on the role and functioning of

school committees. The intermediate variable includes; school leadership styles and local people' participation in decision making at school level. The output variable comprises of primary school completion rates.

This model guided the study in analyzing the three variables in order to improve school committees' effectiveness in influencing primary school completion rates. The major thesis of the study is that effective functioning of school committees in Tanzania depends on a well linked model of three variables. The education act number 25 of 1978 specifies clearly the roles and functions of the school committee members. However, the effective functioning of school committees will depend on styles and school leadership skills, and the stakeholders' perceptions on the importance of school committee members.

The negative perceptions of the school committee members among the education administrators, teachers and parents can negatively affect the active participation of local people in school decision-making. Thus, the school success particularly in making pupils complete their studies would require full support of the local communities and school committees in particular. The model provides indicators that are useful in guiding research objectives and research questions that informed the data collection techniques and analysis. The major components of the model are shown in Figure 1.1.

### **1.10 Organization of the Study**

This study is organized in five chapters. The first chapter covers the introduction, which addresses the fundamental aspects of the study (background and statement of

the problem, research objectives and research questions). The chapter also addresses the significance, limitations and delimitations, scope of the study and conceptual framework. The second chapter articulates the review of literature related to this study on the role, participation and empowerment of school committees towards managing school projects and activities.

The third chapter is devoted to research methodology. Various methodological aspects employed in the study have been highlighted. These include the research approach; selection of the study sample; data collection methods and analysis techniques; and ethical considerations. The fourth chapter dwells on data presentation, discussion and analysis of the research findings while the research conclusion, summary and recommendations are in the last chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews related literature on the role of the school committees in promoting access and completion of primary education globally. The chapter begins with the conceptualization of access and completion of primary education, and effectiveness of school committees. Some global empirical studies on school committees have been reviewed and the particular experience of Tanzania. The chapter ends with a synthesis and gaps in the literature.

#### **2.2 Theoretical Literature Review**

##### **2.2.1 The Authoritarian Theoretical Model**

The authoritarian mode of management is a bureaucratic system of management where schools are controlled from the centre and where authority and power are vested in the hands of a small group of people in a central office (Mosoge & Van der Westhuizen, 1998). Authoritarian style is implemented when the person in charge tells his/her employees what is expected and how it should be done, without getting the advice of cohorts.

Schools using this system of management fail to take part in the new era of global competitiveness because of their emphasis on external control and centralized decision-making (Chan et al., 1997). The schools that are under this system of management are often run in a top-down manner. This system of management is strongly criticized for being counterproductive and dysfunctional, and for having

structural flaws that inhibit communication and consensus building (Bannister & Bacon 1999:8). Teachers in this rigid mode of management feel less responsible and accountable as they do not have the necessary authority and power to affect the behavior of others (Beckmann & Blom 2000). In this case, the maintenance of the authoritarian mode of management which requires a hierarchy of decision-making mechanisms impedes motivation.

The authoritarian mode of management has both strengths and weaknesses. In terms of strengths, the authoritarian mode of management is task-oriented and emphasizes control and thus suitable when immediate action is called for; staff receives direct and immediate assistance towards achievement of their goals; management takes the initiative in coordinating work; and finally tasks, situations and relationships are clearly defined (Van Wyk & Van der Linde, 1997).

Despite the strengths, the authoritarian mode of management has several limitations (Van Wyk & Van der Linde, 1997). The model is one-way communication, information flows from the principal down the organizational ladder; suppression of teacher initiative and creative thought; lack of cooperation on the part of teachers; and leaders in this mode of management use fear, threats and force as tools of exercising control.

This theoretical perspective is applicable to this study because it is allegedly believed that some practices in some school committees still reflect this style of management. The chief characteristics of this model include an arbitrary system of centralized power-one-man rule, and repressive social control. There is a worry that school

leadership and committee chairman are applying repressive social control by controlling and dominating decision making and management of school issues within school committees.

### **2.2.2 The Participatory Theoretical Model**

The participative mode of management is a style of organizational management which recognizes the rights of employees individually or collectively to be involved with management in areas of the organization's decision-making (Bendix, 1996). Participatory management assumes that the decision-making processes of the group ought to be the central focus of the group (Leithwood *et al.*, 1999). This model is underpinned by three assumptions: participation will increase school effectiveness; participation is justified by democratic principles; and in the context of site-based management, leadership is potentially available to any legitimate stakeholder. The importance of a participatory approach involves success in 'bonding' staff together and in easing the pressures on school principals (Sergiovanni, 1984). The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership.

Participatory approach is a style of management where everyone becomes a responsible partner in the effort to make an institution successful and it requires everyone to broaden his or her competencies. Participatory management also attempts to "flatten the hierarchy" that exists in school leadership and to allow horizontal interaction to take place to give teachers real decision-making power with respect to the management of the school (Beckmann & Bloom, 2000). Participation

means that authoritarian management practices are replaced by a system where all employees take part in decision-making (Isabirye, 2002). According to McLagan and Nel (1995) the shift to participatory management is both inevitable and necessary because the issues faced at the workplace are too interwoven and interdependent to be solved by a few people in authority.

The participatory mode of management has both strengths and weaknesses when it comes to application. The model increases employee productivity and the rate of employees' professional development; it enhances job satisfaction; it enhances the personal motivation of employees; it leads to high performance work practices; and it increases employee commitment and sense of belonging (Chan et al., 1997; Gaziel, 1998; McLagan & Nel, 1995).

However, the model has some limitations (Wall & Rinehart 1999) including the fact that participation demands frequent meetings and it is, therefore, a time consuming process; conflicts may increase with the increase in the number of meetings being held; it leads to lack of control and may detrimentally affect managerial efficiency; it is a slow process which is difficult to implement; and if not properly controlled managers and employees may promote their own agendas.

The application of participatory model in this study is that active participation of school committees in the decision making and management of schools programmes can help to improve school completion rates. This is because school committees can help schools to maintain pupils' attendance and availability of school resources.



### **2.2.3 The Characteristics of Effective School Committees**

The relevance of school governing boards depends up on what they are doing or archiving. A study done in America suggests that there are five characteristics of an effective school board. Firstly, it is argued that an effective school board should focuses on students' achievements. The best school boards understand that student learning is their first priority. This emphasis necessarily means that policies and resources of schools are targeted to promote achievement for all students. School practices, which have their genesis in policy, ought to have a laser-beam orientation on high standards, a rigorous curriculum, and high-quality teachers. Thus, the effectiveness of school board must be evaluated against their contribution toward student achievement in learning.

Secondly, effective school committees attempt to mobilize and allocate resources timely according to students needs. Thus, school annual budget is viewed as tool to reach student-learning priorities, and the district's spending and practices do not protect sacred cows. Thirdly, effective school boards capitalize on the return of investment. Effective boards are mindful of their own accountability to the communities that entrust their children to public schools. The returns cannot be achieved if completion rates are unacceptably low. Fourthly, effective school boards engage the communities they serve for example in institutionalizing parent and patron involvement in providing policy-making input. Specifically, effective boards have established mechanisms for community involvement in setting the vision for the school district, representing the values of the community, and identifying the district's short-term and long-term priorities.

According to Bordia (1997), school committees face the following problems; lack of accountability; lack of financial control and financial management; weak leadership where some principals are not able to manage their schools or their staff and learners in ways that will motivate them to provide the best possible teaching and learning; lack of initiation and innovation where the principals are expected to be abreast with the latest developments and to be agents of change in their schools. Finally, there are conflicts between SGBs and School Management Teams (SMTs). The school governing bodies and the school management teams need to share power and responsibility to work cooperatively.

#### **2.2.4 Opportunities and Challenges of Participation in School Committees**

Although people have different views about participation, it certainly has benefits for both the teacher and the school. The following are some of the benefits of participation (Kumar & Scuderi 2000; Dimmock 1993): participation enables teachers become active participants in school management processes; it leads to a higher level of meaningful involvement by teachers and teacher teams in the decision-making processes; it accords teachers opportunities for professional development in decision-making skills; it is a proactive approach to information sharing among teachers and it makes teachers become better decision makers; it nurtures teachers' creativity and initiative, empowering them to implement innovative reform ideas; it results in increased trust between senior management and the teachers; shared decision-making makes decisions more likely to be acceptable and more likely to be implemented because they reflect and serve the interests of the people responsible for putting them into action; it is good for the school's long-range

planning; it improves the quality of the management's decisions; and it enhances effectiveness, efficiency and productivity by improving the school's ability to respond rapidly to problems or opportunities in its environment.

On the other hand, there are problems associated with participation. The participation of teachers in management does not, however, come without problems. The following are some of the problems that are likely to be encountered by schools in their move to change into participatory institutions (Brouillette 1997; De Wee 1994; Wall & Rinehart 1999): denial of space for teachers by principals to participate in making decisions that critically affect them; role ambiguity where principals play the role of coordinator, as demanded of them, but remain the system's most senior official in the school; principals do not like the idea of consulting with junior teachers and being expected to implement decisions determined by groups and not themselves; teachers feel that decision making processes are slow, difficult and time-consuming, they find their time bound with decisions that have little to do with teaching, lack of proper regard for teachers, that is, teachers are not seen as active agents who should be encouraged to innovate and bring about change in schools; and inadequate restructuring of fundamental processes and practices of educational governance.

## **2.2.5 School Based Management: Global Empirical Studies**

### **2.2.5.1 The Case of the United Kingdom**

In 1988, the Education Reform Act (ERA) was passed in England. The most important part of this legislation was the delegation of financial management to

governing boards that are predominantly composed of parents and trustees. The idea behind this legislation was the delegation of financial responsibility to schools. This was to give school governing bodies and teachers the opportunity to allocate funds to their particular priorities to meet the specific needs of their clients. The decentralization plan in England is called Local Management of Schools (LMS).

This plan makes provision for funds to be directly routed to individual schools and managed by the principal and school trustees. The school trustees are the members of the governing body that is made up of the principal, elected parents, community members, teaching and support staff members and, in some case, students. This body determines how monies will be spent and makes decisions on the appointment of personnel and the buying of equipment for the school (Williams et al. 1997). Thus the decentralization of responsibilities in the United Kingdom (UK) mainly concerns finances, human and physical resources (Bullock & Thomas, 1997).

Responsibility over staffing has made locally managed schools the quasi-employer of staff. In Britain and Wales however, the proposal contained in the Conservative Manifesto of 1987 decentralization of the national core curriculum was not effected because there is still no decentralization of the curriculum in the afore mentioned countries. Schools are still required to provide the national curriculum and national assessment rather than the locally determined one. This implies that the central government specifies the curriculum and the national assessment. In this regard, they are still constrained to follow national policies (Bullock & Thomas 1997). Therefore, decentralization in the UK has brought about the following changes: school-based budgeting, a demanding aspect of self-managing schools has taken the principal out

of the school and the classroom; participatory management has replaced autocratic management (Williams et al., 1997). All schools have a high level of financial autonomy and schools have extensive responsibilities for staffing, recruiting and appointing staff and managing the staff performance, and disciplining, suspending and dismissing staff.

