

**THE EFFICACY OF SCHOOL COMMITTEES IN THE MANAGEMENT OF  
SCHOOL RESOURCES IN RUFIJI DISTRICT, COAST REGION-  
TANZANIA**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION  
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**2015**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a Dissertation titled “*The efficacy of school committees in the management of school resources in Rufiji district, Tanzania*” in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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## DECLARATION

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.....

Said Geoffrey

.....

Date

## **DEDICATION**

This work is dedicated to my beloved wife Nalijwa and my beloved children Lusajo and Michael for their encouragement, prayers and tolerance which have been instrumental to the successful completion of this dissertation.

## **ACKNOWLEDGEMENT**

My sincere gratitude should go to my supervisor Dr. Felix, Mulengeki who tirelessly spent him time to go through my script and provide him technical advice, guidance and constructive criticism ideas. All these contributed in making this dissertation appear in its present form.

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## **ABSTRACT**

The purpose of this study is to evaluate the efficacy of the school committees in the management of primary school resources and projects. The study was specifically based on three objectives namely to establish the school resource and project management and monitoring activities in which school committees are involved, to examine the extent to which school committees play their roles in mobilizing School resources, to examine the challenges encountered by school committees as they engage in management and monitoring of school resources and projects. The area of study was at Rufiji district. A descriptive survey design was used for data collection and analysis. A sample size of 47 respondents was involved in this study where by focused group discussion, documentary review and interview methods were used for collecting data. Content and thematic analysis was used for data analysis. The study revealed that there were five major activities involved school committee members in resource and projects management and monitoring. However, the involvement of school committees in resources and project management was almost less effective because most decisions and supervision of projects were left in the hands of the teachers. The roles that school committees played in mobilizing school resources were minimal. As a result, schools were still lacking resources. Based on the findings, it was recommended for local community to choose relevant and capable individuals as their representatives in school committees who are ready to serve their interests. The community should also be educated to take their responsibility in supporting their schools both financially and materially. The school committee members should take responsibility to mobilize resources for school projects and be aware of the negative impact of dependence.

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## **LIST OF ABBREVIATIONS**

ADEM	The Agency for the Development of Educational Management
BOG	Board of Governors
CBOs	Community-Based Organizations
CDG	Capital Development Grant
DAS	District Administrative Secretary
DEOs	District Education Officers
ETP	Educational and Training Policy
FDGs	Focused Group Discussions
HTs	Head Teachers
IEDE	The Institute for Educational Development and Extension
LGAs	Local Government Authorities
MANTEP	Management Administration Training Education Personnel Institute.
MoEVT,	Ministry of Education and Vocational Training
NGOs/	Non-Governmental Organizations
PEDP	Primary Education Development Programme
PTA	Parent, Teachers and Association
RAS	Regional Administrative Secretary
REOs	Regional Education Officers
RSA	Republic of south Africa
SASA	South African Schools Act
SMC	school management committees
SMC	School Management Committees

TANESCO.	Tanzania Electricity Supply Company
URT,	United republic of Tanzania
USA	United States of America



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The purpose of this study is to examine the efficacy of the school committees in the management of the school resources. In this chapter; the background to the problem, statement of the problem, purpose of the study, objectives of the study, research tasks and questions, conceptual framework, delimitations and scope of the study are presented and discussed.

#### **1.2 Background to the Study**

Management of Primary School in Tanzania had for many years been centrally done by the Ministry of education. That is procurement and supply of School materials was done by the Regional Education Officers (REO's) and District Education Officers (DEOs). In other words; the whole system was planned at the ministry level (Mushi, 2006). The system had a lot of delays in distribution of facilities, and alienated the community from ownership of schools in the sense of public schools.

Due to problems in school management the government introduced the bodies which would bring efficiency in schools' management. In 1978 the committees for primary school and boards for Secondary schools were introduced through the Education Act number 25 of 1978 (MANTEP, 1991). It spelt out the committees' functions in schools as including power to advise teachers on day-to-day activities. It gave directives on how to get the members of the school committees. The Act stipulated that school committees should have 9 to 11 elected members (5 from parents and 2

from teaching staff). 2 to 4 ex-official, these members will be led by chairperson who will be elected from the members of the committees elected by parents while the secretary will be the head teacher. The current qualification requirement to be chairperson is ordinary level (MANTEP, 1991).

The school committees have the power to direct the head teachers in respect to management, development planning and financing of the schools, to act as the advisory board and that such matters required members who are academically knowledgeable and professionally competent (URT, 1995). The current qualification requirement to be chairperson is O-level. URT, (1995) Stipulates that the powers and decision making in the management and administration of education and training have remained concentrated at the ministry level. Attempts to involve regions, districts and communities in the management and administration of education institutions in the areas of jurisdiction are wanting yet effective management of the education and training necessitates communities' involvement. Therefore the ministry responsible for education was required to devolve their responsibilities of management and administration of education and training to lower organs and communities.

In 2000s the education and training policy in Tanzania came up with Primary Education Development Programme (PEDP). In 2002 the programme started to be implemented with the aim of improvement of education, which was to improve the educational inputs and strengthen the institutional arrangements for effective primary school education delivery, by giving more power to stakeholders at the grass root (URT, 2001). The local participation service delivery had problems at the school

level because the grass root participants (school committees) were less effective. For example, in the implementation of PEDP, the school committees were made accountable for management of the capitation and development grants for schools development (Mushi, 2006). Thus, the role of school committees changed from that of bridging relations between parents and the school to playing an active role in school development, which is school development planning and implementation through involvement in such tasks and functions as tenders for school supplies and local mobilization and use of resources with respect to need.

This implies that schools need effective management and in this case school committees should possess competent members to represent the community. Thus, the selection mechanism of the school committee members is doubtful because some members in some schools do not possess academic qualifications as stipulated in the education Act of 1978 (ADEM 2006, URT, 1995). It is obvious that the functioning of these members would be questionable for lack of necessary skills and academic experience.

According to Rajani, Nsemwa and Telli (2004) there are five key principles for every school committee namely human rights, participation, accountability, transparency, and democracy. It has been argued that the Government sees participation of citizens as central to development and realizing human rights. This is particularly important at the community level where people live. Participation is a key pillar of the local government reforms underway in the country. Education is vital to development in Tanzania as they comment that:

While launching the Primary Education Development Plan (PEDP) at Mtopwa Village in September 2002, President Mkapa emphasized the role of school committees in planning, implementing, and overseeing school development and the use of school funds. This booklet aims to support Government efforts to strengthen school committees and expand opportunities for people to contribute to improving education (Rajani, Nsemwa and Telli 2004. p.i)

The information in the quotation implies that each primary school in Tanzania is to be managed by a school committee in response to the efforts of the Government to strengthen school committees, and promote ways in which people can contribute to improving education. One can clearly observe that there is greater emphasis on participation of the people and accountability to the people when the Government is ‘devolving’ a great deal of power and resources closer to the people and their local governments.

Empowering school committees was meant to empower local communities and establishment appropriate local level institutional frameworks as important tenets for education management in the developing countries (Masue, 2010). The school committees’ members serve terms of three to six years. The specific roles of school committees have been to mobilize voluntary community contributions to projects, in the form of labour, money or building materials such as timber, sand and etc; facilitate planning, budgeting and implementation of PDP projects; provide information to the community on implementation and, indicating progress achieved, problems encountered and funds used; manage funds received for project implementation while ensuring maximum transparency and accountability, and to prepare and submit regular project progress report to the LGAs through Council

Education Officers (Mmari, 2005). It has also been argued that due to lack of autonomy to the school committees are not in a position to manage and they have no direct influence or power to take disciplinary action teachers who are misbehaving (Makongo and Mbilinyi 2003).

### **1.3 Statement of the problem**

Despite the fact that the school committees were designed to involve parents and teachers in decision making and management practices, the parents do not seem to be active participants in the decision making process. The exercise of selecting members of school committees among the parents is not given its due value because some members are neither willing nor capable to take up their responsibilities for the interests of whom they represent. As a result, the teachers have dominated the school management process over the parents who are developing negative attitudes towards the teachers and the school. This as a result has reduced local community material support for school development projects especially those which were being implemented under PEDP. However, little research has been carried out to determine the extent to which restructuring of school committees under PEDP has improved the efficacy of the school committees in managing school resources and projects.

Managing human and physical resources at school need effective school committees. School committees play active role in school development planning and implementation of the plans, administration of tenders for school supplies, and mobilizing and using resources especially in the implementation of the Primary Education Development programme (PEDP). However, there are claims that in many

schools the participation of teachers and parents in the school committees has little effect on budget decisions, use of school funds and supervision of school resources and projects (TEN, 2003; Mushi, 2006). For example, in some schools, resources such as funds have not been adequately monitored and schools construction projects are not completed timely. On this and similar accounts, there are doubts whether the school committees are adequately equipped to effectively manage school resources and projects. This study intends to investigate efficacy of the school committees in managing schools resources in Tanzania.

#### **1.4 Objectives of the Study**

##### **1.4.1 Main Objective of the Study**

The purpose of the study is to evaluate the efficacy of the school committees in the management of primary school resources and projects.

##### **1.4.2 Specific Objectives of the Study**

- (i) To establish the school resource and project management and monitoring activities in which school committees are involved.
- (ii) To examine the extent to which school committees play their roles in mobilizing School resources.
- (iii) To examine the challenges encountered by school committees as they engage in management and monitoring of school resources and projects.

#### **1.5 Research Tasks and Questions**

##### **1.5.1 Research Task One and Questions**

Establishing the activities in which school committees are involved in the management and monitoring of school resources and projects.

- (i) What resource and project management and monitoring activities do school committee members do?
- (ii) How school committees members' engage in school resource management and monitoring activities?

### **1.5.2 Research Tasks Two and Questions**

Examining the extent at which committee members competently take up their roles:

What are necessary resources needed for effective running of schools?

- (i) What are the methods used by the school committees in the mobilization of School resources?
- (ii) To what extent are the school committees mobilize school resources?

### **1.5.3 Research Three and Questions**

Examining the challenges encountered by school committees as they engage in management and monitoring of school resources and projects

- (i) What are the challenges encountered by school committees as they engage in management and monitoring of school resources and projects?
- (ii) How are the challenges encountered by school committees as they engage in management and monitoring of school resources and projects addressed?

## **1.6 Significance of the Study**

The findings will add to the current body of knowledge and debates about the concepts of teacher professional development and school management capacity.

Secondly, the findings will make a contribution to policy that will lead to

enhancement of school management capacity for primary education development. Thirdly, it will contribute to the growing literature on the successes and challenges of affecting the effectiveness of school committees with the view to improving efficiency and quality in the provision of primary education in Tanzania. Fourthly, it will help to generate insights that may enable other District Councils in Tanzania and elsewhere in developing countries to make use of the experiences gained from this study to improve the management of primary education in their localities through school committees. Fifthly, it may inspire other researchers to carry out studies related to the effectiveness of primary school committees in Tanzania. This in turn may contribute to the raising of community awareness concerning the role they can play in enhancing access, equity and quality of primary education through school committees. Finally, findings may provide some information to guide the initiatives of the Non-Governmental Organizations (NGOs) and other interested parties on how their contributions can improve the provision of primary education through school committees.

### **1.7 Delimitation (Scope) of the Study**

The study will be delimited to primary school heads, school committee chairperson, teacher, District Education Officers and District Inspectors of schools. The study will be carried out in Rufiji District in the selected schools representing others in Tanzania. The study will cover only school committee activities related to management and monitoring of school resources and projects. Other school administrative issues especially those concerning teachers and students academic achievements will not be included in the current study.



## **1.8 Conceptual Framework**

School Committee have been established under section 39 of 1995 educational Act for the purposes of supervising and advising on the management of primary school (URT, 1995). It is stated that every pre-primary and primary school shall have a committee responsible for management and maintenance of the school. In this case school committees are both policy making and administrative bodies for the schools on behalf of the state and parents. These committees are expected to manage and plan for development, discipline and financing of schools under their jurisdiction.

In order to address the specific research objectives in this study, the model has been developed to involve three variables namely the causative factors as independent variable, the roles of school committee factors as mediating factors and its outcome indicators as the third part of the model which intends to measure its efficacy. These variables are expected to inform more about the involvement of school committees in the management of school resources and projects and its efficacy. The functional roles of the school committee are clearly stated in Education Act No 25 of 1978 and its amendments in Act No. 10 of 1995, and in the education and training policy (ETP) of 1995. The Education Act No 25 of 1978 articulates clearly that every education institution must have governing body, which is school committees for primary schools and school board for secondary schools (URT, 1978). The boards have been legally mandated for carrying out all the management matters including management of school resources and projects. The school committee is supposed to represent the parents, teachers and local civil society organizations such as religious organizations if there are any.