#### **2.2.5.2 The Case of Australia**

The changes towards decentralization in Australia came about with the election to government, of the Australian Labour Party in 1983 (Caldwell & Spinks 1988). Developments towards decentralization were shaped by a series of Ministerial Papers which signaled the government's intent of ensuring that school councils would in future have the major responsibility for deciding educational policies of their schools. Planning and budgeting were also envisaged for the school councils.

The introduction of two further priorities by the Australian government, namely, a comprehensive School Improvement Plan and programme budgeting in all government departments, laid the foundation for the far reaching approach to school-based management (Caldwell and Spinks (1988)). The purpose of the School Improvement Plan was to encourage and support collaborative practices between parents, students and teachers in schools and to encourage and support a cyclical process of school evaluation, planning, implementation and re-evaluation. Every state school in Victoria has a school-site council of parent, teachers and for secondary schools, students. These councils have the power within a framework of state policies and priorities to set educational policy for the school, approve the budget and evaluate the educational programme. Curriculum, however, is still

determined centrally, with tight control exercised through inspection (Caldwell et al., 1988). Mutual accountability is ensured by the introduction of school site councils consisting of parents, educators, significant others from the community and learners in secondary schools (primary schools do not have learner representatives in the school site council).

So the schools and their communities have responsibility for the management of major operations like finances, personnel, staffing and facilities although the central system remains the chief source of funds. Budgets are handed down to schools and the decisions on how funds are allocated rest with the principals in consultation with the school governing bodies and the educators. The local community, parents and significant others from that community are represented in decision making bodies of the school.

#### **2.2.5.3 The Case of the United States of America**

The term school-site management was originally used by a New York State reform commission (year not stated) and was intended to cover a comprehensive approach to decentralization (Caldwell & Spinks, 1988). The seventies or the first wave of reform as referred to by Candoli (1995) focused on administrative decentralization to regional or sub-district units and the political decentralization to community boards in some large urban districts.

The 1990s saw a clear shift from the state to the district level and more importantly to the school-site level. Whilst each state in America still sets broad goals for the educational system in the form of objectives for achievement and student

accomplishment, the shift has been towards the local school system developing specific objectives with which to meet those broad state goals (Candoli, 1995).

Some form of school-based management is widespread in America and although the practice varies from state to state, its major emphasis throughout America is with respect to the choices of resources and much less so on the curriculum (Bullock & Thomas, 1997). Decentralization in America is more geared towards financial delegation to schools. Bullock and Thomas (1997) further argue that the district curriculum guidelines are produced at regional level in the American education system. The responsibility of the school is to modify, supplement and deliver the curriculum with the emphasis on determining on how rather than what to teach. School-based management in America is aimed at improving the academic performance of schools by changing their organizational design (Mohrman, Wohlstetter & Associates, 1994).

The rationale behind school-based management in the USA is the delegation of budgeting powers to schools to improve the capacity of the school by increasing the involvement of school level stakeholders in managing since this would improve school performance. School level councils are given decision making powers because it is believed that members better understand the needs of students. This power, according to Mohrman et al. (1994), should be dispersed throughout subcommittees in schools, whose members have an increased need for professional development because of the new roles of educators, the principal, the learners and the administration personnel serving in those committees.

#### **2.2.5.4 The Case of South Africa**

The education system in South Africa has changed after 1994 and is now based on the worldwide trend towards self-managing schools. The trend implies moving away from centralized, bureaucratic control of education towards the self-management of schools. The assumptions are that schools run effectively and better if school communities are given control of their own affairs (SA. Administration: Dept. of Education, 2000).

The trend towards devolving powers to schools was consolidated in the South African Schools Act No. 84 of 1996 (SASA). The Act gives the School Governing Bodies (SGBs) the responsibility to develop policies, support the staff in the performance of their functions, adopt a constitution, develop the mission statement of the school, administer and control school property, recommend the appointment of educators and employ and pay educators out of the SGB funds.

The Act makes provision for parents to assume joint responsibility with the education authorities for the provision and control of education and training in schools and gives schools extra allocated functions to control their own finances through, inter alia, extracurricular fundraising functions (South Africa, 1996). The school must have a democratically elected school governing body (SGB).

SASA devolves financial control and policy making to school governing bodies. SASA provides opportunities for school governing bodies (SGBs) to take more responsibility in the spheres of: maintaining and improving the school's property, buildings and grounds occupied by the school, including hostels if applicable,



purchasing textbooks, educational materials or equipment for the school, paying for services of the school (SA 1996).

#### **2.2.5.5 A Case of Ghana**

The shift towards democracy in Ghana was coupled with a wave of decentralization; the 1992 amendment of the Ghana Constitution stipulated that Ghana would have a decentralized system of local government to promote popular participation in the decision-making process; promote good governance at the local level; and enhance efficiency and effectiveness of the entire government machinery (Bogaert, Goutali, Saraf & White, 2012).

School-based management is the model through which decentralization is executed in Ghana. In order to understand school-based management, the structure of the different bodies interacting at the school level must become very transparent. In Ghana, each school has two management groups which both serve as formal paths of engagement for parents: the Parent-Teacher Association (PTA) and the School Management Committee (SMC). The PTA is comprised of parents, teachers and a head teacher, and, in theory, focuses mainly on student achievement (Bogaert, Goutali, Saraf & White, 2012).

Meanwhile, the SMC includes these same stakeholders in addition to community members such as a District Assemblyman, a Chief's Representative, an old students' representative, and a women's representative, among others. It is responsible for monitoring school operations; leading school improvement projects; tracking budgetary expenditures and helping develop the school term budget. Such

responsibility underscores the importance of the SMC as a front-line entity whose role is to identify and mitigate mismanagement and corruption within schools. However, the reality on the ground is different because the levels of poverty require that many more issues be dealt with, such as school security, school feeding, and wiring to the electric grid. Very little is known about how effective the school committees are in addressing these issues compared with Tanzania.

#### **2.2.5.6 The Case of Tanzania**

The URT (1995:98) stipulates that “All education and training institutions shall have school or college committees....Committees of education and training shall be responsible for management, development, planning, discipline and finance of institutions under their jurisdiction”. A study by Baganda (2008) showed that although school committees were given autonomy to manage school resources, the members lacked relevant knowledge and experience on how to manage the schools. Members of the School committees’ incapability to manage led the majority of them to leave most of the powers to the head teachers. The major reason given for the school committee to surrender their responsibility was due to the committee’s incompetence due to a low level of education and a lack of experience in running schools. According to McGinn and Welsh (1999), the inabilities of the members of the school committees is the major challenge and that decentralization makes sense only if those who make decisions at the lower levels have relevant knowledge and are able to carry out the best practices.

In 2000, the government of Tanzania undertook an overall Education Sector Review Programme, with the major focus centered on primary education. The reforms came

up with the Primary Education Development Programme (PEDP) in 2002, aiming at improving education quality, expanding school access, and increasing school completion at the primary level (URT, 2001).

However, while there is high consensus on the fact that citizen empowerment in the management of social services, education in particular, has a significant potential for enhancing accountability and local participation in public sector service delivery, it is not quite clear about the degree to which it contributes to the effectiveness of the institutions at the grassroots level (the school committees in this case). The Specific responsibilities of the school committee are mentioned to include mobilizing voluntary community contributions to projects in the form of labour, money or building materials such as timber, sand and others; to facilitate planning, budgeting and implementation at the school level; to provide information to the community on implementation and, indicating progress achieved, problems encountered and funds used; to manage funds received for project implementation while ensuring maximum transparency and accountability; to prepare and submit regular project progress report to the LGAs through Council Education Officers; to prepare and submit accurate and timely progress and financial reports to the village council, 'Mtaa' committee and LGA and finally, to effectively communicate educational information to all parents, pupils, community stakeholders, to the village, ward/ 'Mtaa', and LGA; and general oversight of day-to-day affairs of the school.

### **2.3 Empirical Literature Review**

However, a study conducted by Mulengeki (2004) discovered that the school committees in Tanzania had very low capacity to efficiently manage their schools

under their jurisdiction. The competence required at the local level in this case is not solely knowledge in carrying out the decisions made by the ministries at the centre. Rather, the Members of the School Committees for instance must be in a position to decide when problems occur, the proper time when rules must be carried out and when those rules can be changed.

Although the policy reforms were geared to transfer responsibility to local school committees (for primary schools) and boards (for secondary education), there have been limited studies conducted to assess the effectiveness of school committees on primary education completion rates. A study by CCBRT on education enrolment, retention, and completion rates of children with disabilities, was conducted to establish whether the rate of enrolment, retention, and completion of primary education by children with disabilities is improving (TEN/MET, 2011).

The findings indicated that the government is making efforts to address education for children with special needs and it had established a desk to handle issues of disabled students in Tanzania. Regardless of these initiatives, much is desired to improve the school environment for disabled children. However, the study confined itself to only children with disability, thus it cannot provide a wide picture on the severity of the problem. Unfortunately, little was said about the involvement of school committees in the efforts of the government to improve school completion rates.

Therefore although the schools committees are fully involved in school management, especially under D-by-D policy, little has been said to indicate its active role in improving primary school completion rates. The education systems of Tanzania have

absorbed substantial increases in enrollment in a concerted effort to provide universal access. According to USAID/URT (2013) report, the primary net enrollment rates have increased from 59 percent in 2000 to 97 percent in 2008. Despite these successes, repetition and dropout rates remain high, completion rates remain low, and large disparities in education provision and student performance persist.

For example, in 2008, only 65 percent of the original cohort enrolled in Standard I in 2002 had continued on to Standard VII. The study suggests that completion rates in primary education are still a bottleneck to the attainment of education for all policy. However, like the previous study, the government effort to address the issue does not seem to describe the significance of school committees. All in all, the role of school committees cannot be overemphasized especially at this time when decentralization of education has shifted considerable power to local authorities including the school committees.

#### **2.4 Synthesis and Gap in Literature**

In many countries, the power over the budget is dispersed throughout the sub-committees whose members have an increased need for professional development because of the new roles of educators, the principal, the learners and the administration personnel serving in those committees. However, most of the literature reviewed on school based management, based on developed countries from western societies whose social, economic and political background differ from those of developing countries including Tanzania. It has been argued that for the successful decentralization, certain preconditions have to be taken into consideration

including lower level financial and management capabilities, clear role distribution, and the need to merge decentralization with education access, equity and quality (Baganda, 2008). In education, the equality, equity and access to primary education becomes less meaningful if education system can not address the increasing impact of drop out which affect the school completion rates negatively. In addition, any efforts to address the problem cannot bring results desired if the role of school committees in school management is ignored. Given this, the current study intends to fill the gap by investigating the role of school committees in promoting completion rates of primary education in Tanzania.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of a description of the research approach and design, area of the study, target population, sample and sampling procedures, instruments for data collection, and data analysis procedures.

#### **3.2 Research Approach and Design**

This study utilized qualitative research approach because the purpose of this research is to collect in depth information on the respondents' opinions on how school committees have been enhancing completion rates of primary school education in Temeke district. Merriam (2001) identifies the following assumptions underlying qualitative research: the researcher is the primary instrument of data collection and analysis; the researcher physically goes to people, site or institution to observe or record data; it is descriptive in that meaning and understanding is gained through words or pictures; and the method is inductive in that it builds abstractions from details.