The ETP document of 1995, clearly stipulates a number of aspects pertaining to the management of education decentralisation. The document points out that, ministries responsible for education and training shall devolve their responsibilities of management and administration of education and training to lower organs and communities (URT, 1995). The document articulates further that lower levels of education and training institutions such as school committees shall be responsible for management; development planning; discipline and financing of institutions under their jurisdiction

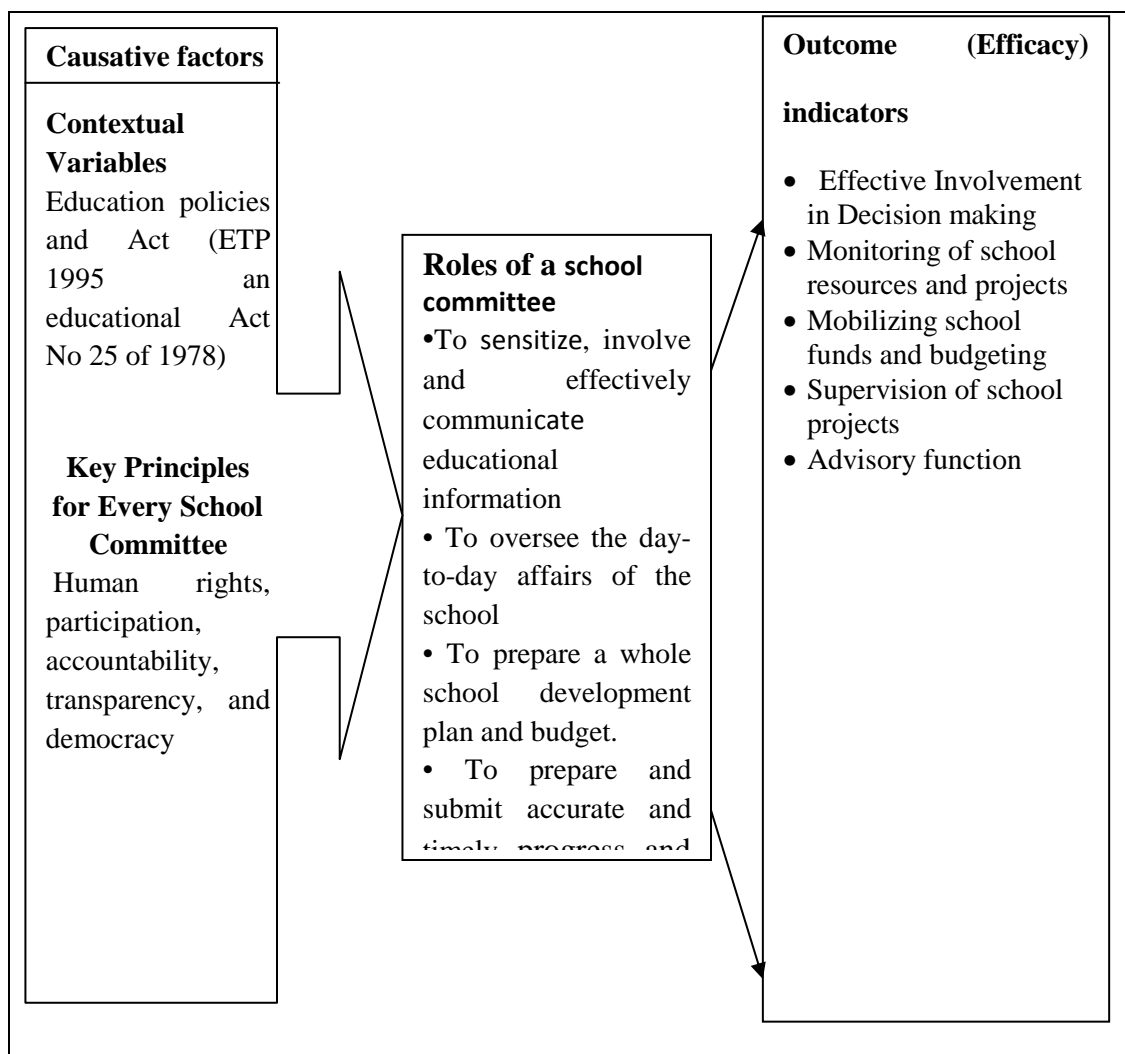
The key principles for every school committee in Tanzania are based on such principles as human rights, participation, accountability, transparency, and democracy (Haki Elimu, 2014). With such principles, the school committees are empowered to mobilize the community to address major challenges by providing find practical solutions to school management practices. They should no longer wait to receive instructions for each and everything from above! The Government would support school committees with funds and overall policy guidelines, but it is now up to the people to use it to improve provision of education in their community. The members of school committees are democratically elected by the local people to represent their voices in decision making and management of school activities. Therefore, the local communities through their school committees are held responsible for school development.

The second variable involves the functional roles of the school committees towards the management of schools. The roles of a school committees are stated to include

the following; to sensitize, involve and effectively communicate educational information to all parents, pupils, community stakeholders, and to ward and local authorities; to oversee the day-to-day affairs of the school, including implementation of all four PEDP components; to work together with the Head Teacher and other teachers to make priorities and prepare a whole school development plan and budget; to open bank accounts and to efficiently and effectively manage funds received for implementation, while guaranteeing maximum accountability and transparency in the processes used, including making incomes and expenditures publicly available; and to prepare and submit accurate and timely progress and financial reports to the community, Ward and the Council. If these functions are done poorly, goal attainment will also be poor, as well as the desired school committee's efficacy in management of the school resources and activities.

The third variables include the outcome indicators which are reflected in the efficacy of the school committees in fulfilling their functional roles. The study assumes that school committees are efficient only when they are effectively involved in decision making, they can effectively monitor school resources and projects, mobilize school funds and budget, supervise school projects and play advisory function to school leadership and teachers.

So the task in this study is to identify operational functional roles of school committees in the goals attainment and assessing performance against the set standard. This will finally make it possible to examine how school committees take up their roles in the management and monitoring of school resources and activities.



**Figure 1.1: Conceptual Framework Model to Describe the Role and Efficacy of School Committees in the Management of Schools (Modified from Rhodes and Steers, 1990)**

This implies that school committees are empowered in order to mobilize the community to address the major challenges facing the management of schools towards attaining quality education for all. They should no longer wait to receive instructions for each and everything from above! The Government will support school committees with funds and overall policy guidelines, but it is now up to the people to use it to improve education in their community.

## 1.9 Operational Definition of Key Terms

**Primary education** refers to full time formal education given for seven years after completion of pre-primary education in accordance with the syllabus approved by the commissioner (MoEVT, 2002, p3). After completion of primary education, successful pupils are allowed for the secondary education.

**School committee** is a committee established for the purpose of supervising and advising the management of primary school (MoEVT, 2002, P.4). Generally speaking, school committee is responsible for the management and maintenance of the school. In establishing the school committee, the community served by the school is represented. In Tanzania, school committee members comprised of the parents, teachers and local community representatives including civil society organizations.

**School community** is a specified group of people in a geographical location, with a vested interest on the day to day activities and performance of the school. Parents, local leaders and local NGOs/CBOs are examples of the stakeholders which constitute a school community.

**Management** is a universal and unavoidable personal and organizational process of relating resources to objectives. Griffin (1987:24) regards management as the process of planning, organizing, leading and controlling an organization's human, financial, and physical and information resources to achieve organizational goals in an efficient and effective manner. In the context of this study management is a set of activities directed towards efficient and effective utilization of organizational resources in order to achieve educational goals.

### **1.10 Organization of Study**

This research proposal will consist of seven chapters. Chapter one is the introduction which has outlined the background and the statement of the problem. The chapter also has delineated the purpose of the research, its objectives and research questions. The chapter has further addressed the motivation and the significance of the study and it concluded by explaining the delimitation and limitation of the study. Chapter two provides the literature review. In this part, only literatures related to this topic surveyed. The chapter therefore starts by surveying on the educational acts which support the functions of school committees and their link to their immediate communities. Other issues surveyed in this chapter include the educational decentralization in African context. The chapter ends by giving the summary of the whole chapter. Chapter three confers the conceptual framework guided the study and research methodology. In this part, research design, the sampling methods and methods of data analysis are discussed. The chapter ends by giving the summary of the chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides literature review relevant for the efficacy of the school committees in fulfilling their functional roles. It provides details on the theoretical perspectives based on participation of school committees, wider conceptualization of school committees and their functional roles, the key principles for school committees and their effect on school committees' performance. Global and local empirical studies are discussed to show how the participation of school committees or bodies affects school activities and management of resources and projects. Finally, the chapter will synthesize the literature reviewed and identify the knowledge gap.

#### **2.2 Theoretical Framework**

##### **2.2.1 The Participation Theory (Arnstein, 1969)**

Participation is described as a process in which members of the public take part in the formulation, passage and implementation of public policies (Stoker, 1997). This is a wide-ranging definition, which extends the emphasis of public participation beyond the development of policy, to decision-making and implementation. The theory of community participation has received considerable academic attention particularly since the early 1990's but have been a source of debate since at least the 1960s. The prominent frameworks for community participation are then summarized by several complexities namely: dimensions of power; issues of process and capacity; and the nature of 'community. The theory concludes by describing an

evaluation tool for community participation, which has sought to address many of these complexities.

By a ladder of participation, the community participation theory as proposed by Arnstein (1969) suggests different levels of participation, from manipulation of citizens, through to consultation, and to what we might now view as genuine participation, i.e. the levels of partnership and citizen control. By a ladder of citizen empowerment, the theory introduces a shift towards understanding participation in terms of the empowerment of individuals and communities. This has stemmed from the growing prominence of the idea of the citizen as consumer, where choice among alternatives is seen as a means of access to power. In this case, people are expected to be responsible for themselves and should, therefore, be active in public service decision-making. In so doing, Burns et al (1994) modified Arnstein's ladder of participation and proposed a ladder of citizen power. This essentially treats community participation as a marketing exercise, in which the desired end result is 'sold' to the community. The frameworks provide useful insights into the scope of experiences associated with community participation.

There are however, a number of dimensional complexities of the theory. One is the dimension of power which suggests that although the idea of empowerment is often implied, there is little explicit discussion of the operation of power (Stewart and Taylor, 1995). At a conceptual level, Stewart and Taylor describe the issue of whether power is finite, and held by particular people or groups, or an infinite resource open for all to grasp. The importance of this stems from the fact that if finite, the empowerment of some must involve the dilution of the power of others.



An alternative view is that power is a positive-sum game, so that power can be achieved by some without necessarily removing it from others. As a result, Winstanley (1995) developed a stakeholder power matrix which sought to distinguish between four potential levels of stakeholder power. They are arm's length power, which represents strategic level power; comprehensive power, which represents both strategic and operational power; disempowerment, which represents no real power, either strategic or operational and operational power.

Second is the dimension related to issues *of* process and capacity. According to MacFarlane, (1993) and McArthur et al, (1996) even where 'partnership' structures exist, the characteristic processes of governance (with an emphasis on formality, outputs and quick results) often preclude genuine participation on the part of the community 'partners. It is suggested to recognize the need for processes as well as structures to facilitate participation. This increasingly recognizes that attention needs to be paid to the capacity of the community to engage (McArthur et al (1996).

To address the complexities above, Wilson and Wilde (2003) have identified four dimensions of community participation namely influence, inclusivity, communication and capacity. Influence is about how partnerships involve communities in the 'shaping' of regeneration plans/activities and in all decision making. Inclusivity is about how partnerships ensure all groups and interests in the community can participate, and the ways in which inequality is addressed. Communication is about how partnerships develop effective ways of sharing information with communities and clear procedures that maximize community

participation. And finally, capacity is about how partnerships provide the resources required by communities to participate and support both local people and those from partner agencies to develop their understanding, knowledge and skills.

#### **2.2.1.1 Relevance and Application of the Participation Theory**

The theory attempts to represent, organize and explain the concept of citizen participation in a simple and understandable way. The concept of participation through a ladder metaphor has successfully managed to provide the academic world with a quicker view and grasp of the complicated relationships involved in the participation process. Specifically, the current study utilises the theory of community participation to describe how school committees become representative of the people in management and decision making at school level and how citizen participation rests on linking participation (as an indicator of empowerment) to the efficacy of school committees (the dependent variable).

However, the theory of community participation is criticized for being simplicity. For example, at the level of ‘informing’ there could be significant differences in the type and quality of the information being conveyed. Realistically therefore, levels of participation are likely to reflex a more complex continuum than a simple series of steps. The use of a ladder also implies that more control is always better than less control. However, increased control may not always be desired by the community and increased control without the necessary support may result in failure. This is practically unrealistic because first, it may not be possible to establish a clear demarcation of where exactly each level begins and end in practice; and second,

social phenomena involve people, who are usually complex and unpredictable in their thoughts and behaviour (Taylor 1985).