However, the use of qualitative approach may bring some limitations based on the fact that qualitative research by its nature is more demanding in terms of time and man power especially during data collection process (Clark et al., 1998). The researcher involvement may increase the possibility of human bias and subjectivity (Clark et al., 1998; McMillan & Schumacher, 1993) especially during the gathering

of data and interpretation of findings. However, these limitations do not supersede the strengths and power of the qualitative approach to absolve qualitative data and its explanation.

### **3.3 Research Paradigm**

The interpretive paradigm was being applied in data collection, analysis and interpretation sections of the study. According to Glesne (1999) interpretivism is based on the assumption that the researcher is dealing with socially constructed realities that cannot be divided into discrete variables. The researcher, therefore, takes it as his task to understand and interpret how participants construct their world around them.

Data gathered within the interpretive paradigm are primarily descriptive and therefore they lay emphasis on insight and not on mathematical logic. The interpretivist research paradigm, according to Henning (2004), does not concern itself with applicable rules but seeks to understand people's definitions and understanding of social phenomena.

In this study, functional roles of school committees are social phenomena whose significance and meanings are socially constructed among teachers and members of school committees. The interpretive paradigm's main endeavor, according to Cohen and Manion (1994) is to understand the subjective world of human experience. This study is both non-statistical and small-scale in nature and the interpretive paradigm was used particularly because of this reason.



### **3.4 Area of the Study**

This study was conducted in Temeke district, Dar es Salaam. The selection of the research area is important as it influenced by the usefulness of the information produced (Kombo & Tromp, 2006). Temeke is one of the districts with relatively many schools and a large number of pupils easier for a researcher to catch the variety of data based on their differences in geographical areas. For example, Temeke has both urban and rural located schools which have different experience in terms of completion rates. In this study, primary schools were selected and coded as A, B, C, and D and for the sake of anonymity.

### **3.5 Target Population**

In this study, the population comprised of all head teachers from public primary schools, teachers, DEOs and school committees' members in Temeke district. According to Kombo and Tromp (2006), the population of a study refers to the group of individuals, objects or items from which samples are taken for measurement. The target populations are all members, individuals or groups that the researcher hopes to represent in the study (Vans, 1990).

### **3.6 Sample and Sampling Methods**

#### **3.6.1 Sample Study**

A sample is a selected portion of individuals or items that represent the aggregate of the population of the study (Cohen, Manion & Marrison, 2000). The sample of this study was comprised of 2 district education officers, 16 primary school teachers, 4 primary school head-teachers and 40 school committees. Thus a total of sixty two

(62) respondents categorized into three main groups, head teachers, teachers and school committees' members (Table 3.1) that were to be involved in the study.

**Table 3.1: Composition of the Sample**

S/N	Category of respondents	Projected number of respondents	Percentage
1.	School committee members	40	64.5%
2.	Primary school head- teachers	04	6.5%
3.	Primary school teachers	16	25.8%
4.	District education officers	02	3.2%
	<b>Total</b>	<b>62</b>	<b>100%</b>

Source: Analysis of demographic information of school committee members, school heads, teachers and DEO who participated in interview sessions.

### 3.6.2 Sampling Techniques

Sampling is the process of selecting a group of individuals from a larger group that is known as a population (McMillan & Schumacher, 1993). Four schools were sampled and a total of sixty two participants was be involved in this study. Sampling in the social sciences does not only help a researcher to reduce expenses of time, effort and money, it also enables the researcher to concentrate on a specific area that may represent other areas.

Participants in this study were selected through the purposive sampling methods which deliberately select cases on the basis of specific qualities. Participants with rich information were chosen. These are participants who are likely to be knowledgeable about the research phenomenon under investigation (McMillan & Schumacher, 1993).

On the other hand purposive sampling technique was used to select four primary schools, 2 DEOs and 4 primary school head teachers, 16 teachers representing the teaching staff. They are selected by the virtue of their positions and are presumed to be well informed of their role in the planning and decision making within the school committees.

### **3.7 Research Instruments**

Three instruments were used in this study for data collection namely interview, focus group discussion and documentary review. The use of multiple data collection methods (triangulation) has advantages of gathering more and comprehensive information and helped in cross-validating the information collected (Kothari, 2004). Although the use of multiple cross checking methods is time consuming, it has a greater chance of yielding results of lasting value. Thus, a combination of several methods makes data more reliable (Leedy, 1980); this is the essence of employing triangulation in this study.

#### **3.7.1 Semi-structured Interview**

Interview is a form of research and a method of collecting data that is at its most useful when it gives researchers insight into how individuals or groups think about their world (Clark et al., 1998). Semi-structured interview in particular is a method through which topics are selected in advance but the researcher decides the wording and sequence of the questions during the interview. This type of interview is found between the unstructured and the structured interview. The interviewer asks the respondents the same questions but may adjust the terminology and the formulation of the questions as the interview develops (Huysamen, 1994). This study employed

semi-structured interview to get information because the method provide opportunity for a researcher to tape relatively in depth information with higher level of flexibility in both asking questions and responding to questions on the part of the interviewees (probing).

### **3.7.2 Focus Group Discussion**

Focus group discussion was also used in collecting data for this study involving face to face discussions. Instead of interviewing respondents individually, a focus group consists of a group of people discussing together an issue related to a research problem. According to Corling (2003) and Morgan (1998), a focus group discussion should be constituted by six to twelve people. In this study, school committee members from each school formed a focus group discussion separately. This method is expected to allow a researcher to collect as much data as possible at one time. In addition, with focus group discussion, it is easier for researcher to collect data based on respondents' emotions and reactions to the topic of study. In this study focused group discussion was conducted among four primary school teachers.

### **3.7.3 Documentary Review**

Documentary review is a process of reading various extracts found in offices or places dealing with or associated with the issue related to what the researcher is investigating (Miles, 1986). In this study various primary documents containing information on issues relating to the objectives of the study was reviewed. These included the primary documents such as school committee meeting minutes, a school project's report planning and implementation. The information from these documents was used to check the trustworthiness of the information collected

through FGDs and interviews. Other secondary documents included books, journals, newspapers and website pages on school committees' functional roles. These were reviewed to enrich the theoretical stances and empirical studies. They were also useful for the analysis and discussion of the research findings.

### **3.8 Data Analysis Plan**

McMillan and Schumacher (1993) define qualitative data analysis as a “systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest. In qualitative research, data collection and analysis are interactive processes that occur in overlapping cycles (McMillan & Schumacher, 1993). Thus data collection and analysis is an iterative process because the researcher repeatedly moves back and forth through the data rather than in a simple linear direction. Creswell (1994) asserts that data analysis requires that the researcher be comfortable with developing categories and is able to make comparisons and contrasts.

The procedures to analyze qualitative data for this study included recording the data, sorting the data into categories, formatting of the information into a story and writing the text simultaneously; reduction and interpretation of the data in order to obtain “a larger, consolidated picture”. Categories of information were formed from the collected data and these categories formed part and parcel of the story to be told by the researcher. The interpretation was done systematically by summarizing the contents in their relevant themes. With this method, it is easy to generate the units of meanings, classifying, categorizing, ordering and structuring narratives and to describe the contents of the collected data (Cohen et al., 2000).

### **3.9 Validation of Research of Instruments**

Validity and reliability are important keys to effective research. If a piece of research is invalid then it is worthless. Validity refers to the ability of the research instruments to measure what they claim to measure and the degree to the results can be generalized to the wider population, cases or situation (Cohen et al., 2000). On the other hand, reliability refers to the quality of consistency of a study or measurement.

During the instrument design stage, the researcher uses fellow students to comment on and refine the instruments in terms of relevance, coverage and consistency. Then the instruments were presented to the supervisors for further comments. Thereafter, a pilot study was conducted at one primary school in Temeke district that was not involved in the actual study. Several issues were discovered and corrected with consultation with the supervisor. A research clearance letter was collected from the University (OUT), Regional and District education authorities before visiting the schools.

### **3.10 Ethical Considerations**

Research code of ethics is concerned with researchers' desire and attempt to respect the right of others (Glesne, 1999). In line with acceptable codes of ethics, the researcher obtained research participants' voluntary informed consent: the participants were informed about the research objectives and the method of recording their responses (Huysamen, 1994); researcher informed them about their freedom to withdraw from the study at any point without penalty (Glesne, 1999); the researcher assured respondents confidentiality and protection of their privacy by codenaming participants and the research sites (McMillan & Schumacher, 1993). So the names of

participants were remaining anonymous and all the information received from participating students was treated as highly confidential. Finally, the researcher s planned and conducted the research in such a way that results obtained were not of misleading information.

## CHAPTER FOUR

### DATA PRESENTATION, DISCUSSION AND ANALYSIS

#### 4.1 Introduction

This chapter deals with the presentation and discussion of data. The findings are presented and discussed basing on the three research objectives of this research. The objectives were to:

- (i) Assess the influence of school committee members' academic qualifications in executing their functional roles at school.
- (ii) Determine the perceptions of parents, teachers and education administrators on the role of school committees in promoting completion rates of primary education.
- (iii) Examine the structural and administrative challenges facing the school committees in promoting access and completion of primary education.

Looking at Table 4.2, 55.3% of teachers had certificate in education, 12.5% had a diploma in education and 31.2% were graduates. Large percent of the interviewed teachers had low level of education which has a highly significant negative implication to the general teaching coverage as well to the issues of pupil completion of primary education.



## 4.2 Demographic Information of Participants of the Study

**Table 4.1: Demographic Information of Participants**

Total		School Committee Members		Deo's		Head of School		Teachers		Category
62.9%	39	62.5%	25	50%	1	75%	3	62.5%	10	M
37.1%	23	37.%	15	50%	1	25%	1	37.5%	6	F
100%	62	100%	40	100%	2	100%	4	100%	16	T
	14	25%	10		-	-	-	25%	4	24-34
	35	62.5%	25		1	75%	3	37.5%	6	35-45
	13	12.5%	5		1	25%	1	37.5%	6	46-56
	27	57.5%	23		-	-	-	25%	4	4-8
	22	37.5%	15		-	25%	1	37.5%7.5%	6	9-17
	13	5%	2		2	75%	3	37.5%	6	18-26
12.9%	8	20%	8		-	-	-		-	STD VII
16%	10	25%	10		-	-	-		-	FORMII
10%	6	15%	6		-	-	-		-	FORMIVV
16%	10	25% %	10		-	-	-		-	FORMVIVI
21%	13	10%	4		-	-	-	56.3%	9	Certificate
8%	5	5%	2		-	25%	1	12.5%	2	Diploma
12.9%	8	-	-		-	75%	3	31.2%	5	Degree
3.2%	2	-	-		2	-	-	-	-	Masters
100%	62	-	40		2	100%	4	100%	16	TOTAL

Source: Analysis of demographic information of school committee members, school heads, teachers and DEO who participated in interview sessions.