### **2.3 The Functional Roles of School Committees in Tanzania**

A school committee is a group of elected members responsible for managing and overseeing the activities of a primary school, and to provide it with community support. Each primary school is required by law to have a school committee. School committees have existed for a long time with their functions changing from time to time to fit the social, economical and political situation.

In Tanzania like other former British colonials Primary Schools were managed through school committees. The roles of the school committees/boards were changing from colonial time, independence and decrying political and economic liberalization. During colonial time the school committees/boards were for advisory purpose to advise the heads of schools (Masanja, 2003).

After independence, there were many reforms in education to make it relevant to the need of the nation. More schools were established. The socialist policy laid down by Arusha Declaration in 1967 and the drive to produce educated manpower led to great measure of overall government control of education institutions. Also the declaration was based on philosophy social economic on African socialism and self-reliance. The principles of Arusha Declaration emphasized equal access to scarce economic resources and social services such as Primary school (URT, 2008; Msekwa & Maliyamkono, 1979).

To effect this, the 1978 Education Act was passed by legislature to define the composition and the roles of school committees for Primary school and school boards for colleges and secondary school (MANTEP, 1991). The number of the members of the committees depends on the size of the school. The head teacher is the Secretary of the committee. The Act stipulated that school committees should have 9 to 11 which 7 elected members, five (5) from parent and 2 from teaching staff 2 to 4 ex-official or co-operated the committee led by chair person is elected from the members of the committee teacher is the Secretary of the committee (Ministry of Education, 1982). In addition, the Act defined the roles as follows; in collaboration with the village council the school committees has to make sure that school has enough land; to advice the head of the school on matters pertaining to the day to day running of the school; to promote better education and life If the school welfare; to confirm or disallow the dismissal of pupils from the school.

From 2000 to date the education reforms devolved most of the educational management responsibilities to the local levels. This shows the improvement to the education provision. For example abolition of school fees, parent cash and labour contribution in classroom construction (URT, 2008).

In 2001 the government reviewed the education development plan (PEDP) with the aim of improvement of education that is improved education inputs and strengthen institutional for effective primary school delivery giving more power to stake holders at glass root. The PEDP put more responsibilities and power to school committees. The school committees' roles are mobilization of the community to contribute to projects in form of labour, money or materials for building; planning, budgeting and

implementation at the school; provision information to the community; management of fund received; to prepare and submit accurate and timely progress and financial reports to the village council committees; general over sight of day to day affairs of the school, and to manage the school bank account (Mmari, 2005, Mwongozo wa Ununuzi wa Vifaa 2003).

School committees have a pivotal role in the implementation of the Government's Primary Education Development Plan (PEDP). Since educational policies and acts seeks to increase democracy, inclusiveness and accountability in the composition and functioning of the school committee. The PEDP document does not state the exact membership of the school committee, but it emphasizes the involvement of representatives of the community, teachers, pupils, parents and village government. It also requires gender balance so as to ensure voices of girls and women are heard (Hakielimu, 2003).

The school committee is overall in charge of the school whose key roles are to sensitize, involve and effectively communicate educational information to all parents, pupils, community stakeholders, and to ward and local authorities. Second, it is to oversee the day-to-day affairs of the school, including implementation of all four PEDP components; thirdly to work together with the Head Teacher and other teachers to make priorities and prepare Whole School Development Plan and Budget; fourthly, to open bank accounts and to efficiently and effectively manage funds received for implementation, while guaranteeing maximum accountability and transparency in the processes used, including making incomes and expenditures

publicly available. Fifthly, is to prepare and submit accurate and timely progress and financial reports to the community, Ward and Council.

The prime responsibility of school committee is to its stakeholder's pupils, parents, teachers and the community around the school. This is why information, feedback and transparency at the community level are so important, and why a school committee must keep good records. This ensures that everyone in the community should feel they 'own' the committee, and that they can go to it to ask questions, solve problems, offer ideas and get information. The school committee is also responsible to the Council Director for the proper use of funds while the Head Teacher is also accountable to the school committee (Hakielimu, 2003). Thus, the roles of school committees changed from that of bridging relations between parent and the school to play an active role in school development. The school committees the responsibilities are preparing school development plans and implement them accordingly, announce tenders for school supplies and mobilize and use resource locally with the respect of needs.

#### **2.4 The Effect of School Committees on School Management and Performance Achievements**

The combination of resources and agency results into capabilities, which imply the potential that people have for living the lives they wish, and of achieving valued ways of „being and doing“ which imply achievements realized by different individuals (Sen 1999). Kabeer's dimension of power is constituted from the „achievements or failures as the case may be, though she cautions that there are some cases where failures to achieve valued ways of being and doing“ can be a result of

laziness, incompetence or other individual-specific reasons, so the issue of power becomes not very much relevant. The achievements contribute to empowering the individual or team (e.g. the school committee as for this case) and that is why in the analytical framework the arrow goes in both directions to the empowerment manifestations (independent variable) and effectiveness in role accomplishment (dependent variable).

## **2.5 Empirical Studies on the Efficacy of School Committees Towards School Management of Resources and Projects**

### **2.5.1 Experience from Developed Countries**

In Australia the school based form of decentralization is commonly used. Mohrman et al (1994) defined school based management as a form of decentralization that individual school as the primary unit of improvement and relies on the distribution of decision making authority as means through which improvement stimulated and sustained where some authority make decision on budget, personnel and others such as council, committees, team board composed of principals, teachers parents and community participated directly in decision making, planning, budgeting, setting school policies approving budget and evaluating education programme are the responsibilities of school council (Caldwell and Spinks, 1988). Thus the essentials of self management of schools in Australia are as follows: budgets are handled down to schools and the decision on how funds are allocated rest on the principal in consultation with government bodies and the education. The school and its community have been provided with increased discretion in financial and physical resources although the central system remains the chief source of funds.

In New Zealand, under self managing approach form of decentralization has reached very far in education management and involvement of the community in managing education. Caldwell and Spinks (1988) point out that New Zealand has the most comprehensive reforms with high level of self management in which the role of school committees were strengthened. To them school committees are setting goals, formulate policies approve budgets and share conduct of the programme evaluations.

In United Kingdom, the self managing (self management of schools) is used as an approach towards decentralization in schools (Caldwell and Spinks, 1988). The Conservatives manifesto for the 1987 national election in Britain contained four major proposals pertaining education: national core curriculum; control over school budgets to be given to the governing bodies and head teachers for all secondary schools and primary schools within five years; increasing parental choice by fostering diversity and increasing access; allowing state schools to opt out of Local education authority LEA control with grants from the national government being made directly to the school. These four proposals were implying the decentralization from the centre where school bodies are given power and authority to manage schools.

The 1998 Education Act was passed in England in the following aspects, delegation of financial to the governing body that is delegation of financial responsibility to schools that allowing teachers and governing bodies to allocate funds to the priorities. There are the school trustees who are the governing bodies that made up of principals, elected parents, community members, teachers and support staff members



and in some cases students. These bodies determine how funds will be spent and make decisions on the appointment of personnel and buying equipment for the school (William et al, 1997).

The United States of America uses the term school site management form of decentralization (Caldwell & Spinks, 1988). The approach is intended to cover the decentralization with resources. It is defined broadly to include matters related to curriculum personnel and addition to finance to be devolved to the schools. Thus, the decentralization to schools in America is geared towards financial delegation to schools (Bullock and Thomas, 1997). Also school based management in America is aimed at improving the academic performance through the mechanism of budget. Mohrman et al (1994) claimed that the rationale behind school based management in USA is the delegation of budgeting power to schools to improve the capacity of school by increasing the involvement of school level stakeholders in managing since this would improve school performance. School level councils are given decision making power because it is believed that the members understand the needs for students/pupils. According to Mohrman et al (1994) the power should be dispersed through sub-committees in schools, whose members have increased need for professional development because of the new roles of educators, the principals, the learners and the administration personnel serving in those school committees.

### **2.5.2 Experience from Developing Countries**

Kenya as one of the former British colonies adopted the British system of having school committees for primary school and school boards for secondary school. Masanja

(2003) points out that in Kenya the December 1964 Republican Constitution stipulated that school committees should monitor admission and finance schools. Also should assist the head teachers in doing day to day administrative functions. In addition to the school committees in 1970 parent teachers association has introduced and involved to play role in the management of schools that is for physical infrastructure facilities, fund rising, purchasing equipment and materials (Republic of Kenya (1999).

In Uganda school committees began soon after independence 1963. The government established it own administrative machinery and school management committees (SMC) to manage Primary school. Then established Parent, Teachers and Association (PTA) which their functions were to assist school Capital Development Grant (CDG) when as people provided labour and cash to build schools (Passi, 1995).

South Africa use self Management school policy. That is the decentralization from central to lower level of governance. The communities are given power to control schools (Muwanga, 2000). This policy is consolidated with the Act No. 84 of 1996. The Act gives power to governing bodies (school Governing Bodies) the responsibilities to develop policies, support the staff, develop the mission statement of the school, administer and control school properties (Karlsson 2002). The school SGB functions are summarized as follows: - proper management system namely; planning and monitoring mechanisms, proper budgeting and accounting systems that will ensure proper use of funds safe and secure storage facility and adequate administrative system.

## **2.6 The Functional Roles of School Committees in Tanzania**

In Tanzania there are few studies related done specifically on the nature and performance of school committees in management of schools. URT (1995) stipulates that boards and committees of education and training institutions will be responsible for management development planning, disciplining and financing of institutions under their jurisdiction. The roles and responsibilities as well as conditions of selection of school committees' members are the same in all schools because the same Education Act of 1978 guides them.

The study done by TEN/MET revealed that the teachers and members of school committees had limited, knowledge of their entitlements and little influence of budgets decisions, impacting on the use their funds on construction maintenance, training and procurement of text books. To summarize the above they argued that there was losses cost efficiency caused by decisions on training being made by districts without involvement of school staff or committees (Bjorkman & Svensson, 2009). In addition, the members of school committees have power to manage school if have devolved to them but in practice most of the members of school committees left management and administration respectively to the Head teachers, the main reason is the incompetence due to the low level of education and lack of experience of running schools (Chapman, 2002).

Louis, (2005) did a study on assessment of PEDP implementation in Mara region and revealed that all the Head teachers who were interviewed were having friction with their school committees on issues related to financial management this is due to the

knowledge concerning financial matters. This supports the study by Mulengeki (2004) who found that the school committees in Tanzania had very low capacity to management of school under their jurisdiction. For example the hiring and firing of teachers mandate is still retained by district authorities since teachers are the providers of Education in schools such as arrangements undermine the power of school committee, which is the lynchpin of the success of implementation of the PEDP at the community level.

The study done by Masue (2010) and Binde, (1998) found that, most of the school committees in Tanzania had no pupils representative. That means pupils are still being regarded as a recipient of the instructions regarding management decision and not as important stakeholders in generating decisions. However the PEDP programme insisted much on the pupils' representatives in school committees. It was learnt that the many school committee chairpersons were lacking the spelt knowledge, skills and experience on how to handle some school activities such as planning and budgeting. The result of this is unofficially surrendering their decision making powers to the head teachers. As a result, it has been found that school committees sat to approve what had done by head teachers; it appeared that the rest of the members played a passive role of rubber stamping the head teacher decision templates. This is contrary to Education Act of 1978 and Education and Training policy of (1995) all of which put emphasis on the involvement of school board or school committees in initiating and implementing the school projects.

In addition, Binde (1988) on his study about the College Board found that boards have no power to fire and recommend who should be promoted or demoted due to

poor performance. So to attain performance standards they should be given powers to hire and fire to affect transfers and to engage in promotion procedures. Since the school boards are Management organs, the school committee also look the same this is verified by (TEN, 2003). So they must have enough powers to attain required performance standards as stipulated in Education Act of 1978 and its amendment Act of 1995.

## **2.7 Involvement of School Committees on Resource and Project**

### **Management and Monitoring Activities**

Studies indicate that school committees are involved in resource and project management and monitoring activities at various levels and countries. In **Kenya**, school management boards have been powers with responsibilities to become part of the schools' leadership. Their core functions include planning and development of physical facilities for the purpose of improving learning and teaching in the school; sourcing and management of school finances which includes receiving all fees, grants from public funds, donations and any other income to the school (Wanderi, 2008; Wilson, 2001). They act as custodians of their school movable and immovable property, control and discipline of teachers and, audit and regulate the expenditure by the administration to ensure that funds are spent objectively. However, in a number of cases evidence suggest that their roles occasionally overlap resulting in tensions and conflicts among governance bodies have also been reported.