### 4.2.1 School Committee Academic Qualifications

Table 4.2 shows that school committee member' academic qualification ranges from standard seven to diploma level. 20% of the total school committees were standard

seven leavers, 25% were form II level, 15% were form four leavers, 25% were form six leavers, 10% had certificates in different fields while 5% had diploma in different fields. 95% of the interviewees had education level ranging from standard seven to certificate level. The education qualification does not relate with the today's global education changes especially on the issues of eradicating low pupil completion rates in primary schools.

#### **4.2.2 Head Teachers and District Education Officers' (DEOs) Education**

##### **Qualifications**

The findings in the Table 4.2 show that one head teacher had a diploma in education while the remaining three head teachers had degrees. The two DEO'S had master's degree in education as their qualifications. It is a good level of education qualification especially for degrees and masters because the level of education provides a great positives of range of knowledge, skills on the issue of pupils completion rates in primary schools.

#### **4.2.3 Participants Experience**

##### **4.2.4 Teachers Experiences**

Findings in Table 4.2 show that 25% of the teachers interviewed had experience ranging from 4-6 years, 37.5% of the teachers' experience ranged from 9-13 years while 37.5% of the teachers' experiences ranged from 18-26 years. The statistics above provide a strong mental picture that the teachers have experiences on the issue of pupil's completion rates in primary schools especially those holding diplomas and degrees in education.

#### **4.2.5 School Committee Experiences as School Committee Members**

Table 4.2 above shows that 57.5% of the total school committee members had experience ranging from 4-8years, 37.5% of the school committee interviewers' experiences ranged from 9-17 years while 5% the school committee members' experience ranged from 18-26 years. The data show that large percent (57.5) of the whole school committees are junior in the position. This provides an indirect picture on their ability in performing their fundamental roles as school committee members in relation to pupil's completion rates.

#### **4.2.6 Head Teachers and District Education Officers' (DEOs) Experiences**

The information in table 4.2 above shows that one head teacher had an experience that ranged from 9-15years while the other three's experiences ranged from 18-26 years. The DEO's experiences ranged from 18-26 years. The experiences are reasonable to provide detailed information about the fundamental roles of the school committees on the issue of pupil's completion rates.

### **4.3 The Influence of School Committee Members' Academic Qualifications and Experiences in Executing their Fundamental Roles at School**

In this study, the first research objective was to investigate the influence of the school committee members' academic qualification and experiences in executing their fundamental roles at school. The assumption was that if 62 participants are interviewed, then they could provide detailed information on the phenomena. In achieving this objective,40 school committee members,16 teachers, 4 head teachers and 2 DEO'S were interviewed. The interview guides arrived to get detailed

information on the influence of the school committee members' academic qualifications in executing fundamental roles at school. Also, we obtained detailed information through group discussion and documentary analysis. The summaries of findings are presented in the Table 4.2.

**Table 4.2: Summary of Findings for Objective One**

SN	CATEGORY	THEMES	FINDINGS
	Academic qualifications and experiences impacts on the fundamental roles of the school committee	1.Impacts on the decision making	<ul style="list-style-type: none"> <li>• Low education levels hinder many members being creative in providing productive challenges.</li> <li>• The decision making is not really participatory, but rather autocratic in nature</li> </ul>
		2.Impacts in planning	<ul style="list-style-type: none"> <li>• All agreed that a school needs plan.</li> <li>• Good education and experiences were the major factors for good planning.</li> <li>• The schools had poor planning because of low education levels of members (75.9%)</li> </ul>
		3.Impacts on implementation	<ul style="list-style-type: none"> <li>• Little education issues had to be implemented due to: low education levels of members, failure to make close follow up,</li> </ul>
		4.Impacts on training	<ul style="list-style-type: none"> <li>• No training is done to members as capacity building.</li> <li>• School committees have failed to manage their schools due to lack of training.</li> </ul>
		5.Impacts on pupils' learning environment.	<ul style="list-style-type: none"> <li>• The learning environments to all schools were not conducive.</li> <li>• The reasons for pupils drop-out cases, lack of food, inadequacy of desks, long distance to school, parent movements (shift of settlement) and lack of special rooms for girls.</li> </ul>
		6.Impact on teachers working environment	<ul style="list-style-type: none"> <li>• The teachers working environment is not good.</li> <li>• Teachers lack; housing, in-service training, health services, power and fresh water.</li> </ul>

Source: Analysis of demographic information of school committee members, school heads, teachers and DEO who participated in interview sessions.

Looking at the findings in Table 4.2 show one will note that there are two categories and six themes. The details of findings are presented here under following their categories and themes.

#### **4.3.1 Influence in Decision Making**

During the interview sessions, it was revealed from the participants that decision-making was mostly top-down flow of information. It was a system which does not give maximum participation in expressing ideas, views and suggestions on the school issue under discussion. The discussions in schools have been dominated by few, common and talkative school committee members especially the chairperson and the head teachers. One school member said:

*“I usually attend the school committee meetings to avoid blames from our fellow members, but we are not given enough chances and time to decide about an issue under discussion especially when it involves finances or purchasing school materials.....”*

This type of oppressive attitude in decision making among primary school committee members hinders the members from being creative and decision makers for the benefit of primary schools. This is in line with the study by Van Wyk and Van der linde (1997) who commented that the top-down decision making is characterized by one-way communication in which information flows from the principal down the organizational ladders (schools). This leads to suppressions of teachers’ initiatives and creative thought, lack of cooperation on the part of teachers and leaders (chairperson) using fear, threats and force as a tool of exercising control. When this kind of attitude and perception exist in a school committee, the school cannot expect to have dynamic changes that focus to maximize the output (high completion rates).

The school committee has to be an organ which is reasonable in enabling the school committee members to think in a common way, have the same agendas in their mind to be accomplished hence providing strong ideas/views on the issue of completion rates.

Productive school committees allows their members to participate fully in the decision-making and are ready to accept criticism and willing to change for the better; they also allow creativity and a common stand on the agreed upon education issues among school committee members. This is in line with the study by Gaziel (1998) who commented that participatory school committee increases teachers' productivity and professional development. It also enhances job satisfaction and personal motivation of school committees and teachers. It leads to high performance in work practices and increases school committees' commitment and sense of belongingness.

The problem of low primary school completion rates cannot be solved with school committee members that have a divide and rule mind, bossism and individualism seeking for prestige and individual benefits and interests. School committee team working that allows their members to fully participate in decision making can be a solution to the problem of low primary school completion rates. Blackman and Bloom (2000) commented that the participatory school committee attempts to flatten the hierarchy that exists in school leadership (school committee) and allows horizontal interaction to take place to give teachers real decision making power with respect to the school committee. This kind of decision-making model enables all the school committee members to be self motivated and creative in reducing/eradicating

the problem of low completion rates in our primary schools because all matters which are agreed and decided in the meeting will be part and parcel of the normal responsibility and accountability of the school committees.

The issue of low education level of the school committee members hinders the school committee members from challenging the chairperson and the head teachers on how they can manage the school meetings in terms of decision making since every member has the right to participate fully in decision making. A good school committee is the one that is ready and confident to provide positive critiques aimed at reducing low completion rates and dealing with other educational issues in primary schools.

#### **4.3.2 Influence in Planning**

During the interview sessions in all schools A, B, C and D, the members had a common mind and perception that a school as a developing organization in all aspects needs a good plan. The plan itself does not come from the vacuum but from visionary, knowledgeable, skilled and experienced people in the specific field of study (Education). The study by Makongo and Rajani (2001) show that the PEDP emphasizes community involvement through democratically elected school committees who have the responsibility for planning, implementation and supervision of all school development activities (example to ensure that the schools have high completion rates).

Planning as a set of processes of preparing a set of decisions for future actions pertaining to a specific needs, regulates school committee members who have good

academic qualification, knowledge, skills and experiences in education issues who will be able to assemble together all the school actions by specifying clearly how and at what time the school actions have to be implemented. Three participants from school A, C and D had this to say: *“If there is no school planning, there is no school future”*.

The future and positive progress of primary schools are determined by the school committee if they are capable to plan and implement. To have good completion rates in primary schools, school committees need to plan the school educational issues excellently. Planning enables the school committees to face challenges and solve them at the right time for the purpose of eradicating all barriers that may affect completion rates negatively.

From the findings in the Table 4.2 shows that the educational level of the participants range from standard seven to diploma level. Standard seven to certificates makes 75.9% of the whole school committee members. The findings show and provide a real picture that most of the school committees fail to plan because of the little education they have. The findings are in line with a study by Baganda (2008) who reports that although school committees were given autonomy to manage the schools, the members lacked relevant knowledge and experiences on how to manage the schools. Members' incapability to manage led the majority of them to leave most of the powers to the Head teachers. The major reason given for the school committee to surrender their responsibility was due to the committees' incompetence due to a low level of education and lack of experiences in running schools. One teacher had this to say:



*“It is difficult for the school committee members who are only able to read and write to make interpretation of education policy, budgeting and selection for the school priorities.”*

In this extent, there is an urgent need for the government to review the education qualification of school committee members so as to cope with the dynamic aspects of education.

### **4.3.3 Influence in Implementation of School Plans**

In the interview process, members in all primary schools A, B, C and D accepted that they faced challenges in executing their plans. The major problem was inadequate knowledge and skills on how to implement, control and make a close follow up of what have been agreed. Other challenges identified were poverty of the community around schools, lack of funds and readiness.

Inadequacy of the knowledgeable people, (school committee members) caused all the school to lack micro-planning at the school level which implied that very little implementation of education issues yearly had to take place. The findings are in line with the study by Baganda (2008) which showed that although school committees were given autonomy to manage schools (plan, implement and control), the members lacked relevant knowledge and experiences to manage the schools. Members of the school committees' inability to manage led the majority of them to leave most of the powers to the Head teachers.

The major reason given for the school committee to surrender their responsibility was due to the committees' incompetence caused by a low level of education and lack of experiences in running the schools. The Baganda (2008) comments

reasonably with the findings from the Table 4.2 where by standard seven to certificate level was the level of education of 75.9% of the total participants. This provides a real picture of the incompetence of school committees in schools A, B, C and D. One teacher from school B had this to say:

*“if school committee members knowledge is limited to just reading and writing, they cannot be able to make translation, analysis and evaluation of different aspects related to finance, academics as well as completion rates of a particular primary school.”*

The little education (knowledge, skills and experiences) in any field of study cannot provide wider knowledge, skills and the required experiences (excellent practical experiences) to be able to select priorities and implement them in the required standards for the purpose of reducing/eradicating dropouts and hence increasing pupils' completion rates. Unless the education qualities of school committee members is changed/renewed by the government then the primary school committees will not be able to implement the educational issues aimed to reduce low completion rates as posited by Chedié (2009) who asserts that implementation requires people with the right knowledge, attitudes, skills, values and deprecations. In addition, education leaders' beliefs that implementation of education issues depends on understanding of the guidelines and circulars, is an erroneous conception of successful implementation.

A school committee as an organ which is responsible to develop the schools from lower level to higher level has to consist of people who have good quality education and higher exposure in the specific issues like completion rates. People (members) who are capable of interconnecting social, cultural, gender and economic issues and how those components (reasons/factors) can affect completion rates of pupils

negatively. Those people, who are capable of selecting workable objectives, mobilize people to participate fully in developing their schools without having a dependant minds from foreigners. The stage above may be reached when the Temeke Municipal Council Authority will have readiness to provide capacity building to all school committee members aiming to increase responsibility and accountability in all aspects in schools they manage. The study by Mulengeki (2004) revealed that the school committee in Tanzania had very low capacity to efficiently to manage their schools under jurisdiction. The low capacity of performing their functional roles may be rectified by renewing the education qualification of school committee members, provide the school committees capacity building how to manage their schools. One teacher from the school A commented that:

*“To change the existing bad system is the only solution to reduce/eradicate the problem of low completion rates”*

This is time and possible in Tanzania if all of us we decide and take practical actions to change it.

#### **4.3.4 Influence in Training**

During the interview sessions in all schools A, B, C and D, it was revealed that no any specific focused training conducted to the school committee members since they were elected as school committee members. This shows that the members fails to know their real responsibility in fulfilling the functions as school committees. The situation is in line with the study by Mulengeki (2004) who commented that there are higher dropout rates among enrolled children (girls dropping out more than boys). Only 65.3% of the enrolled children complete primary cycle. Unfavorable environment including deflagrated school building, unmotivated and poorly trained

teachers, and poor school committee management contributes to a higher dropout rate which has a direct impact on low completion rates of pupils. Also, some school members from school A had this to say:

*“Lack of training to the school committees on how to take charge in their basic roles has accelerated many problems in our schools including low completion rates....”*

Every good thing done in any organization is usually done by good and competent trained people. Training is important to everyone who wants to excel in academic or elsewhere. Thus, lack of training would limit people from having specific skills for doing a particular job. Gupta (2011) has commented that training is concerned with imparting skills for a particular purpose (school committee responsibility). It is the acquisition of skills and attitude that help to improve the current performance (to have high pupils completion rates each year). With this evidence, school committee training has to be part and parcel of their responsibilities in addressing the problem of low completion rates in primary schools. Good trained school committee members will have to increase productivity (high completion rates), better use of resources, greater flexibility when needed, and the school will have stable and steady growth in the issue of completion rates.

#### **4.3.5 Influence on Pupils Learning Environment**

During the interview sessions, teachers and school committee members listed some of reasons that accelerate low completion rates in their schools, the reasons were: lack of food to pupils, inadequate desks, lack of special washing rooms for girls, long distances from home to school and back home, the movement of pastoralists from one geographical area to another in search of good pasture for their cattle and

remoteness of primary schools. Teachers and school committee members from school A, B and C, said that:

*“Many pupils drop from studies because of lack of food, long distances from home to school, geographical remoteness of location of schools, pregnancies (girls), and the movement of pastoralists from one area to another area searching for good pasture and water for their cattle.”*

In the interview, it was discovered that some pupils walk on foot 2-5 km a day to school and back home and when they at school they stay hungry until when they are back at home. There was fear of parents/relatives due to the remoteness of the schools; parents feared that their children might be attacked by wild animals and bad people on their way to and from school. The movement of pastoralists from one geographical area to another searching for pasture and water for their cattle has led many children to drop out of schools.

Similar challenges were reported in the study by Rajan (2001). These are overcrowded classrooms, authoritarian teaching methodologies, lack of meals during school hours, inadequate furniture, harassments (including sexual harassments), and long distance to and from schools. Moreover, pupils need a homely and conducive school environment as there is no one who can study comfortably in a harsh school environment.

For example, girls need some special care and attention since they are a vulnerable group. They need special washing rooms; they should be free from sexual harassments and much other insecurity. The study by Mulengeki (2004) showed that there are variations in highly dropout rates among enrolled children whereby girls drop out of school more than boys. One school committee member commented that:

*“Unless we parents change our attitudes towards taking the right responsibilities in time, we will not be able to reduce low completion rates.”*

The attitude of parents to depend on the government to address every important issue for their schools cannot reduce the low completion rates. Every individual has to know that he/she is responsible to develop and take care of his or her primary school. The government has to strengthen laws which will enable every parent to send and make a follow-up for his children on the issues pertaining to attendance, behavior and academic performance.

The provision of meals to pupils, an end to girls’ sexual harassment, adequacy of desks, tables and chairs to both pupils and teachers are the issues that can be solved at the community level because we have all the resources to do so in Tanzania. Lack of readiness, responsibility and accountability, planning and priorities for our schools have resulted into low completion rates of pupils in primary schools.

#### **4.3.6 Influence on Teachers Working Environment**

During the interview sessions in school A, B, C and D they commented that the teachers working environment is generally not conducive and attractive. Among the problems that have made teachers uncomfortable include lack of teachers’ housing, lack of power, lack of fresh drinking water, absence of in-service training, unfavorable transport and poor health services. One teacher from school B commented that:

*“Lack of teachers’ housing, fresh drinking water, health services and other necessities had caused teachers to have poor attendance in classes leading to low completion rates.”*

Teachers have been using many hours on the way to school and when public transport has problem they fail to attend to school regularly. Apart from that, teachers have to walk for long distances for health services hence affecting the regular teaching progress. Teachers' poor working environment is commented by Mulengeki (2004) to be the cause for high dropout rates among enrolled children. Unfavorable environment including dilapidated school buildings, unmotivated and poorly trained teachers and poor school committee management contribute to higher number of school dropouts which has a direct impact on low completion rates of school pupils. Poor teachers' working environment has also been pointed out to be a reason for low completion rates among primary school pupils.

This is a reason why Mushi (2000) proposes that there should be incentives in order to encourage teachers to work in remote areas. Motivated teachers' and improved working teachers' environment have a great role in improving completion rates of primary school pupils. Encouraged and motivated teachers have the power to change the attitude of communities that do not value education for their children. It is good training, educational psychology, skills and experience that can be used to change the attitudes of parents around where the schools are located. Also, good working environment encourage teachers to have better relationship with parents as well as pupils and hence reducing the challenge of having low completion rates in primary schools.

The overall findings under the objective one revealed the influence of school committee members' academic qualifications and experiences in executing their fundamental roles at schools. The general results showed that large percent of the

school committee members had low education level as well as low experiences in executing their roles in schools. This has been justified from the data collected through interview, group discussion and documentary reviews. The data revealed that 95% of the school elected committee members' education level ranged from standard seven to certificate level. This has been negatively affecting the school functioning especially on teachers working environment, pupils learning, and decision making, planning, and training.

The general results on this objective suit the theory on the participatory theoretical model due to the mixture of participants who have been involved in providing detailed information. However, the findings suggest the need for change of the education school committee education qualification so as to have competitive standards which match global education changes. The findings propose that the chairperson and his/her assistant have to be graduates instead of being Form Four leavers.

#### **4.4 The Perception of Teachers and Education Administrators on the Roles of School Committees in Promoting Completion Rates in Primary Education**

In this study, the second objective aimed to explore the perception of teachers and education administrators on the role of school committee in promoting completion rates of primary Education. The assumption was that if 62 participants are interviewed, then they could provide detailed information on the objective. In achieving this objective 40 school committee members, 16 teachers, 4 head teachers and 2 DEOs were interviewed to get detailed information on the perception of



teachers and education administrators on promoting completion rates in primary Education. In addition, we obtained detailed information through group discussion and documentary analysis. The summary of the findings are presented in the Table 4.3.

**Table 4.3: Summary of Findings for Objective Two**

<b>CATEGORY</b>	<b>THEMES</b>	<b>FINDINGS</b>
<b>PERCEPTIONS</b>	<ol style="list-style-type: none"> <li>1. Teachers and administration's perceptions on the influence of school committee.</li> <li>2. Determining factors of completion rates in primary education.</li> <li>3. The completion rates in Temeke.</li> </ol>	<ul style="list-style-type: none"> <li>• Have positive attitude towards the presence of school committees in schools.</li> <li>• The organ is essential in developing, controlling and monitoring the school reports.</li> <li>• Short distance to school, availability of fresh waters, meals, good physical structures as well as committed, responsible and accountable teachers and school committees are the determining factors for completion rates.</li> <li>• The completion rates in Temeke district.</li> </ul>

Source: Data analysis from school committee members, school heads, teachers and DEO on the influence of school committee members' academic qualifications in executing their functional roles at school.

Looking at the Table 4.3, one will note that there is one category and three themes.

The detailed findings are presented here under category themes.

#### **4.4.1 The Completion Rates of Primary Education in Temeke District**

During the interview sessions, head teachers had to provide information about enrolment, dropouts and completion of primary education from 2012 to 2014 as shown in Table 4.4.

**Table 4.4: Enrollment, Dropouts and Completion for school A, B, C and D**

Y E A R	2012		2013		2014	
	SE	A	B	C	D	
ENROLLED 1-2006	M	46	53.5	35	43.2%	51
	F	40	46.5%	46	56.8%	47
	T	86	100%	81	100%	98
DROPE D 2006-2012	M	8	7.4%	7	8.6%	10
	F	5	4.3%	5	6.2%	6
	T	13	13.7%	12	14.8%	16
COMPLETED STD VII 2012	M	38	44.2%	28	34.6%	41
	F	35	40.7%	41	50.6%	41
	T	73	84.9%	69	85.2%	82
ENROLLED 1-2007	M	49	56.3%	48	49%	49
	F	38	43.7%	50	51%	55
	T	87	100%	68	100%	104
DROPPED 2007-2013	M	9	10.3%	11	11.2%	9
	F	6	6.3%	14	14.3%	7
	T	15	16.6%	25	25.5%	16
COMPLETED STD VII 2013	M	40	46%	37	37.8%	40
	F	32	33.7%	36	36.7%	48
	T	72	79.7%	73	74.3%	88
ENROLLED 1-2008	M	55	52.4%	59	48.8%	58
	F	50	47.6%	62	51.2%	61
	T	105	100%	121	100%	119
DROPE D 2008-2014	M	9	8.6%	11	9.1%	11
	F	7	6.7%	15	12.4%	11
	T	16	15.3%	26	21.5%	22
COMPLETED STD VII-2014	M	46	43.8%	48	39.5%	47
	F	43	41%	47	38.8%	50
	T	89	84.8%	95	76.3%	97

**Source:** Data analysis from school committee members, school heads, teachers and DEO on the influence of school committee members' academic qualifications in executing their functional roles at school.

The Findings in Table 4.4 shows that in all the four primary schools A, B, C and D, one would still note that there is a challenge on the issue of completion rates even if there is a slight improvement in terms of percentages. For example, the total number

of pupils enrolled between the year 2006 and 2012 was 420, out of this number, dropouts were 76 while 40(9.5%) were boys and 36(8.6%) were girls. The number of pupils enrolled between the year 2007 and 2013 were 472 while the total number of dropouts was 96 out of 472 pupils-boys being 50(10.6%) and girls 46(9.7%). The number of pupils enrolled between the year 2008 and 2014 was 567 while that of dropouts was 100 - boys being 47(8.3%), and girls 53 (9.3%).