In **Ghana**, education is decentralized and the School-based management are the model through which decentralization is executed (Bogaert, Goutali, Saraf, & White,

2012). At the level of each school, a Parent-Teacher Association (PTA) and a community-based School Management Committee (SMC) are in charge of school management and improvement. One of the functions of the committee is to monitor and supervise the head teachers, teachers and pupils, ensuring maintenance and safety of school infrastructure, ensuring pupil and teacher discipline, assisting teachers to improve teaching and learning, resolving school-community conflict and improving teacher community relations (Osei-Owusu, and Kwame Sam, 2012).

In **South Africa**, a school governing body is the lawful structure made up of a group of people responsible and accountable to take and implement decisions on behalf of the school community. The general role of the school governing body is governance, which is defined not simply as the system of administration and control of education in a country, but the whole process by which education policies are formulated, adopted, implemented and monitored (Khuzwayo, 2007).

In **Hong Kong**, school management committee are responsible for ensuring that the school is managed satisfactorily; the education of the pupils is promoted in a proper manner and the Education Ordinance is complied with (Education Commission, 1997). Most of the managers of the SMCs in primary and secondary schools are nominated by their sponsoring bodies. However, as these bodies are merely advisory in nature, they have no substantive decision-making power (Cheung, and Kan, 2009).

In **America**, Charter schools offer an opportunity for teachers, parents, and other community members to be actively involved in the governance of public schools.

However, evidence suggests that malfunctioning charter school boards are common, reflecting a lack of board experience and a tendency to manage rather than govern (Grignano, 1999; Axelrod, 1990).). However, based on the discussion above, the literature has not indicated how members in the school management boards are involved in school resource management and monitoring activities. In addition, little has been covered in the literature on the description of the methods commonly used by the school committees in the mobilization of school resources. Finally, the effectiveness of the school committees in mobilizing school resources is not adequately known.

## **2.8 The Challenges Facing School Committees in Management and Monitoring of School Resources and Projects**

The literature reviewed from various countries has identified several challenges encountered by school committees as they engage in management and monitoring of school resources and projects. In **Kenya**, although school boards of governance are empowered to functions for planning and development of physical facilities and sourcing and management of school finances which includes receiving all fees, grants from public funds, donations and any other income to the school (Wanderi, 2008; Wilson, 2001).

However, in a number of cases evidence suggest that their roles occasionally overlap resulting in tensions and conflicts among governance bodies have also been reported. Ambiguities in role definitions in an organization or unclear boundaries of responsibilities, has always set for interpersonal frictions between the persons involved in school management.

In **Ghana**, the Parent-Teacher Association (PTA) and a community-based School Management Committee (SMC) are in charge of school management and improvement. However, there is no systemic mechanism to initiate school committees, and too many remain dormant and unable to mobilize resources for their schools. In addition, the training and managerial capacity building are greatly needed but are rarely provided thus committees unable to face challenges and make appropriate decisions (Bogaert et al, 2012). In such a situation, some members of SMCs do not understand their roles.

In **South Africa**, the general role of the school governing boards is governance, which is defined not simply as the system of administration and control of education in a country, but the whole process by which education policies are formulated, adopted, implemented and monitored (Khuzwayo, 2007). However, members in school governing bodies are lacking the skills required to implement their role including skills audit for governing bodies. Some scholars believe that key stakeholders are represented on the governing body, but not be at the expense of skills. Thus it is critical for good governance to have a diverse group of people bringing different skills, knowledge and experience to the discussions in the school governing bodies.

In **Hong Kong**, school management committees are facing several challenges in managing schools resources and projects. Unfortunately, the school management committees have been merely advisory in nature, without substantive decision-making power (Cheung, and Kan, 2009). Under the current legislation, there is no specific requirement on the composition and mode of operation of the SMC, thus



individual schools may have different ways of management. There is a lack of transparency in school operation making it difficult for the public to understand how school decisions are made.

In **America**, charter schools are operated and managed by school governance boards. However, evidence suggests that malfunctioning charter school boards are common, reflecting a lack of board experience and a tendency to manage rather than govern (Grignano, 1999). The school boards are challenged by lack of proper organization for effective nomination of committee members. The selected board directors in turn are not likely to have a good understanding of the charter school and their role as board directors. As a result, the charter schools lack professional competence in financial management, hence likely to cause financial mismanagement and mishandling of conflict when a school is undergoing major changes like facility development.

In **Tanzania**, decentralization of educational management involved school committees in several school activities and projects when implementing PEDP. The school committees are involved in the planning and management of school projects (Lubuva, 2009; Baganda, 2008). There are however, some challenges in the involvement of school committees in the planning and management of school programs. As a result most of the school projects and plans could not be implemented simply because the donors had not provided funds to the central government. However, there are limited studies that have adequately researched on the challenges encountered by school committees as they engage in management and monitoring of school resources and projects in Tanzania. This study intends to go

beyond that by investigating how challenges encountered by school committees as they engage in management and monitoring of school resources and projects are addressed.

## **2.9 Synthesis and Research Knowledge Gap**

Some of the studies cited above are based on experience from both the developed and developing countries including Tanzania. Some of the weaknesses regardless of the fact that these countries are mostly developed in terms of decentralization in Education and the societies in such countries are aware on those matters. The available literature especially in the context of Tanzania has not adequately revealed the efficacy of school committees in the management of school resources in Tanzania.

For example a study on school committee by Louis (2006) focused on assessing primary Education Development programme (PEDP); a study by Bishop (2007) focused on the policy and practice of educational service provision for pastoralists, while a study by Mulingeki (2004) focused on local capacity and school functioning and its contribution of education to poverty alleviation; in addition, a study by Binde (1998) focused on power sharing towards effective management of Teachers Training Colleges in Liberalized education system in Tanzania. Based on this literature very little has been covered to assess directly the efficacy of school committees in the management of school resources in Tanzania. The current study intends to fill the gap by investigating the efficacy of the school committees on mobilizing and managing school resources and school projects in Tanzania.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodological procedures to be employed in generating and collecting information relevant for research objectives. The chapter covers several elements particularly the research design, the study area, target population, sample and sampling techniques, data collection instruments, data processing and analysis, validation of instruments and ethical considerations.

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

This study employs a qualitative approach because the researcher intends to interpret practices, beliefs, views, perceptions and efficacy of school committees in the management of school resources and projects. Mason (1998) defined qualitative research as multi-method in focus, involving an interpretive and naturalistic approach, to its subject matter it implies an emphasis on qualities of entities, processes and meanings that cannot be experimentally examined or measured in terms of quantity. Creswell (2009) and Best and Kahn (2003) argue that research is reported in terms of verbal description, rather than numerical form. Therefore, it will enable to obtain participants' views and opinion on the topic under study. A case study design was suitable for this study because researcher intended to explore rich and detailed data from informants based on few units of study. The case study design involves an analysis of characteristics of an individual unit so as to probe deeply and analyze intensively (Leedy and Ormarod, 2001). The design allows an in-depth

comprehensive study of a person a social group, a process an episode a situation, a programme, a community an institution or any other social unit.

Qualitative approach demands in-depth and intensive qualitative data in relation to its natural context. The case study design therefore suited the demand because the study was carried out to collect the views and opinions of the respondents with regards to the efficacy of the school committees towards the management of school resources. The study was done within Rufiji District Council in coast region as a case to enable researcher organise the data collected from specific cases for in-depth study and comparisons. Researcher felt that was the choice of the case study would provide an optional basis to answer research questions. Although the case study is criticized because of inability of its findings for generalization, the major purpose of the study was not generalization rather, the intensive examination of the efficacy of primary school committees in managing school resources. Moreover, case study enabled researcher to deal with the easily controllable area as well as sample to acquire information on the study at hand.

### **3.3 Area of Study**

The area of study was in Rufiji District, one of the districts in Coast region East of Tanzania. Other districts are Mafia, Mkuranga, Kisarawe, Kibaha, Bagamoyo and Kibaha Township. On the basis of the 2002 population and housing census report, Rufiji had a population of 203,102 of which males were 98,398 and females were 104,704 at annual growth rate of 1.9%. Administratively, the district is divided into 6 divisions 27 wards and 106 villages. Rufiji district is chosen conveniently for the

academic and administrative purpose. Based on the district education officer report, the involvement of school committees in school management during PEDP implementation was minimal (Rufiji district education report, 2009).

The district education annual report indicated that there was considerable low awareness and participation of parents in school committees when it comes to decision making of school development matters. The report revealed that in some cases school committees were compelled to make decisions out of requested column. The scenario made the Rufiji a district with poor performance record with respect to the functioning of school committees when it comes to school decision making.

### **3.4 Target Population**

Fraenkel and Wallen (2000) defines population as an arrangement of people or things that a researcher has in mind from which one can obtain information and draw conclusions. The target population in this study involved primary school teachers, head teachers, members of school committees who representing the parents and the district education officer from Rufiji district as the key informants.

The group of key informants was thought to be well informed with regards to roles and responsibilities of the school communities. The head teachers who are the secretaries to the committees were primarily answerable to the district council where DEO is the Head of Department. The DEO was expected to be not only in-charge of the education department but also responsible to monitor the functioning of school committees in his district.

### 3.5 Sample and Sampling Techniques

#### 3.5.1 The Sample Size

A sample is a segment of population which the researcher is interested in for gaining information and drawing conclusion (Best and Khan, 2003). This study involves three primary schools in Rufiji District. Since the goal of qualitative research is stated to be “*in-depth understanding*.” So, qualitative sample must be big enough to assure that we are likely to hear most or all of the perceptions that might be important. Samples for qualitative studies are generally much smaller than those used in quantitative studies because frequencies are rarely important in qualitative research. The qualitative research is concerned with meaning and not making generalised hypothesis statements (Crouch & Mckenzie, 2006). In addition, because qualitative research is very labour intensive, analysing a large sample can be time consuming and often simply impractical.

Various researchers have tried to suggest some guidelines for qualitative sample sizes. For example Ritchie et al. (2003) suggested that qualitative samples often “lie under 50”. While some researchers offer guidelines for qualitative samples, there is evidence that suggests others do not strictly adhere to them. Creswell suggested range of 20 and 30 (1998). Bertaux (1981 in Guest et al., 2006) suggests that all qualitative research should have fifteen as the smallest acceptable sample. Based on these observations one can notice that there are no exactly rule of thumb for qualitative research sample size. However, the saturation of data was used as a determinant of the 47 sample size employed for this study. Thus, a sample size of 47 informants comprised of 1 District Education Officer (DEO), 12 teachers, 4 Head teachers, 30 school committee members as summarized in Table 3.1.

**Table 3.1: Composition of Sample Categories**

<b>Category of respondents</b>	<b>Number of respondents</b>
District Education Officer	01
Teachers	12
Members of School Committees	30
Head teachers	04
<b>TOTAL</b>	<b>47</b>

The DEO was involved in this study simply because she/he was an accounting officer for educational matters in the district required to receive school management report on the implementation of school projects on quarterly basis. The DEO was entitled to monitor and provide administrative directives to school management and leadership. For that matter DEO receives a copy of meeting minutes of every school committees and help to resolve contradictory school management issues if raised on every meeting. The head teachers are the head of schools (institutions) and based on their leadership position they are secretaries to the school committees. They are expected to be aware of all management issues within the school committees. The primary school teachers are teaching staff who assist the head of school to raise and propose solutions to management and leadership issues in schools which head teachers tend to forward them for discussion in the school committee meetings. They are expected to provide information on how efficient is the school committee in addressing school management issues. Finally, the school committee members as expected to provide practical experience of their conduct in the school committee meetings in addressing resource management issues.

### **3.5.2 Sampling Techniques**

Sampling is the procedure used to select some elements of a population in such a way that it represents the actual characteristics of the total population (Orodho and Kombo, 2002). The study adopted purposive and stratified sampling procedures to select respondents; purpose sampling was used to select, District Education Officers, School Committee Chair person, parents within the community. Those were purposively selected because of their role in the school committees. They were responsible in developing committees, training the school committees their roles that are capacity building to the school committees' members (District Education Officers). The researcher sought information on the roles of school committees in managing school resources, capabilities of the school committees in the whole management process in schools.

Stratified random sampling procedure on the other hand, was used to select four schools. In this technique, the population was divided into sub-groups based on their geographical locations (urban schools, peri-urban schools and rural schools) then select items from each stratum to constitute a sample (Kothari, 2004). Schools in these geographical locations were considered to differ in socio- economic backgrounds which were also considered to have effect on the efficacy of the school committees in managing school resources in which case urban and rural schools were involved.

The researcher assumed that the school committees members in urban are more educated compared to the rural, this is due to in urban the retired persons from civil



servants are found such as the retired teachers, army officer, districts commissioners so even the required qualification of a chairperson is found which in rural there are few or not present at all. That is studying the efficacy of the school committees based on that matter particularly when making a sample by stratified method.

There are 116 schools where 18 schools, 12 schools and 86 schools are located in urban, Peri-urban and rural localities respectively. The sampling frame for the names of the schools was found at district education office register where 6 schools were randomly chosen based on their strata. So as to get the names from 116 schools the researcher used simple random sampling, procedure where by the schools were given numbers put into the box then lottery method will be used. Members of school committee from each school were included in the study.

### **3.6 Data Collection Instruments**

This section provides a description of the instruments which were used in the data gathering process questionnaires, focus group discussion and documentary review (school records). Data collection refers to gathering of information to establish some facts. Nkpa (1997) asserts that data collection is the process of obtaining proof in a systematic manner so as to determine answers to the research problem. This study used both primary and secondary sources for data collection. For the collection of data, three instruments were employed to collect the necessary information for the study namely the interview, focus group discussions and documentary search.

#### **3.6.1 Semi-structured Interview**

Interview is a common and important method in qualitative research. It refers to an exchange of views between two or more people in topic of mutual interest or human

interaction for knowledge production (Best and Khan, 2003). One of the advantages of an interview is to allow the participant describes what is meaningful or important to him or her words rather than be restricted to pre-determined categories. The study employed a semi-structured interview in gathering information from district education officer, all categories of respondents. Kombo and Trop (2006) points out that advantages of using semi-structured interview, that is their flexible, because of having open and closed ended questions, the research instrument made the researcher to get complete and detailed understanding. For this reason semi-structured helped the research to get respondents' feeling, experience concerning the efficacy of the school committees in managing school resources and projects.

### **3.6.2 Focus Group Discussion (FGD)**

Powell and Single (1996) define focus group discussion as a group of individuals selected and assembled by a researcher to discuss and comment on from personal experience. The technique involved a number of people at the same time with emphasis on not only questions and responses between the researcher and participants but also interaction within the grouped based on topics provided by the researcher Patton (2002) point out that focus group discussion is held with a small group of people usually 6 to 12 on a specific topic.

Focus group is a data collection technique that facilitates an interaction among people of similar backgrounds to talk about their attitudes and experiences about a phenomenon. The instrument was deemed necessary because it grows out of exchanging views and feelings about the phenomenon with other people, it was open

room for diverse views. Specifically, it is argued that interactions among participants enhance data quality (Patton, 2002). A discussion was conducted in one of the rooms at every school, which was a bit isolated but well ventilated for the purpose of comfort and confidentiality. Before the discussion the researcher introduced the purpose of the study to familiarize the informants. The researcher posed questions before allowing the informants to discuss them. The researcher was keen to record the responses manually in the notebook.

### **3.6.3 Documentary Analysis**

This technique was used to collect information from official documents especially, from the head teachers' offices including the meeting minutes, school calendar document of school budgets, various plans and others from district education offices such as report books will be analyzed. Best and Kahn (2003) describe documentary analysis as a process of gathering information whereby the researcher has to review the written documents as intimate diaries, personal letters, books and journals so as to get useful information related to a particular study. Primary and secondary documents involved ministry of education circulars and documented regulations concerning the functional roles and reports on the functioning of the school committees in the management of school resources and projects. Other documents involved all written documents and reports including books, newspaper articles as well as journal articles and research reports on school committees' performance.

### **3.7 Validation of research instruments**

The validation of the instrument was done by conducting a pilot testing in one of the schools in Mkuranga district and some expert opinions were sought from the

supervisor. The quality of the data gathering instrument is dependent on whether the instrument can measure what it is supposed measure and if items carry the same meaning for all respondent (Best and Khan, 2003). Validation of the instruments is the process of establishing documented evidence, which provides a high degree of accuracy that a specific process consistently produces to meet its predetermined specifications and quality attributes (Best and Khan, 2003). Researcher used various methods to validate the research instruments including pilot testing to help the researcher to identify the ambiguities and unclear questions. Researcher did a preliminary survey in one of the school in Mkuranga district. . It involved 7 respondents (3 school committee members, 1 head teacher and 2 primary school teachers and DEO).

In addition, validity of the instruments was done through discussion with other members of the Open University, faculty of Education such as lecturers, research supervisor and fellow students of Masters Education programme. Some inconsistencies and ambiguities were corrected in order to establish the face, content and construct validity. Moreover, the use of different instruments for data collection (triangulation) aimed at ensuring reliability and validity of data collected (Cresswell, 2009). In this case three methods were used namely the focused group discussion, interviews and documentary analysis for one method to crosscheck the validity of the other.

### **3.8 Data Analysis Plan**

Qualitative data collected through, interview schedule, documentary review and focus group discussion will be analyzed qualitatively. Thematic analysis and content

analysis were used to analyse data. Content analysis is a technique in which the researcher organizes information collected. Data analysis is a systematic procedure for identifying essential features and relationships, a way of transforming the raw data through interpretation and analysis to make them of a more meaning that can be consumed. This was done first, through organizing content under specific themes based on the research objectives and research questions, secondly by drawing and verifying conclusions on them. Qualitative data were finally interpreted through discussion and inferences drawn in an effort to answer the questions raised by the research questions.

### **3.9 Ethical Considerations**

There are several ethical issues to consider when doing research. This involves seeking permit (Kerlinger, 1993). Researcher sought for research clearance permit (letter) from the Vice Chancellor; The Open University of Tanzania that was presented to the District executive director (DED) of Rufiji for issuance of permission to collect data in his area of jurisdiction. At school level the researcher sought permission from the head teacher of the school before data collection process began.

Second, throughout data collection process, ethical issues were taken into consideration so as to ensure that there is a high level of confidentiality between the researcher and the respondents. This was done so as to ensure the rights to privacy and protection from harm either physical or emotional is safeguarded by asking questions in an appropriate manner (Coffey and Atkinson, 1996). The researcher

made sure that the information collected was kept in a safe manner so it could not be accessed by unauthorized persons. Furthermore the researcher has ensured that the respondents' names and names of schools are not mentioned anywhere in the study. Instead, the names of schools were substituted by alphabetical letters A-D in no order that could ordinarily relate the letters and real names of the schools.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This study intended to evaluate the efficacy of the school committees in the management of primary school resources and projects. This chapter presents the findings obtained through interviews, focus group discussions and documentary reviews. The research findings are presented, analyzed and discussed according to the main research objectives and research questions. The responses were collected from 47 informants including District Education Officer (DEO), 12 teachers, 4 Head teachers, 30 school committee members. Specifically, the study was designed to address the following research objectives;

- (i) To establish the school resource and project management and monitoring activities in which school committees are involved.
- (ii) To examine the extent to which school committees sufficiently play their roles in mobilizing School resources.
- (iii) To examine the challenges encountered by school committees as they engage in management and monitoring of school resources and projects

#### **4.2 Socio-demographic Profile of the Respondents**

In this aspect, the researcher examined the socio-demographic profile of the respondents who were involved in the study. In this category, the socio-demographic profile of the respondents included the educational status and their employment in the formal or informal sectors. The data were collected through focus group discussion, documentary analysis and interview.

**Table 4.1: The Educational Levels of the Respondents (N=47)**

<b>Education level of respondent</b>		
<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
Without formal education	00	0.0
Primary school education	13	27.7
Secondary school education	25	53.2
Diploma level	05	10.6
University degree	04	8.5
<b>Total</b>	<b>47</b>	<b>100.0</b>

Source: Field Work, 2014

It was revealed from Table 4.1 that more than half of the respondents 25(53.2%) possessed secondary schools education. The majority of these respondents were the primary schools teachers and few of the school committee members. A little bit more than a quarter of the respondents 13(27.7%) possessed primary education, most of whom were the school committee members. A small group of the respondents 9(19.1%) possessed either diploma or degree levels of education. The respondents in the final group involved some teachers who upgraded themselves. Some of the respondents possessed administrative and leadership positions in education sector including school headship and district educational officers. The educational levels of the respondents were found to be corresponding to their effective involvement in school management bodies.

**Table 4.2: Occupation of the Respondents**

<b>Occupation of Respondent</b>		
<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
Unemployed	03	6.4
Self Employed	15	31.9
Employed	29	61.7
<b>Total</b>	<b>47</b>	<b>100</b>

Source: Field Work, 2014



Data presented in Table 4.2 indicates occupational status of the respondents. More than half of the respondents 29 (61.7%) were employed in the formal sectors as professional teachers, security guides and health personnel. These respondents were either teaching in the surveyed schools or involved in school committees as members. The other group of the respondents 15(31.9%) were categorised as self employed in the informal sectors as peasants and business people. The respondents in the latter group were involved in the study in their position as school committee members to represent the parents. The study found that the self employed respondents were less experienced when it came to effective involvement in school management matters than the employed respondents.

**Table 4.3: Gender Profile of the Respondents**

	<b>Teachers</b>	<b>School Committee Members</b>	<b>District Educational Officers</b>	<b>Total</b>	<b>Percentage</b>
Female	06	06	01	12	25.5
Male	10	24	00	35	74.5
<b>Total</b>	<b>16</b>	<b>30</b>	<b>01</b>	<b>47</b>	<b>100.0</b>

Source: Field Work, 2014

Data in Table 4.3 summarizes the demographic profile of respondents (customers) by their gender. The analysis of respondents by gender showed that male respondents comprised of approximately three quarters 35(74.5%) of all the respondents who were involved in the study. The study revealed that some socio-cultural factors favoured the dominance of patriarchy system in decision making bodies including the school committees. In addition, females were not expected to be critical when involved in decision making bodies compared to men. This was reason why there were few females in the school committees to represent the parents. However, the

few well experienced and educated females were equally effective members in the school committees.

These findings concur with the findings of the studies conducted by Masue (2010) and Baganda (2008) which they maintained that lack of characteristics of the respondents made it difficult for decentralization to succeed. It was found that the members of the school committee lacked both relevant knowledge and experience to efficiently manage the schools in their areas of jurisdiction. For example, it was found that majority (78%) of the two school committees members were primary school leavers or below, a phenomenon attributed to lack of interest of the educated' to become members of school committees. There was trivial difference between the rural and urban school in terms of committee members' understanding of their responsibilities, and therefore their efficiency. In addition, there was high consistency between the level of education and role accomplishment capabilities among the members of the school committees That is, members with fairly high educational qualifications indicated that they were competent enough to accomplish their roles; while those who had low educational qualifications declared that they were not competent enough to accomplish most of the skill-demanding roles like planning and budgeting.

#### **4.3 The Activities that School Committees are Involved in the Management and Monitoring of School Resources and Projects**

The rationale of this task was to examine the activities that school committees are involved in the management and monitoring of school resources and projects. Pertinent information was sought through face to face interviews with DEO and head

teachers; focus group discussions with school committee members and document search. Under this task the respondents were asked two questions (a) what resource and project management and monitoring activities do school committee members do? (b) How effective is members' engagement in school resource management and monitoring activities? The responses for this question were collected and summarized in Table 4.4

**Table 4.4: What Resource and Project Management and Monitoring Activities do School Committee Members do in Schools? (N=47)**

The management activities	Responses	
	Frequency	Percentages
Direct financial (Resources) contributions to school projects	18	38.2
Decision making for planning of school projects	40	85
Mobilisation of school funds for school projects from community	36	77
Supervising the school projects through sub-committees	16	34
Control of school resources [parents and teachers are signatories]	29	62

Source: Field data July, 2014

Table 4.4 shows the resource and project management and monitoring activities that school committee members do in schools. The respondents mentioned five major activities that school committee members commonly did in their schools. The activities mentioned were participating in decision making for planning of school projects; in mobilising school funds from community for school projects; they provided resources as their contribution to school projects; supervising the school projects through sub-committees; and in the control of school resources [parents and teachers are signatories].

More than three quarters of the respondents 40(85%) and 36(77%) said that the school committee members were largely involved in decision making for planning of school projects and mobilisation of school funds for school projects from community. The researcher asked the respondents to explain how school committee members were involved in these activities. They said that the government through the education act no.25 of 1978 directs every school to have school committee for the management of school projects as one of the respondents was quoted as saying;

When the government began the implementation of PEDP in 2002, we members of the school committee were given responsibility for its management. We usually convene meetings in once every three months. One of our responsibilities is to make various decisions and plan for its implementation. For example, we make an estimate budget for school construction projects and decide on methods of implementation (school committee chairperson from school B).