This slight improvement in completion rates might be because of the slight improvement in the school structures (classroom), teachers' housing and provision of pupils text books through the Primary Education Development Programme PEDP (2002) which aimed to improve classrooms, teachers' houses, toilets, provision of teaching and learning materials and teacher-training programme. A head teacher had this to say:

*“.....in our area, the students drop out of school due to lack of meals during study hours, long-distance to and from school.....”*

To eradicate the problem of pupils dropping out of school, commitment from all stakeholders and partners is required; these include the government, the community where the school is located, parents, teachers, local governments and school committees. The Temeke District Authority has to construct primary schools in rural areas particularly for lower grades (I-IV) so as to overcome the challenge of pupils walking long distances to school leading to an alarming number of school dropouts. The community is responsible for providing meals during the study hours because meals may minimize the rate of truancy which in the end improves completion rates and academic performance.

Equal distribution of teachers between schools located in town and in rural areas reduces most teachers' heavy workload resulting into improved teaching results and hence higher completion rates.

#### **4.4.2 Determinant Factors for Completion Rates of Primary Education**

During the interview sessions in all schools A, B, C and D, research participants listed and explained some common determinant factors for completion rates of primary Education in Temeke District. To have good completion rates in all primary schools, the school A, B, C and D need competent school committee with good education qualifications, knowledge, skills, experiences and exposure. The school committee with the above quality will have power and influence to ensure that the school has good, attractive and encouraging environment to ensure that teachers and pupils are motivated.

Competent school committees are participative committee with ability to plan and choose the priorities for schools. Specifically, the committees have steady focus on the agreed upon school agenda, know how to find, control and monitor the proper use of available school resources for the development of their schools. This is in line with Gupta's (2011) views that training is concerned with imparting skills for a particular purpose (school committees' responsibilities). It is an acquisition of skills and an attitude whose focuses is to improve the current performance.

The second determinant factor for completion rates of primary education revealed in the findings of this study is well trained and motivated teachers. Good trained and motivated teachers play a great role to mould pupils in the area of attitude, behavior

and academic performance through socialization and the use encouraging psychological skills and knowledge. Teachers become motivated through the provision of good housing near schools, good salaries and other fringe benefits. The motivated teachers tend to take enough time to make follow-up of their pupils, teach well through participatory techniques, and encourage pupils to attend school regularly and share with parents on how to help pupils excel.

The findings concur with Mulengeki's (2004) study in which unfavorable environment, unmotivated and poorly trained teachers, poor school committee management contribute to higher number of school dropouts. The third determinant factor for low completion rates of primary education revealed in this study are the provision of food and fresh water during study hours. Provision of food during study hours motivates pupils to attend school regularly hence encourages high completion rates. It is essential to provide food to pupils because the large number (98%) of pupils in schools A, B, C and D comes from poor families which are not able to provide meals for their children.

One teacher had this to say:

*“Low completion rates in our school are accelerated by truancies which are caused by lack of food during school hours....”*

In reality, pupils cannot study well while they are feeling hungry. This situation makes pupils to hate schooling and lose concentration in academic issues. Providing food to pupils is an inevitable issue in ensuring high completion rates. Water also is important in ensuring that there is clean school environment, healthy and clean pupils. Lack of fresh water discourages pupils especially girls not to attend to school

particularly when they are menstruating. On the other hand, lack of water will discourage pupils from attending or sometimes dropping out of school and hence the source of low completion rates. These findings are also supported by Mulengeki (2004). Adequate teaching and learning materials (books, models and others) are also among the determinant factors for high or low school completion rates of primary education. The availability of teaching and learning materials motivates pupils to attend school; the materials help teachers to effectively deliver lessons.

Pupils get ample time to read by themselves from books and relate the knowledge acquired with the actual environment they live in. Inadequacy of teaching and learning materials in primary schools may discourage teachers to teach efficiently, make effective follow-up on truancy and thereby accelerating low completion rates of primary Education. This is in line with URT (2001) Primary Education Development Program (PDEP) in the year 2002 which aimed at improving education quality (increasing the availability of teaching and learning materials) through expanding school access horizon and increasing school completion rates.

Good and attractive school structures and enough furniture was also one of the determinant factors for completion rates of primary Education. Good and attractive classrooms, modern toilets, enough desks, chairs and tables as well as well equipped teachers' offices discourage absenteeism in both pupils and teachers. Short of that, the school environments tend to encourage truancy and absenteeism which, in the long run, leads to low completion rates. The study by Mulengeki (2004) revealed that there is a higher dropout rates among enrolled children (girls dropping out more than boys) whereby only 65.5% the enrolled children complete primary cycle.

Unfavorable school environment including un-conducive class rooms, inadequacy of fresh water, insufficient teaching and learning materials, inadequate of furniture and lack of food encourage truancy and absenteeism which has direct connection with low completion rates.

Provision of sports, games and other funs to pupils encourages regular attendance. Therefore, school committees have to encourage the school administration to purchase all the essential sports and game equipment as these might be the genesis for high completion rates. Zombwe (2005) pointed that pupils get time to enjoy through games and sports both at school and outside school it is their basic rights. Sports provide a sense of good relationship among peers as well as between them and their teachers. They are also important for their physical and mental fitness.

Parents' awareness in educational issues is also a determinant factor for completion rates of primary education. The awareness of parents on educational issues is an internal motivation which enables parents to continue to insist pupils to attend school regularly, in the long run, leads to high completion rates. Parents' awareness enables them to teach, counsel and direct their children on such issues as early marriage and pregnancies, truancy and low completion rate. One head teacher had this to say:

*“Parents’ awareness on insist of their children to attend to school daily provides a greet role in reducing the low completion rates...”*

Parents' responsibility for their children simplifies teachers and school committees' work to guide, counsel and nurture pupils in the right direction towards higher primary school completion rates.

#### **4.4.3 The Teachers and Administrators Perceptions on the Influence of School Committees in Promoting Completion Rates of Primary Education**

All interviewees from the four schools A, B, C and D had positive perceptions towards the idea of having school committees in every primary school.

One member had this to say:

*“It is important to have school committees which will be responsible in all matters relating to the development and the welfare of the schools like construction of different structures, academics (performance and completion rates), monitoring and controlling the proper use of school resources.”*

To have an organ like school committees in every primary school is important in ensuring accountability, good control and effective monitoring of the available school resources. Also, through school committees it will be easier to plan and priorities according to the resources available, and to enhance decision making and improve participation of the community. This is in line with URT (1978) which states clearly the major functions of the school committee; that the school committee has to ensure that the school has adequate physical facilities including the classrooms, offices, toilets, clean water supply, desks, and ample land for sports and farming; it also has to ensure that the school compound and premises are officially demarcated for the safety of the school premises and properties. It is the same school committee which ensures that the parents and other community members participate fully in approving the annual school budget and expenditures. The committee also solicits funds and contributions for the welfare of the school.

The school to have people from outside the school system (non teachers) enables to refine the working system of school for the benefits of both teachers and pupils



especially in the area of completion rates. School head teachers and teachers cannot do as they wish but have to be monitored by the school committees for the purpose of equalizing the working system and reaching the intended goals believing that the school committee members will be closer to teachers and pupils and know their needs. This is in line with the study of Mohrman et al. (1994) who commended that the school committees are given decision making power because it is believed that they understand better the needs of teachers and students.

The findings revealed that despite good perception of teachers and education administrators towards the role of school committees in promoting completion rates of primary education, school committees fail to work properly as planned. This has been associated with the fact that many of them have little education on the school committees' responsibilities which contribute to their perceptions.

The findings in Table 4.4 show that 75.9% of the participants' education level ranged from standard seven to certificate level. The current level of education cannot have enough knowledge and skills which will help to develop their schools and regulate the issues of low completion rates unless the school committees have enough exposure on the educational phenomena.

Also the findings from Table 4.4 is in line with the study by Baganda (2008) who commented that although school committees were given autonomy to manage school resources, the members lacked relevant knowledge and experiences to manage the schools. Members of the school committees' inability to manage schools led majority of them to leave most of the powers to the head teachers. The major reason given for

the school committee to surrender their responsibilities was due to a low level of education and lack of experience in running the schools.

Therefore, from the findings, all schools A, B, C and D had both teachers as well education administrators who had good perception towards having school committees in every primary school. The challenges viewed can be rectified through exposure as well as conducting seminars/workshops to all members as a way to build their capacities in performing school committee fundamental roles in promoting completion rates.

The overall findings under objective two on the perception of teachers and education administrators in promoting completion rates of primary education is that all the participants valued (accepted) the presence of school committees in their schools. This has been justified from data collected through interviews, group discussions and documentary reviews. The data revealed that determinant factors of completion rates of primary education ranged mainly from social, cultural and economic factors including early marriage, pregnancies and poverty.

However, the findings propose to widen the area in which the school committee will be responsible to the ward government instead of being responsible to the village/street government only as it is now. The findings propose that the school committees have to be responsible to the ward development committee for the purpose of widening accountability of each school committee. For example, how to use and control school finances.

#### 4.5 The Structural and Administrative Challenges Facing the School Committees in Promoting Completion Rates of Primary Education

In this study, the third objective aimed at investigating the structural and administrative challenges facing the school committee in promoting completion of primary education. The assumption was that if 62 participants are interviewed, then they could provide detailed information on the objective. In achieving this objective, 40 school committee members, 16 teachers, 4 head teachers and 2 DEOs were interviewed to get detailed information on the structural and administrative challenges facing school committees in promoting access and completion rates of primary education. In addition, we obtained detailed information through group discussion and documentary analysis.

**Table 4.5: Summary of Findings for Objective Three**

CATEGORY	THEMES	FINDINGS
CHALLENGES THAT FACE SCHOOL COMMITTEES	<ol style="list-style-type: none"> <li>1. Ways of school committees in making decision at school.</li> <li>2. Structural challenges facing the school committee.</li> <li>3. Administrative problems that face school committee</li> </ol>	<ul style="list-style-type: none"> <li>• Decision is made through regular school meetings, parent meetings and government circulars.</li> <li>• Structural challenges: political frictions, absenteeism of some members, low education level</li> <li>• Administrative challenges: early marriages and pregnancies, truancy, mobility of parents and little awareness of parents.</li> </ul>

Source: Analysis of demographic information of school committee members, school heads, teachers and DEO who participated in interview sessions.

Looking at the findings in Table 4.5 one will note that the objective has one category and three themes. The details of the findings are presented.

#### **4.5.1 Ways Through Which School Committees Make Decisions at School**

During the interview sessions, all the members from school A, B, C and D said they have three common ways of making decisions pertaining to all issues relating to school matters. One is through school committee regular meetings which are commonly done four times a year, two meetings between January and June and the other two meetings between July and December. The findings are in line with one DEO who commented that;

*“Every primary school has to conduct school committee meeting four times a year. In February, May, July and October, but emergency meeting is allowed”.*

February meeting is special for school budget approval and school priorities. The other meeting is for seeing whether the implementation is being done as agreed. The second way through which school committees make decisions is through school-parent meetings. The school parent meeting is done twice a year; one meeting is between January and June while the second is done between July and October. This is where the school committee members through the chairperson and secretary get chances to elaborate many issues including financial earning and expenditures, teaching progress, pupils' school attendance, attitude and behavior of pupils, school dropouts and the related impacts on performance and other challenges that face that particular school.