One can learn from the quotation above that planning is a fundamental activity of school committees when implementing educational programmes such as PEDP. It was observed that the school committee involved members who were representatives of the parents and those of teachers. The respondents mentioned several decisions they commonly make in school committee meetings. They said they usually made decisions on the methods to mobilize and utilize school resources particularly school funds. They added that when implementing PEDP the school committees made the financial budget for all school projects and decided on the financial costs and expenditure for the projects like construction of physical infrastructures such as classrooms, latrines and teachers houses. They said the school committee set and were responsible for bargaining the prices of various resources and construction materials to be purchased.

The other group of the respondents 36(77%) said that the school committee members were responsible for mobilisation of school resources such as funds from community or parents for implementing school projects. The respondents were asked to explain why school committees were mobilising resources from community. Some of the respondents said that mobilisation of funds from the community was necessary because the government was economically unable to do everything for the schools. Therefore the community around the schools were responsible to compliment the government efforts. Other respondents commented that mobilizing resources from the community was a sign of their ownership and ensure sustainability of projects as he was quoted as saying;

I am not sure if the government can afford all the demands of schools. I think that the people will own the school projects if they were involved in resourcing them out. There were many cases where the local community did not value the school projects because they did not own them. I think if we want to make these school projects sustainable, people must own them (Head teacher from school D)

It is obvious from the comment from the quotation that the government cannot afford all the school projects countrywide due to economic reasons. It was equally important to mobilize resources from local community for their sustainability.

More than half of the respondents 29 (62%) said that school committee members were also responsible for the control of school resources. The respondents said that to involve in this activity, the school committee members used standards and procedures provided by the government for purchasing and for measuring the quality of the school projects. They added that the school committees used sub committees to make follow ups in the quality of projects or construction materials purchased.

The school committee members gave an example of how they used to control the Capitation and Development Grants which they received from the central government when one of the members said.

In control of the capitation and development grants, we, members of school committees used to chose our representatives as signatories when we needed to draw school funds from school bank account. We usually choose signatories based on their acceptability and ability to work diligently on our behalf. So, no money would be drawn from the school bank account without our knowledge and plan (school committee member from school A).

The information in the quotation above suggests clearly that school committee members are satisfied by the way they are involved in the control of school resources. Furthermore, it was found that school committees were also responsible for control other school resources such as school land, teaching and learning materials such as text books, desks, classrooms and teachers houses. The respondents added that in the construction of physical infrastructures such as classrooms, teachers' houses, and in the making of pupils' desks, they used to choose qualified individuals to do the job. This was the responsibility of subcommittee members responsible for construction activities.

Some respondents 18(38.2%) said that school committee members were also responsible for direct contribution of school resources. The respondents stated that school committees involved individuals who were also parents of children who attended schools. so like other parents, school committee members had responsibility to provide necessary resources for their children schooling. The school committee members mentioned resources they used to contribute to include wood materials, financial contributions to support the school projects. To explain this one member had this to say;

As school committee members we are also parents of some pupils. We are responsible for the contribution of resource materials to support school projects. I remember in 2006 school committee passed a resolution for every parent to contribute Tsh.20, 000/= in support of government effort through capitation and development grants. In response, the parents contributed more than 2 million shillings (School committee member in school A).

The information in the quotation suggests that school committees provide direct contribution of resources including financial resources. The study found that in school C the school committees were also responsible for collecting other material resources such as sand and wood for construction projects during the implementation PEDP.

There was a small group of respondents 16(34%) stated that school committees were responsible for supervising the school projects through their sub-committees. They said that the supervisory activities involved the spending of their time to come to school in supervision of the projects. They mentioned several school projects in which school committees are responsible for supervision including school construction projects of classrooms, teachers houses, latrines and the making of the desks.

They said that the subcommittee members related to construction projects were required to visit schools daily when construction was underway. They added that this gave them an opportunity to see if construction followed appropriate standards and requirements as were provided by MoEVT. To justify this responsibility, one member of school committees was quoted as saying;

I have been one of the members in the construction subcommittee of our school committee since 2006. One of our responsibilities was to supervise

school construction projects. We are responsible to make sure that the construction follow the appropriate standards and material resources such as cement are properly utilised. In our supervisory routine, every member was required to spend a day and report all unnecessary incidences or violations if any.

The researcher asked the respondents if there were any unusual incidents they had ever recorded and what steps did they take thereafter. It was revealed that there some unusual cases in some schools that were reported and dealt with. In one incidence, the constructors spent more cement materials for construction than it was estimated by the school committee.

After close follow-ups, it was discovered that some construction materials were being stolen whenever supervision was lacking. This affected the quality of projects because the amount of cement to be mixed up with the sand was not in a required ratio. This suggests that lack of close supervision to school projects was a reason for poor quality of school projects.

The study findings support Masue (2010) observations based on the empowerment and effectiveness of school committees in Tanzania. It was found that although members who had low educational qualifications declared that they were not competent enough to accomplish most of the skill-demanding roles like planning and budgeting.

This suggested that school committees were involved in the planning and budgeting of school resources for the implementation of school development plans. Thus, school committee empowerment and effectiveness was necessary to create awareness



to the people on the importance of their participation in educational decision making processes. Similarly, in South Africa a school is considered to be a juristic person with the legal capacity to perform its functions (South Africa, 1996; Davies, 1998) and the school governing body acts on behalf of the school. In South Africa, governing bodies do more administrative functions than their counterpart in Tanzania (Gann, 1998).

Governing bodies have some specific functions such as: taking executive action e.g. recommending the appointment of the principal, deputy principal and educators; considering disciplinary action; agreeing who should provide the school with a variety of resources and services; hearing appeals; responding to external issues; consulting with the local authority; meeting with funding agency or non-governmental organizations (NGOs); and communicating to relevant stakeholders such as conducting the annual parents meetings and budget meetings.

#### **4.4 The Role of School Committees in Mobilizing School Resources**

The study was interested to know the role school committees play in mobilizing school resources. The researcher asked two questions on this task namely; (a) what are necessary resources needed for effective running of schools? (b) What are the methods used by the school committees in the mobilization of School resources and their effectiveness in the mobilization of School resources. Data were collected through interviews to DEO and head teachers and through focus group discussion with school committee members. The findings were summarised and presented in the Table 4.5.

#### 4.4.1 The Necessary Resources Needed for Effective Running of Schools

**Table 4.5: What are Necessary Resources Needed for Effective Running of Schools? (N=47)**

The necessary resources needed	Responses	
	Frequency	Percentages
Personnel (Teaching staff)	47	100
Teaching and learning materials	39	83
Financial resources	31	66
Others	13	28

Source: Field data July, 2014

Information in Table 4.5 indicates that the respondents mentioned four groups of responses when they were asked to mention the necessary resources needed for effective running of schools. The responses provided were the teaching staff, the teaching and learning materials, financial resources and other resources were mentioned to include electricity and water supply resources.

##### 4.4.1.1 The Teaching Staff

All the respondents 47(100%) mentioned the teachers to the important resources needed for successful running of schools. According to DEO for Rufiji, teachers are the most single important resource needed for effective running of any school. The researcher asked the DEO maintained that teachers play various roles in facilitating teaching and learning process. The teachers are responsible for preparing lessons and instructional materials based on pupils' level of understanding and experience. He said that the teachers were responsible for assessing pupils learning by evaluating students' knowledge and skills through tests and examinations. To emphasise this, DEO said that;

Teachers play both roles as professionals and as the parents. It is expected that they should behave and model like parents and professional teachers. Without teachers schools cannot function to achieve their goals. They are not only educators but also they are the councillors and discipline masters. Both the government and the parents do not respect the teachers but they are proud of the them (DEO for Rujifi District)

One can simply learn from the DEO's argument that the role of teachers has been extended from professionals in teaching to parents who are expected to guide and nature the pupils in the right behaviours on societal expectations. Thus, with the presence of teachers, societies are expecting teachers to produce future good citizens and responsible members of society. However, the DEO was on opinion that the ability of the teachers to fulfil their responsibilities and roles depend on the quality of their training and their socio-economic backgrounds.

The researcher asked the DEO and heads of schools on whether there were problems regarding to the availability of teachers and its effect on the running of their schools. The documentary review indicated that of the four surveyed schools, only one school had adequate number of teachers in terms of teacher-pupils ratios as shown in Table 4.6.

**Table 4.6: Number of Teachers in Surveyed Schools**

Name of school	Status		
	Number of Teachers	Number of pupils	Teachers-pupils ratio
School A	19	960	1:51
School B	16	760	1:49
School C	8	250	1:31
School D	24	1200	1:50

Source: Field data July, 2014

It is obvious from Table 4.6 that the teacher-pupils ratios in schools in Rufiji district were higher compared to the ministry of education standard of 1:45 (one teacher to serve a classroom of 45 pupils). School C had reasonably lower teacher pupils' ratio. In this study it was difficult however to establish the effect of these ratios on the running of the schools. Unfortunately, the school committees had limited influence on the DEO office when it comes to allocation of teachers to schools especially in rural areas.

#### **4.4.1.2 Teaching and Learning Materials**

The study found out that 39(83%) respondents mentioned teaching and learning materials to be the necessary materials needed for the running of schools. The researcher asked the respondents to mention the types of teaching and learning materials which are necessary for effective running of schools. The respondents mentioned several materials namely the textbook materials, desks, tables and chairs for teachers, lesson plans, logbooks, computers, exercise books. The researcher wanted to know what roles do the school committees play in making these materials available. It was learnt that the parents were responsible for buying some materials such as textbooks, writing materials such as pencils, pens and exercise books for their children. It was also found that school committees were responsible to direct school leadership to establish self-reliant projects at school for raising school funds. According to heads of schools, self-reliant projects had limited contribution in support of school needed resources as one of them commented;

Although school committee has willingly allowed our school to run some self-reliant projects for raising its own funds, the projects have not been successful yet. The pupils spend most of their time for academic work and little time for self reliant projects. Sometimes, in the evening, instead of

pupils spending time for self reliant projects, they are involved in remedial teaching (Head teacher in school A).

The information in the quotation above suggested that schools do not raise adequate funds from their own sources particularly the self-reliant projects, the most predominant sources. Instead, it was stated that most schools depended on the material support from the central government, local government or donations from various stakeholders.

#### **4.4.1.3 Financial Resources**

Some respondents 31(66%) mentioned financial resources as the necessary resource needed for schools to run effectively. According to the DEO and heads of schools, schools need to raise funds for implementing school projects such as construction of classrooms, teachers' houses and pupils' latrines. The study revealed that there were several limitations with regards to methods of raising schools funds to most schools.

Reports from heads of schools showed that most schools depended on the financial grants from the central government commonly known as capitation and development grants and little from the community contributions, and donations from various stakeholders.

The ability of schools to raise their own funds is very crucial. This determines the ability of the school to finance and manage school projects. Many of the schools in my district do not have reliable sources of finance away from the capitation and development grants. So, without capitation and development grants few schools can survive and manage their own school projects. For example, few schools can build new teacher house without support from capitation and development grants (DEO for Rufiji District).

The information in the quotation above suggested that most schools cannot raise adequate funds from their own sources particularly the self-reliant projects. This suggests that the capitation and development grants cannot be reliable and sustainable sources of funds for schools. This affects the financial capability of schools to finance and run school projects.

#### **4.4.1.4 Other Resources**

There was a small group of respondents 13(28%) who mentioned other resources to be important for effective running of schools. the respondents mentioned other resources to include water resource supply, food supply and electricity at this era of computerised world. According to the heads of schools and the members of school committees, schools needed reliable water supply for drinking purposes, watering the school gardens and its use in the wash rooms for both teachers and pupils. Thus, it was found that water was necessary if school community needed to maintain hygiene, protect school environment and promote economies of the schools.

Six years ago, my school established a school garden project in order to produce some agricultural vegetables and fruits. The project was unsuccessfully done because reliable water supply was lacking. I think, in order to make this project sustainable and perennial, we need reliable source of water. Rain-fed agriculture cannot improve our agricultural project (Head of school B).

The comment in the quotation above suggests that schools needed water for irrigation to improve agricultural production in schools. In some schools, the researcher observed that pupils' latrines and teachers' latrines were without adequate water to ensure that they were in good hygienic conditions. According to the head teachers, except the one from school C, schools were forced to ask the pupils to bring

water to schools in small containers from their homes. The researcher observed that school C had no problem of water because the school was located close to the natural source of water. However, the head teacher and teachers in school C worried about the quality and safety of water collected from this source.

It was also found that schools needed food resources to feed their children when at school to increase pupils' concentration on learning and improve pupils' school attendance. The teachers and school committee members said that some pupils were required to walk more than 5 kilometres from their homes to school daily. It was difficult for these children to go back to their homes for lunch at break. To solve this problem, the school committees in schools A, C and D established a system where parents were required to contribute food stuffs or finance for the same. To explain this one school committee chairperson commented that;

About seven years ago, the head teacher reported the problem of absenteeism and pupils' dropout to school committee for discussion and decision. We observed that the big reason was long distance that students were supposed to walk from their homes to school daily. We decided that each parent would have to contribute three buckets of maize or rice and a half bucket of beans or (Tsh.25, 000/=) instead. This programme however, has not been successful due to lack of support from the parents. Unfortunately, our school does not have adequate financial resource to maintain the project (Head of school D).

The comment in the quotation above suggests that food resource was a necessary resource needed to support the effective running of school D. However, although the food supply initiatives stated by school committees were intended to bring good results, schools received limited support from the parents. Furthermore, the respondents said that schools needed electricity for lighting and operating electronic gadgets such as computers, radios and television sets.

The researcher observed that although school A was located in urban area (at the district headquarters), the school was not connected to electricity. According to the head teacher from school A, the school committee was yet to decide when to pay the costs for electricity connection. It was found that other schools B, C and D were located in rural areas which had no access to electricity supplied by TANESCO.

The role of school committees in mobilizing school resources in Tanzania seem to differ with those from other countries such as South Africa. A study by Gann (1998) showed that governing bodies do some functions to recommend the appointment of the principal, deputy principal and educators. This is not the case in Tanzania where (Human resource) educators' appointment is a responsibility of the central government.

However, a public school in South Africa may enter into a contract with another legal subject to purchase books, but it also carries all the responsibilities and liabilities attached to its status (Davies, 1999:58). The school committees in Tanzania play the same role when it comes to mobilizing the availability of school resources such as text books.

#### **4.4.2 The Methods used by the School Committees in Mobilizing School Resources**

The study was intended to identify the methods used by the school committees in mobilizing school resources and their effectiveness. The head teachers and members of school committees were asked to identify the methods. The respondents



mentioned that resource mobilisation was mainly by persuading the community members through the public meetings summoned at schools or village meetings, and to influence donor support especially for big school projects.

#### **4.4.3 School Resource Mobilisation through Fund Raising in Public School Meetings**

The study wanted to know how schools were mobilising resources for school projects. The head teachers and members of school committees said that the schools used to organize and summon the meetings to involve parents, local community members and non-governmental organisations and donors to discuss the issues whenever the need for support arise. They mentioned several incidences where school committees in collaboration with teachers summoned public meetings in persuasion of the community members and other stakeholders to support school projects as one head teacher said that;

In 2009 when we were implementing PEDP projects, the school committee and school leadership organised several public meetings in order to ask for support from the parents and other donors. The school wanted to make rehabilitation of two teachers' houses and we managed to raise 3.5million out of 5 million Tsh. we expected. It was a good beginning in our effort to complete school construction projects (Head teacher from school A).

The comments from the quotation above suggests that school committee in collaboration with teachers can organise meetings to mobilize resources from the community members. It was learnt however, that good relations, trust and understanding among the teachers, school committee members and community was a factor necessary for the positive response from the community in school resource mobilisation process.

#### **4.4.3.1 Through Special Donor Requests**

The study revealed that some schools had established special donor request plans as a strategy to mobilise school resources when implementing school projects such as construction of school library, classrooms, teachers' houses, latrines and when there was a need for making desks. It was found that the head teacher on behalf of the school committees would write the letters of special request to donors in persuasion of their support. They mentioned several donations the school received from the BETTER LIVES foundations when one of the head teachers commented;

In 2010 we made a formal request to ask for support (financial resource) from the BETTER LIVES foundations. We requested for financial assistance to enable us make desks and construction of new classroom. We were lucky enough to receive funds for the construction of one new classroom which cost 3.2 million Tsh. (Head teacher in school A).

The quotation above suggests that private institutions like BETTER LIVES played a good role in providing schools with resources needed for effective running of schools. According to the head teacher for school A, school had inadequate number of latrines despite the new latrines that were constructed through the PEDP projects from the capitation and development grants. However, observation from other schools (Schools B, C and D) indicated that they did not succeed to mobilise resources from donors like cellular phone companies despite several attempts they had made before.

#### **4.4.3.2 Material Contribution from Parents and Local Community Members**

The head teachers and members of school committees said that parents and local community members used to contribute some resources such as wood materials, bags of cement and in-kind support to school construction projects. They said that in the

construction projects, the schools requested the parents to provide construction materials in support of the projects while other parents provided in-kind support especially by actively participating in manual work. When the researcher asked the respondents on the response from the local community, one of the head teachers said that;

When we are involved in construction projects we usually request parents to contribute resource materials such as wood materials, bags of cement and any other resources for construction. Some parents come to school to provide their labour in various construction activities. However, participation of parents in the provision of material resources to school projects was limited. Many parents have wrong assumptions that the school projects are the responsibility of the government and teachers (Head teacher in school A).

The information in the quotation above implies that wrong assumptions mislead the parents and minimise their expected role to support school projects with resource materials and their labour. It was found that the parents needed education to be aware that these schools are their own and that they are responsible for their development.

Some findings in this study support Gann (1998) findings on the methods used by the school governing bodies in South Africa in mobilizing school resources. In Tanzania, the resource mobilisation was mainly by persuading the community members through the public meetings summoned at schools or village meetings, and to influence donor support especially for big school projects. A study by Gann (1998) indicates that governing bodies in South Africa do have some specific functions such as agreeing who should provide the school with a variety of resources and services; consulting with the local authority; meeting with, funding agency or non-governmental organizations (NGOs); and communicating to relevant stakeholders such as conducting the annual parents meetings and budget meetings.

#### **4.5 The Challenges Facing the School Committees when Engaging in Management and Monitoring of School Resources and Projects**

The third task in the study was intended to examine the challenges encountered by school committees when engaging in management and monitoring of school resources and projects in Rujifi district. The researcher was interested to know if there were any challenges encountered by school committees as they engage in management and monitoring of school resources and projects and the methods use to address the challenges encountered by school committees as they engage in management and monitoring of school resources and projects. The responses were collected and summarised in Table 4.7

**Table 4.7: The Challenges Facing the School Committees when Engaging in Management and Monitoring of School Resources and Projects (N=34)**

The major challenges	Responses	
	Frequencies	Percentages
Poor participation of school committee members in decision making and management of school projects	23	67.6
School committees' members are lacking management skills	29	85.3
School committees depend too much on capitation and development grants for school projects	31	91.2
Delay in the completion of school projects due to budgetary limitations	16	47.1

Source: Data Field July, 2014

The information in Table 4.7 indicates the responses from the members of school committees and head teachers when they were identifying the major challenges

facing the school committees when engaging in management and monitoring of school resources and projects. The respondents mentioned poor participation of school committee members in decision making and management of school projects; school committees' members are lacking management skills; school committees depend too much on capitation and development grants for school projects; poor attendance of members in decision making and management boards; delay in the completion of school projects due to budgetary limitations.

#### **4.5.1 Too Much Dependence on Capitation and Development Grants for School Projects**

The largest number of respondents 31(91.2%) mentioned the School committees too much dependence on capitation and development grants for school projects as a challenge. The respondents said that their schools had no reliable source of finance other than the capitation and development grants from the central government. It was found that the grants from the central government were unreliable and unsustainable. They added that unreliability of the grants from central government had affected the budgeting and completion of school projects. To explain this one of the head teachers commented that;

We usually receive capitation and development grants from the government based on the number of pupils and budget project. There is no option of our own but to follow guidelines provided by the government. Although we used to mobilize resources from community in support of the government efforts, the response has always been negative. In fact, we do rely on grants from the government for almost all our school projects (Head of school C).

The comments in the quotation suggests that if schools rely on grants from the government for almost all the school projects, it was impossible for schools to

initiate projects of their own sources. The researcher asked the respondents to explain the reasons why schools did not have their own sources. They said that there was a wrong notion that schools were government properties and many parents disowned schools; therefore they rejected the responsibility of supporting school projects.

#### **4.5.2 School Committees' Members are Lacking Management Skills**

There were more than three quarters 29(85.3%) of the respondents who mentioned the lack of management skills as the challenge to school committees when they engaged in managing school resources and projects. The researcher asked the head teachers and the DEO if there were any specific conditions or criteria used in selection of individuals into the school committees. They said that the selection of members to represent the parents in the school committees was basically based on the whether they were literate and individuals with experience in any professions were given priority. However, the head teachers in the surveyed schools had opinion that selection of members did not follow such criteria because;

The criteria used to select members seem to be more rhetoric. I attended one of the village meetings that were intended to select representative members into school committees. People usually tend to select talkative individuals and those who seem to be critical and inquisitive. Those who appear to question leaders in village meetings were given priority in the selection. Unfortunately, individuals with these qualities do not necessarily possess management skills needed by school committee members.

The comments in the quotation above imply that school committee members do not necessarily qualify to be members in the school committees. The head teachers and DEO emphasized that for the school committees to function; their members are required to possess the basic qualities and competencies.

#### **4.5.3 Poor Participation of School Committee Members in Decision Making and Management of School Projects**

More than half of the respondents 23(67.6%) mentioned poor participation of school committee members in decision making and management of school projects to be a challenge. They added that one of the fundamental responsibilities of the school committee members was to participate actively in decision making boards and in the management of school resources and projects. The researcher asked the head teachers and DEO on the number of sessions that the committees are supposed to meet annually and about the necessity of quorum to be met. The head teachers said that the committees have to meet twice a year on regular basis but whenever the need arose, the head teacher in consultation with the chairperson was required to summon the members for a meeting. In emphasizing this idea, one of the head teachers commented that;

It is not easy to summon a school committee meeting with full quorum of members because attendance of members is usually a problem. What we usually observe is that at least half of the members have attended the meeting before for decision made to be legitimate. In real sense, some members would demand to be paid after they had attended the meetings or involved themselves in management activities of school projects (Head teacher in school B).

One would conclude from the quotation above that by failing to participate in school committee meetings, they are affecting negatively their power of school committees in making collective decisions on school resources and projects management. According to the head teachers and DEO, making decisions is the fundamental responsibility of the school committees. The researcher wanted to know the regulations guiding the functioning of the school committees and the steps worth to be taken against those who fail to attend the school committee meetings. The head

teachers and DEO said that although poor attendance of members in school committees has been chronic problem in some schools, the regulations are clear about this. They said that the regulations and guiding rules are clearly stated that when member does not attend three meetings consecutively without any notice, his or her membership in the school committees ceases automatically. However, the head teachers added that the guiding rules were not strictly followed because it would leave most schools without school committee members (because some members consider their participation in the school committees as wastage of their time). Moreover, it was unfortunately learnt that in some incidences, some members demanded pay whenever they participated in school committee meetings or involved in management of school projects such as supervision of school construction projects. If members demanded pay for their participation in school management activities, it may imply that the spirit of school ownership among the community members is gone. It was evidenced by the comments of one of the head teachers that;

Although it is the responsibility of school committees to manage and monitor school resources and projects, there has been limited support from them in this area. In my experience, it is the teachers who make close follow-ups in the implementation of school projects and its supervision (Head teacher in school C).

#### **4.5.4 Budgetary Limitations and Untimely Completion of School Projects**

It was also stated by some respondents 16(47.1%) that budget limitations affected negatively timely completion of school projects. The researcher wanted to know the projects that the schools were involved in. The head teachers mentioned three major school projects namely the self-reliance projects, the making of school furniture and school construction projects. It was learnt that budget limitation was a problem to



many schools because these schools had had limited resources and sources while community contributions in forms of materials or finance diminished significantly. The head teachers said that their schools had limited resources especially finance to support the implementation and completion of school projects.

In the school committee we agreed to mobilise financial resources for making school furniture in response to their deficit in our school. We needed 114 desks to support 342 pupils in our schools in 2010. The school had only 69 desks making a deficit of 55 desks. We planned to collect 5 million shillings from the parents and local community members for its budget. We have never collected even half of it (Head teacher in school D).

This argument in the quotation implies that the lack of contributions from the parents and community members was a reason for budget limitations in some schools. According to the head teacher from school D, they did not complete project which was planned to finish in 2012. Similar challenge was also observed in school C where the school committee planned to build latrine for the pupils to cope with the deficit. It was stated that in order to accommodate 296 pupils, the school was supposed to have 12 pits of latrines of which 7 were lacking. The head teachers lamented that despite the fact that school committee planned and budgeted for the construction, only 4 pits of latrine were built.

The challenges facing the school committees when engaging in management and monitoring of school resources and projects in Tanzania support several studies within and outside the country. A study by Mestry (2006) indicated that there is a lack of collaboration among stakeholders especially between the principal and the members of the school governing body. There are cases where, principals were not prepared to share the responsibility of school governance lest they lose their power,

and regard the withholding of information with regard to school finances as an intentional act on the part of principals. In other cases some members were excluded from financial decisions, because the principal and chairperson of the SGB did not discuss it with them. In fact, they seldom consulted with other members on any important decisions. This implies a lack of transparency.