The third way the school committee makes decision is through government circulars and directions. Circulars are the special written documents which direct what should to be done in primary schools. The head teacher (school committee secretary) is responsible to elaborate and inform the members on how to act in. Therefore from

the findings, the school committee tends make decisions based on the parents' ability and understanding without violating the direction of the circular(s). One school committee member commented:

*“We sometimes decide and make decisions through government circular, but we are usually more situational without violating the circular.”*

All the three decision making ways were participatory as the school committee members were the participants in decision making. Beckman and Bloom (2000) are also in support of participatory method in decision making as it attempts to “flatten the hierarchy” that exists in schools committees and school leadership thereby allowing horizontal interaction to take place to give school committees and teachers real decision –making power with respect to the management of the schools. Despite the limitations of participatory approach to decision making, the approach has several strengths; first, it cultivates the decision making ability among the members, it also develops positive attitudes and reduces resistance to change among the members, and lastly, it improves the quality of decision made and also reduces absenteeism among school committee members (Gupta, 2011).

#### **4.5.2 The Structural Problems facing the School Committees in Promoting Completion of Primary Education**

The findings from the interview sessions in all schools A, B, C and D reveal that all the school committees had common problems that face school committees in promoting completion rates of primary Education. The problems include political frictions among school committee members, absenteeism of members during the regular meetings, low education level of many of the school committee members,

inadequacy of funds in running and developing schools as well as limiting freedom and authority in some areas of decision making.

Political frictions occur when the school committees are composed of members from different political parties. The challenges happen when decisions made require that the community to contribute some finances or physical resources for the development of their schools. Some of the members tend to blame other members especially those from the ruling party that they are responsible for the school problems. Under this situation, the school committees tend to fail to decide in time some important issues like provision of meals to pupils, hence affecting negatively the completion rate of primary education.

Similar findings are reported in the study by Prasad (2010) who is of the opinion that politics in any organization (school) is a universal phenomenon and it is characterized by kind of power, self-salving, and it takes place when an individual recognizes that the achievement of his goals is influenced by the behavior of others. Some of the school committee members use school committee meetings or school parent day meetings as a platform to get political influences for their own benefit rather than school benefits. Politics and other related propaganda cannot be ignored at all in the organization and in the community during decision-making process.

Politics are important especially in mobilizing and motivating people. But when it comes to filling the position of school committee members, the position needs people who are capable, knowledgeable, and skilled and experienced enough to plan, choose priorities, implement and make evaluation about the end product (completion rates)

whether it is proportional to the energy and resources used. The area need people who are able to make primary schools continue to grow in terms of behavior, attitude, good academic performance and completion rates.

Absenteeism of some school committee members in their regular planned meetings is also a common issue. There were several reasons to the problem. One of them is the nature of their occupation whereby some members are businessmen, others are farmers and there are also pastoralists. Because of this preoccupation, members' attendance is highly affected which in turn affects decision making particularly when the decision making process requires the attendance of more than half the members.

Low education level of the school committee members which reflects low knowledge, skills and understanding on how to link different social and economic phenomena and how they affect adversely the completion rates of primary education is another problem that faces all the school committees in schools A, B, C and D. The findings in table 4.1 above depicts this fact as the level of education of 79.9% of the total school committees members ranges between standard seven to certificate level. Their level of education cannot match the current rapidly changing globalized world particularly in the area of education. There are many challenges that need people with high capability in terms of knowledge, skills and experience to meet the school challenges to ensure that the completion rates are reasonably higher. One teacher posited that:

*“...if a school committee doesn't know even how to interpret a bank statement and other related documents, how can it be able to link different problems which affect completion of primary education at a time?”*

The inadequacy of funds is a structural problem that faces all the schools A, B, C and D. The schools fail to meet all the priorities in time because they do not have sources of funds except grants from the government and parents' contribution which in reality do not meet all the school needs like construction of teachers houses, renovation of old classrooms, construction of modern washrooms for girls as well as provision of fresh water. All these have contributed in one way or another to low completion rates of primary education. The primary school committees have limiting authority when it comes to disciplining misbehaving teachers as well as head teachers. One teacher from school B said:

*“Our head teacher usually pretends to be sick, while he is not.....  
He is a drunker.”*

In this situation, a head teacher fails to make follow-up effectively to the teaching progress at school. In these incidences, the school committee does not have authority to hold the head teacher accountable for his misconduct except that the committee reports his case to a Ward Education Officer for further steps. When the government fails to take action quickly, it demoralizes the school committee.

#### **4.5.3 The Administrative Problems that Face the School Committee in Promoting Completion of Primary Education**

The findings from the interviews show that there are several administrative problems that face the school committee in promoting completion of primary Education. The problems include early marriages and pregnancies among school girls, truancy, and parents' nomadic life, poverty of many families and little awareness of parents on the importance of sending children to school.



Early marriage and pregnancies is a problem that faces the school committee in promoting completion of primary education. Worse enough, the parents of the victims do not provide good cooperation when it comes to the issue of making follow up to the causative. Parents tend to disclose the information and sometimes shift the girls to mainland regions.

The major cause of early marriage is lack of education to parents and the community. This is in line with MOEC (2001) which commented that: education at a family level brings in a new outlook of life as well as skills for taking advantage of new opportunities. The rise in the level of women's education has been leading to a rise in age of first birth and consequently to a decline in fertility in societies. Women with higher educational levels are more likely to break with traditional patterns, including early marriage and child bearing. Education indirectly, influences age of first birth, and change in the traditional way of life. Women with higher education levels are able to teach and direct well on the effect of bad culture and traditions which force school girls to engage in early marriage and unplanned pregnancies. Therefore the only way to resolve the problem of early marriage and pregnancies is to provide education to women and reproductive health education to girls as well having strong nation protective laws to protect girls.

Truancy is also a problem facing the school committees in promoting completion of primary education. The problem existed in primary schools and was said to be due to harassment (corporal punishment), the nomadic life of some parents, poverty of parents, and ignorance of parents in monitoring attendance of their children, lack of meals to pupils at school and inadequacy of furniture and insufficient special care for

female pupils. Truancy accelerates the number of dropouts hence affecting the completion rates negatively.

The nomadic life of some parents particularly those from Mwanza, Shinyanga, Mara, Manyara and Tabora is also an issue which causes pupils to be terminated from their studies; hence the source of low completion rate of primary education. The parents' awareness on the importance of sending children to school is a problem that faces administration in dealing with low completion rate of primary education. This has been associated with the failing to meet the basic needs to their children.

The general results that come out from the data analysis is that: the major structural challenges were political frictions, low education level, as well as social and economic constraints. Moreover, the major administrative challenges were early marriages, pregnancies, truancy and poverty. This has been justified from data collected through interviews, group discussion and documentary reviews.

The general data revealed that low level of education among the school committee members was the main challenges impeding the school committee members in their endeavors to promote completion rates. However, the findings propose the need for having strong education Acts that would help to monitor the efficacy of the school committee members for the good of the schools and students particularly in enhancing completion rates of primary education.

## **CHAPTER FIVE**

### **RESEARCH SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter a synopsis of this study's objectives, research questions, methodology and findings is presented. Conclusion and recommendation for further studies are presented last.

#### **5.2 Summary of the Study**

This study aimed to investigate the role of school committees in promoting completion rates of primary education. The study was guided by three specific objectives:

- (i) To assess the influence of the school committees members academic qualifications and experience in effecting their fundamental roles at school.
- (ii) To determine the perceptions of parents, teachers and education administration on the role of school committees in promoting completion rates of primary education
- (iii) To examine the structural and administrative challenges facing the school committees in promoting access and completion of primary education.

In this study, different studies on the area of completion rate of primary education have been reviewed. The interpretive paradigm and qualitative approach were applied in data collection, analysis and interpretation sections of the study. This study was conducted in Temeke district, in Dar es Salaam region whereby four

primary schools were selected and coded as A, B, C, and D for the sake of anonymity. The study involved 62 respondents comprising of 2 District Education Officers, 16 Primary School Teachers, 4 Primary School Head-Teachers and 40 School Committees.

Three research instruments were used in the data collection namely interview, focus group, discussion and documentary review. The procedures to analyze qualitative data for this study included recording the data, sorting the data into categories, formatting of the information into a story and writing the text simultaneously; reduction and interpretation of the data in order to obtain “a larger, consolidated picture”. Categories of information were formed from the collected data and these categories formed part and parcel of the story to be told by the researcher. The interpretation was done systematically by summarizing the contents in their relevant themes.

### **5.3 Summary of the Research Findings**

Basing on each specific objective, the findings of this study were as follows:

- (i) On the influence of school committee members’ academic qualifications and experiences in executing their functional roles at school, the general results showed that large percent of the school committee members had low education level as well as low experiences in executing their roles in schools. This has been justified from the data collected through interview, group discussion and documentary reviews. The data revealed that 95% of the total school elected committee members’ education level ranged from standard seven to certificate

level. This has been negatively affecting the school functioning especially on teachers working environment, on pupils learning and in decision making, planning, and training.

- (ii) On the perceptions of parents, teachers and education administrators on the role of school committees in promoting completion rates of primary education, the general results are that all the participants valued (acknowledged) the presence of school committee in their schools. The data revealed that the determinant factors for completion rates of primary education ranged mainly from social, cultural and economic factors. For example, early marriage, pregnancies and poverty.
- (iii) On the structural and administrative challenges facing the school committees in promoting access and completion of primary education, the following general structural challenges were observed; these included political frictions, absenteeism, and low committee members education level and inadequacy of fund. Moreover, the major administrative challenges were early marriage, truancy, poverty and little awareness of parents on the importance of sending children to schools. The general data revealed that low level of education of the school committee members was the main challenge impeding school committee members' endeavors to promote completion rates.

#### **5.4 Conclusion**

Basing on the research findings in chapter four, the following conclusions are drawn. First, for any primary to perform its work excellently, it requires employees/school committee members who have sufficient education, training, exposure and

experiences to take responsibility which will enable them to be creative, critical in the area of decision making, planning and implementation for the future benefit of the school.

Second, even if all teachers, school committee members and DEOs had positive perception towards the presence and composition of school committee members, the number of primary school dropouts is alarming as shown in Table 4.4. The acceptance of the school committee in their mind could provide a positive solution in reducing the problem of dropouts (leading to low completion rates) in their schools. Expenses in terms of financial resources, physical resources, physical energy and time from parents cannot be underestimated if one is to alleviate the problem of low completion rate in primary schools. Today, primary schools need school committee members who are really committed, responsible to mobilize people (parents, education partners, and stake holders) to ensure that the schools are developing and improving in all aspects.