Another challenge is related to the lack of effective financial control measures (lower level management capabilities). Research done by Fildler, Russell and Simkins (1997) has indicated that there is a correlation between sound financial management and effective, efficient SGBs. Training in financial management is fundamental in preparing and equipping school managers with financial skills. The training should enable the school governing body to be responsible and accountable for funds that have been received for the attainment of specific school objectives (Mestry, 2006).

In Tanzania however, the training in financial management for the school committee members is limited. A study by Masue (2014) in Tanzania indicated that the participation in school decision making can be argued to be partly a result of the respondents' low level of agency (knowledge, skills, resources and willingness). Hence, despite the attempts to install good local administrative structures, local community participation is being hindered. This is why in Askvik's (2005) study of South Africa's School Governing Bodies (SGBs) found that the school principals view training programmes as critical measures for enhancing the responsibilities of the SGBs. attendance to workshops by illiterates and ignorant parents enabled them to learn about the South African Schools Act and various tasks of the SGBs,

including planning and budgeting. However, the efforts to build the capacities of school committee members have been irregular due to limited funding. This implies that training for capacity building was mainly implemented through donor funds at large, and after the donors' reduction of funding, the training was discontinued.

In addition, the inclusion of teachers in the school committees created power inequality (Masue, 2010). Teachers, it was learned, were on average more knowledgeable and skilful than most of the parental committee members, so much so that they were unable to participate fully in some of the tasks requiring specialist knowledge and skill, for instance planning and budgeting. As a result, they 'endorsed' the head teacher and other teachers who could accomplish these tasks on their behalf.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study findings, conclusions and recommendations for administrative action and for further research. This study intended to evaluate the efficacy of the school committees in the management of primary school resources and projects. The research findings were presented, analyzed and discussed based on three research objectives and research questions. The study investigated the following research objectives; to establish the school resource and project management and monitoring activities in which school committees are involved; to examine the extent to which school committees sufficiently play their roles in mobilizing School resources; to examine the challenges encountered by school committees as they engage in management and monitoring of school resources and projects.

#### **5.2 Summary of the Findings**

The findings were presented and discussed in chapter four which were organized in three research objectives.

**Research objective one** was intended to establish the school resource and project management and monitoring activities in which school committees are involved. The questions were asked to identify resource and project management and monitoring activities that school committee members engaged and the extent of their effectiveness. The study identified five major activities were mentioned to involve

school committee members in resource and projects management and monitoring. The school committees were engaged in mobilising school funds from community for school projects; they provided resources as their contribution to school projects; supervising the school projects through sub-committees; and in the control of school resources [parents and teachers are signatories]. However, the involvement of school committees in resources and project management was almost less effective because most decisions and supervision of projects were dominated by the teachers. The power of school committees to mobilise resources from the parents and local community members was affected by the wrong assumption by the school committees that schools were government properties. Thus, resources mobilisation such as funds from communities was neither effective nor sustainable. Although school committee members were satisfied with the way they were involved in the planning and control of school resources, teachers were disappointed with the participation of school committees. It was found that the lack of effective participation affected the quality of projects and their timely completion.

**Research objective two** examined the extent to which school committees sufficiently play their roles in mobilizing school resources. The study revealed that there were four major resources needed for effective running of schools. The resources were the teaching staff, the teaching and learning materials, financial resources and other resources were mentioned to include electricity and water supply resources. However, many schools were lacking resources such as teaching staff, electricity, and water resources. Despite the implementation of PEDP programme from 2002, physical infrastructures such as classrooms and desks were insufficient.

No school had ever computers for the teachers and pupils to use. This justified the need for mobilisation of school resources from parents and community members.

About the methods used by the school committees in the mobilization of school resources, the study revealed that school resources were mobilised through fund raising strategy in public school meetings that were planned and organized by school committees to involve the parents, local community members and non-governmental organisations and donors. The meetings were finally used to raise funds for school projects. The second method was mobilising resources through special donor requests. Only one school received resource support for school construction from VODACOM foundation. The other three schools had not received any resource support from cellular phone companies in spite of several attempts they made to send formal requests. In addition, the schools received material support contributed by the parents and community members such as wood materials, bags of cement and labour support to school construction projects. However, this strategy was less effective because parents and community members had low level of motivation and awareness that schools were their own properties and therefore they needed to support them.

**Research objective three** examined the challenges encountered school committees as they engage in management and monitoring of school resources and projects. The challenges were poor participation of school committee members in decision making and management of school projects; school committees' members are lacking management skills; school committees depend too much on capitation and development grants for school projects; delay in the completion of school projects

due to budgetary limitations. Schools depended too much on capitation and development grants for school projects which suggested that schools had no or little reliable source of finance other than the capitation and development grants from the ministry of education. The study found that the capitation and development grants were insufficient to make schools implement all their projects. Unfortunately, the funds could also delay or reach schools in smaller amount than expected.

Secondly, many school committees were found to have members who lacked skills for managing school resources and projects. With the exception of the school committee in school A, the members of school committee in other schools did not have skills in financial management including budgeting. This diminished the ability of school committees to control and monitor the school funds when implementing school projects. This suggests that despite the setting of conditions or criteria in the selection of school committee members, it was difficult to get qualified members especially in rural schools.

There was also a challenge related to poor participation of school committee members in decision making and management of school projects. This affected the power of representation of the parents in the school committees when it comes to decision making of school matters.

Although some members missed more than three meetings without notice, it was difficult to stop their membership in the school committees. In some cases, the members demanded to be paid for attending the meetings or when they were engaged in activities related to supervision of school projects. The behavior suggests that the

school committees lost the ownership spirit of school and their resources. Finally, there was a challenge related to budgetary limitations and untimely completion of school projects. School projects especially those initiated and financed by schools themselves did not complete on time. The lack of reliable sources from local community members was mentioned the major reason. This was found to be the effect of depending too much on the grants from the central government in support the school projects.

### **5.3 Conclusion**

Firstly, although school needed resources to implement their school projects, the availability of these resources was minimal. The school committees who represented both the parents and the teachers were found to be rubber stamps for passing by decisions and proposals from the teachers. Thus schools did not have adequate resources to implement and complete their school projects effectively and efficiently. Many schools did not have adequate resources to run and complete their projects. This implies that school committees seem to be unaware of their responsibility to ensure that their schools have all necessary resources needed for effective running of their schools.

Secondly, one of the fundamental responsibilities of the school committees is to mobilize school resources when implementing their projects. Although school needed such resources as in order to manage and monitor school projects, the participation of school committees in mobilising them was minimal. The minimal participation of school committee in has affected its ability to mobilise recourses needed for implementing school projects. Resources from the government alone were



not adequate to enable schools to run the projects and complete them timely. Despite the implementation of PEDP programme, schools are still lacking physical infrastructures such as classrooms and desks. The school committees have the responsibility to mobilise resources and efforts from the parents and community members in support of school projects.

Thirdly, the challenges in engaging school committees in management and monitoring of school resources, has negatively affected school development projects. The level of awareness among the school committees is low which affected their participation in decision making and management of school projects negatively. Lack of management skills among the school committees affects their ability to mobilise and control school resources and projects. And too much dependence on capitation and development grants has affected negatively the completion of school projects due to budgetary limitations.

#### **5.4 Theoretical and Practical Implications**

In this study, the researcher sought to evaluate the efficacy of the school committees in the management of primary school resources and projects. Based on the study findings, the following theoretical implications are drawn:

The findings have provided adequate explanation on the factors contributing to the efficacy of school committees in Tanzania and their associated challenges. The school committees are empowered to make decisions on behalf of the community around the schools. It is crucial that members of school committees to comprehend

their responsibilities and establish equal power relations that will promote common understanding and responsibility.

Secondly, this study of efficacy of school committees provides an effective theoretical approach for empowerment studies and decentralization of authorities in the education sector. The present study is one of the first attempts to demonstrate the operationalization of empowerment and participation of local community in the decision making at school level. The empowerment and equal participation of the local community and the teachers were the prerequisite for the efficacy of the school communities.

The tendency of the powerful social groups to dominate the decision making process might affect negatively the legal and political provisions for equal opportunity to participate in decision making. The study is likely to contribute to the growing literature on the opportunity, successes and challenges towards the effectiveness of school committees with the view to improving local community participation in decision making at primary school level.

Thirdly, the findings suggests that District Councils in Tanzania and elsewhere in developing countries to make use of the experiences gained from this study to improve the management of school resources, mobilization primary education through local community participation in resources control and mobilization. This includes the value of including such initiatives as the Non-Governmental Organizations (NGOs) from which school resource could be mobilized to support school projects.

## **5.5 Recommendations**

### **5.5.1 Recommendations for Administrative Action**

Firstly, since the school committees are the representatives of parents and teachers there s a need to educate the members of the public on the importance to choose individuals who are ready to serve their interests. In order to improve the participation of the school committees in the management of school resources and projects, it is recommended for the people to choose representative members with necessary qualities and abilities.

Secondly, there is a need to educate the community on their role in supporting schools both financially and materially. Communities should be educated that schools are their own properties and that they bear responsibility to support their schools.

Thirdly, in order to improve the power and ability of school committees in mobilizing resources for school projects, it is recommended to choose school committee members who are capable of influencing others on school matters. Individuals who have any professional experience or retired can be considered to be chosen members if they are not misbehaving.

Fourthly, in order to reduce the challenges in engaging school committees in management and monitoring of school resources, there are use public meetings and gatherings to educate people on their significant roles in supporting schools and their participation in decision making about school matters. People should be educated on

the adverse impact of depending too much on resources from sources from outside the schools.

Fifthly, it is recommended to establish programmes on capacity building in order to promote management skills to the members of school committees. The government should plan and allocate resources for programmes that would promote management skills among the members of school committees.

#### **5.5.2 Recommendations for Further Studies**

This study evaluated the efficacy of the school committees in the management of primary school resources and projects. This study focused only on the public schools in only one district. It is recommended that a wider and comprehensive study to be done to include both private and public schools in more than one district for comparative purpose.

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## **APPENDICES**

### **Appendix I: Focus Group Discussion Guide for School Committees Members**

1. What are the resources your school need to implement the school projects?
2. What are the sources for the resources needed by your school to function?
3. What resource mobilization activities are school committee members involved in?
4. How effective is members' engagement in school resource management and monitoring activities?
5. What is your role in the school committees in school resource mobilization and monitoring?
6. What are the methods used by the school committees to mobilize school resources for your school?
7. How effective does the school committee involve itself in the mobilization of school resources
8. Which school projects did your school committees involve in resource mobilization and management?
9. How are school committee members involved in decision making for your school projects?
10. What are challenges the school committees encounter as they engage in management and monitoring of school resources and projects?
11. How does your school committee address these challenges encountered in management and monitoring of school resources and projects?

12. What methods does your school committee use to address financial and management challenges?
13. What should be done to provide permanent solutions to problems facing school committees in the management of school resources?
14. What other support does your school need to address the challenges mentioned above for school development?



**Appendix II: Interviews for Heads of Schools and Primary School Teachers**

1. What are the resources your school need to implement its various school projects?
2. What are the sources for the resources needed by your school to function?
3. How the teachers are involved in resource mobilization activities within school committee membership?
4. How do you comment on the participation of parents and teachers in school resource management and monitoring activities?
5. What are the methods used by the school committees to mobilize school resources for your school?
6. How effective does the school committee involve itself in the mobilization of school resources
7. Which school projects were your school committees involved in resource mobilization and management?
8. How does the school committee monitor the management and monitoring of your school resources and projects?

**Appendix III: Interviews for District Education Officer (DEOs)**

1. What are the common resources needed by schools to implement various school projects?
2. What are the sources for the resources needed in most schools?
3. What is your comment on the participation of parents and teachers in school resource management and monitoring activities?
4. What are the methods used by the school committees to mobilize school resources for your schools?
5. Which school projects involve school committees involved in resource mobilization and management?
6. What is the role of school committee in monitoring and management of school resources and projects?
7. In your view what is difference between school committees we have these days and one we had before the reforms.
8. How do you comment on the composition and quality of school committee members in monitoring and management of school resources and projects in your district?
9. From your experience, what are the common problems the school committees face when accomplishing their functional roles?
10. How effective is the capacity building for school committee's members in your district?

**Appendix IV: Documentary Analysis**

1. School documents to show information on the involvement of school committee in project planning
2. To show involvement of school committee members on decision making about decision making of school projects including school budgeting
3. School monthly or quarterly reports on the implementation of school projects
4. District reports on implementation of school projects to higher levels and their challenges in the implementations