Third, accepting to take charge in a certain position (school committee membership) to help people is a fact of accepting challenges, that is; challenges are usually part and parcel of every person or any organization like schools. Primary schools as living and developing organizations cannot escape challenges in reaching their excellent academic performance and completion rates. Basically challenges are not there to destroy schools but to refine the working system whether externally or internally for the purpose of improving the end-products (completion rates). Challenges provide a room in the mind of school committee members to think reasonably and find the best common understanding and determination on how they

will address challenges for the excellent academic performance and completion rates of their schools.

### **5.5 Recommendations**

Basing on the findings and above conclusions, the following recommendations are made with the aim of improving completion rates of primary education;

Concerning school committee members Education level and experiences, the finding shows that 79.9% of the total participants had education level ranging from standard seven to certificate level. This had direct implications of the how knowledge, experience and how ability the government creativity had possibility to solve the problem of low completion under the ministry of education and vocational training had to refine its education Act number 25 of 1978 and the related education circulars on the qualifications and experiences to those people who wants to be school committee members.

Just knowing how to read and write and having pupils in a particular school is a really very weak qualification. The level of education of school committee members should have at least Diploma holders because nowadays there are many government and non-government employees working in the sectors of health, agriculture, social welfare and others even in rural areas. The school committee has to be composed of members who will help teachers to provide ways on how to meet challenges related to the development of pupils from school and also to mobilize, educate and encourage parents to bring children to school. It should be school committee members who know how to make people aware of all factors which may make pupils drop out of school and ways how to eradicate the factors. They are the people who

know how to make the community participate freely in contributing the financial resources and physical resource willingly and hence making teaching and learning environment attractive.

Political frictions during the regular school committee meetings; Frictions and their related agendas are inevitable in any organization. Education should be provided about their responsibilities as school committee members. Each school committee should formulate by-laws which will help to govern it in its regular meeting. This will help to reduce political frictions among school committee members.

Absenteeism of school committee members in regular planned school committee meetings; there should be availability of every school committee meetings to have major survival qualifications of every school committee members. Replacement of uncommitted members with new committed new members can be the best way to meet the challenge. Members selected should be committed and reachable when needed at any time even for emergency. Committed school committee members are the ones who can bring transformations in particular school.

**The nomadic parents;** The problem of mobility of pastoral parents from one geographical area to another may be reduced through provision of education to these people on the importance of sending to school as well as having zero grazing which will provide more animal product yield. Establishment of reachable agriculture markets in rural areas will also enable the group to be stationary hence encouraging their children to attend school regularly. The use of strong by-laws may be applied to those parents who deliberately support truancy and absenteeism.



**Transport challenge;** the district or regional and central government authorities should not allow parents with school aged children to live in areas which do not have basic social services like schools. The school committees and parents have to transfer the children to the nearby schools. However, construction of new schools can be a solution to the challenge.

Early marriage and pregnancies to primary school pupils; the challenge still exists in many communities of Tanzania because of strongly held bad culture and tradition in the minds of the people. Provision of education to the communities on the negative impacts of early marriage and pregnancies is the only long term solution. Provision of education and awareness to girls through life skill studies in schools is also a strong solution. Education should be provided through mass media like radios, television, and short text messages, posters and through political rallies. Laws have to be enforced whenever education fails or needs time to materialize. The education department in Temeke has to involve health doctors and nurses as well to educate female parents on the negative impacts of early marriage and pregnancies on their school girls. Research shows that educated African women can bring more positive changes in their families compared to educated African men on issues related to reproductive health.

Inadequacy of funds; although the government is providing grants to all primary schools, the amount is not enough to fulfill the required needs in every school. Among the school committee responsibilities include; is to solicit funds from different sources or create opportunities for income generation including school project establishment. Unfavorable teaching and learning environment; this is a

historical challenge in Tanzania to both teachers and pupils. The study shows that there is a slight improvement in both teaching and learning environment although there is a great difference between urban and rural schools. Schools located in city centre have more conducive teaching and learning environment compared to those in rural areas in terms of availability of teaching/learning materials and social services. 1970s -1980s when population were still small the central and regional governments were taking all the responsibilities to ensure that teaching and learning environment is good and attractive to both teachers and pupils.

The increase of population which has direct impacts on the increase of number of pupils enabled the government to establish private sectors partnership policy (PPP) in 1995 which have focus to involve in collaboration with government to assist in reduction of those challenges in primary schools like construction of teachers' houses, classroom, toilets and supplying books and other teaching and learning materials in schools. Through this policy the school committee has to take responsibility to mobilize people to participate fully to rectify the teaching and learning environment in their particular schools for the benefit of teachers, pupils and the nation at large. The issue of low completion rates is a cross cutting challenge requiring the effort of every community member to address it. It is our choice to choose and decide to eradicate or alleviate it.

## **5.6 Recommendations for the Future Research**

- (i) The study found a challenge of some schools having no or less number of female teachers for more than 8 years. However, having gender parity in education institutions brings harmony across genders. Therefore, there is a

need for further study to explore how gender disparity among teachers affects pupils 'completion rates among both boys and girls in primary schools. The assumption is that the presence of female teachers will have a positive impact on pupil's attendance because of motherly treatments towards the pupils.

- (ii) The study found a challenge of a number of teachers serving for long time at same schools (more than 15 years) especially teachers in rural areas. Thus, there is a need for further study to examine in what ways this situation affects the issue of completion rates of primary school pupils.

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## APPENDICES

### Appendix I: Interview Schedules for Primary School Head Teachers

1. Do you think the school committee members' academic qualifications matter in the school governing body? Why?
  - a. Do you think the school committee members' experience matters in school the governing body? Why?
2. How do the school committee members' academic qualifications affect the implementation of fundamental schools committees' functional roles?
3. How do the school committee members' experiences affect the implementation of fundamental school committees' functional roles?
4. What are the trends in the completion rates of primary schools in your school?
5. What factors do you think can determine the completion rates in your school?
6. What is your perception on the role of school committees in promoting completion rates of primary education in Temeke district?
7. Is a school committee autonomous enough to make and implement decisions in your school? Why?
8. What strategies does the school committee adopt to promote completion rates in your schools?
9. What are the structural and administrative problems facing the school committee in promoting completion of primary education in your school?

**Thank you for participation**

**Appendix II: Interview Schedules for District Education Officers**

1. What are the criteria used to elect school committee members for school a governing body?
2. Do you think the school committee members' academic qualifications and experience matter in effective participation in the school governing body? Why?
3. How do you explain the trends of completion rates of primary schools in Temeke district?
4. What are the determining factors for completion rates of primary education in Temeke district?
5. What is your perception on the role of school committees in promoting completion rates of primary education in Temeke district?
6. What are the structural problems facing the school committees in promoting completion rates of primary education in Temeke district?
7. What are the administrative problems facing the school committees in promoting completion rates of primary education in Temeke district?

**Thank you for participation**

**Appendix III: Interview Schedules For Primary School Teachers**

1. How do you comment on effectiveness of your school committee especially in promoting pupils' completion rates?
2. What are the methods that the school committee uses to promote pupils' completion rates in your school?
3. If you happened to be in other schools before, how do you differentiate the effectiveness of school committees in previous schools and your current school? Explain.
4. Do you think the school committee members' academic qualifications influence their effective participation in the school governing body? Why?
  - a. Do you think the school committee members' experience influence their effective participation in the school governing body? Why?
5. What is your comment on the trends of pupils' completion rates in your school?
6. What do you think are the determinants of completion rates in your school?
7. What role does the school committee play in promoting pupils completion rates in your school?
8. What is your perception on the ability of school committee in promoting completion rates of pupils in your school?
9. What are the structural problems facing the school committees in promoting completion of primary education in Temeke district?
10. What are the administrative problems facing the school committees in promoting completion of primary education in Temeke district?

**Appendix IV: Focus Group Discussion Guide for School Committee Members**

1. For how long have you been a school committee member for this school governing body?
2. Do you think the school committee is effective enough to carry out its fundamental roles in your school?
3. What are the methods that the school committee uses to promote and maintain pupils' completion rates in your school?
4. Do you think the school committee members' academic qualifications affect their active participation in the school governing body?
5. Do you think the school committee members' experience affect their active participation in the school governing body?
6. What is your comment on the trends of pupils' completion rates in your school?
7. What do you think are the determinants of completion rates in your school?
8. What role does the school committee play in promoting pupils completion raters in your school?
9. What is your perception on the ability of school committee in promoting completion rates of pupils in your school?
10. What are the structural problems facing the school committee in promoting pupils completion rates in your school?
11. What are the administrative problems facing the school committee in promoting pupils completion rates in your school?

**Thank you for participation**

**Appendix V: Documentary Review**

The following document was reviewed from each municipal educational office and head teachers offices in order to obtain relevant information.


1. Pupils' completion rates from 2010 to 2014.
2. School committee meeting reports from 2010- 2014.
3. Education and Training Policy of 1995.
4. National Education Act No. 25 of 1978.
5. Qualifications and number of school committee members.
6. Previous strategies and decisions made by school committee in promoting pupils completion rates.

## Appendix VI: Research Clearance Letter

**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](mailto:drpc@out.ac.tz)

24/09/2014

Municipal-Director,  
Temeke Municipal council,  
P.O.Box  
Dar es Salaam.

**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 1<sup>st</sup> 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 1<sup>st</sup> 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 Michael Samwel MALIFIMBO; Reg. No. HD/E/072/ T.13 who is a Master student at the Open University of Tanzania. By this letter, Mr Adam Wilson has been granted clearance to conduct research in the country. The title of his research is "The role of school committee on promoting completion rate of primary education in Temeke district". The research will be conducted in Ilala Municipality.

The period which this permission has been granted is from 24/09/ 2014 to 24/10/2014.

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 Shaban Mbogo  
For: VICE CHANCELLOR

**Appendix VII: Permit Letter****HALMASHAURI YA MANISPAA TEMEKE***[Barua zote zipelekwe kwa Mkurugenzi wa Manispaa Temeke]*

Simu: +255 22 292 8132/22-292 8138/  
22-292 8139  
Fax: +255 22-292 8137  
Barua pepe: temeke@tmc.go.tz  
Tovuti: <http://www.tmc.go.tz>



Ofisi ya Mkurugenzi  
92 Barabara ya Mandela/Taifa  
S.L.P: 46343  
**15833** – DAR ES SALAAM.

Kumb. Na. TMC/ED/E.1

Tarehe: 27/9/2015

MWALIMU MKUU,  
SHULE YA MSINGI MKAMBA,  
SHULE YA MSINGI MWASONGA  
SHULE YA MSINGI VUMILIA UKOONI  
SHULE YA MSINGI KISARAWE II  
SHULE YA MSINGI SABASABA.  
**MANISPAA YA TEMEKE.**

**YAH: RUHUSA YA MWALIMU MICHAEL S. MALIFIMBO  
(HD/E/072/T.13) KUFANYA UTAFITI**

Kichwa cha habari chahusika.

Mtajwa hapo juu ameruhusiwa kufanya utafiti shuleni kwako.

Ofisi inakuomba kumpa ushirikiano

A. Frank  
k.n.y. **AFISA ELIMU MSINGI WA MANISPAA  
TEMEKE**

Kuj. AFISA ELIMU WA MANISPAA  
TEMEKE