

**INFLUENCE OF SCHOOL BOARDS ON THE STUDENTS' ACADEMIC  
PERFORMNCE: A CASE OF CATHOLIC SECONDARY SCHOOLS IN  
MBULU DIOCESE**

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

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **Influence of School Boards on the Students' Academic Performance: a Case of Catholic Secondary Schools in Mbulu Diocese** in partial fulfillment of the requirements for degree of Masters of Education in Administration, Planning and Policy studies (MED APPS) of the Open University of Tanzania

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.....

Signature

.....

Date

## **DEDICATION**

This dissertation is dedicated to my parents-the late January Joseph and Josephine Quintine who laid the strong foundation for what we are today. To my Diocese Administration and my fellow priests for they supported and encouraged me to pursue this study.

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## **ABSTRACT**

This study investigated the influence of school boards on students' academic performance in Catholic secondary schools in Mbulu Diocese. Objectives guided the study were: to assess the influence of skills level of board members on performance of the school in Catholic secondary schools in Mbulu Diocese; analyse the influence of appointment procedures of board members on performance of the school in Catholic secondary schools in Mbulu Diocese; assess the activeness of board members in influencing performance of the school in Catholic secondary schools in Mbulu Diocese and lastly, assess the best ways in which the school boards can be effective in managing the catholic secondary schools in Mbulu diocese. The study employed descriptive survey. Data were gathered using questionnaires and in-depth interview. Data were coded and analysed using percentages and frequencies. Findings were summarized into tables, and analysis was aided by SPSS. The study reveals that possession of secondary level of education board members had skills that influenced positively the different activities in the school such as planning, management, ethical issues, fund raising and development of infrastructure that influence learning environment, which in turn have leads to students' performance. Also the study revealed that board members were selected transparently based on procedures set by the ministry of education and vocational training and board members were actively engaging themselves in board meetings made several contributions including giving out their ideas on how better the school could perform. Lastly, motivation, training and empowerment in school decision were recommended as ways to improve the school board performance in Mbulu diocese. Recommendations for the study are attached.

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**LIST OF ABBREVIATIONS**

CCT	Christian Council in Tanzania
MED APPS	Masters of Education in Administration, Planning and Policy studies
SEDP	Secondary Education Development Programme
TEC	Tanzania Episcopal Conference
UNESCO	The United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
USA	United States of America

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Introduction**

This chapter is about tracing defining and setting the problem. The chapter also addresses things to be considered in order to determine the research problem as well as factors for choosing the research topic. Therefore, this chapter presents the background to the problem, statement of the problem, study objectives, research questions, significance of the study, limitations of the study, conceptual framework and definition of some key words.

#### **1.2 Background to the Problem**

Initially school boards took place in USA almost 200 years ago intending to give school authorities' powers previously held by the then municipalities. In Tanzania the idea of running schools using school boards kicked off from colonial time (Nguni, 2005). Tanzania having attained its independence in 1961 continued using the system of employing school boards in running its schools (Nguni, *ibid*). While Education Ordinance Act No. 37 of 1961 ordered establishment of school advisory boards in all Post Primary Institutions and Colleges of Teachers Education all over the country (Lweja, 1983), the National education Act No 25 of 1978 in its amendment No. 10 ordered the decentralization of education management and administration.

Following this, decentralization of school management in Tanzania through devolution enabled implementation of school boards from late 1990s to early 2000s

(Makwinya, 2014). As stipulated in Tanzanian Education Act (1978). School board is an organ composed of several members elected by parents to represent them in school management (Makwinya, *ibid*). It should be noted that the practice and roles of school boards in Tanzania has not been far from the practices taking place worldwide (Makwinya, 2014; Nguni, 2005). For example, school boards are entrusted roles such as making sure that schools have physical facilities, supervision of financial resources, and management of human resource and overseeing implementation of the curriculum (URT, 1982). Additionally, there are other duties such as monitoring, organizing and mobilizing parents and other community members to participate in self-help programs and schemes geared to soliciting funds and contributions for school academic development and general welfare improvement of schools (URT, *ibid*).

While school boards were expected to perform aforementioned roles effectively and efficiently, Gale (2002) was skeptical regarding role of school board in ensuring quality education services in secondary schools. Perhaps, unclear knowledge regarding to whether board members are conversant with Education Act of 1978, which is hypothetical, technical and uses legal language are the reasons made, Gale (*ibid*) to be hesitant. Also, Nyirenda (2014) observed inefficiencies of community secondary school boards in improving school development plans as planned. Additionally, Kija (2015) noted ineffectiveness of community school management in promoting academic performance. Nevertheless, while catholic secondary schools in Tanzania have shown good academic performance records, it is not yet known whether school boards have any contribution towards students' performance. All the



same, there is no recent study carried out to document this missing information. Therefore, this study bridged this missing knowledge with existing literature.

### **1.3 Statement of the Problem**

Although in Tanzania there is a reasonable link between role of school boards and students' performance in both public and community secondary schools (Sabath and Mahonya, 2015; Kija, 2015), little is known regarding role of school boards and students' performance in Catholic church owned secondary schools.

School boards play different roles such as making strategic decisions, act as mouth piece for the schools, mobilize resources, maintaining both students and staff discipline to mention few (Nyirenda, 2014; Mkwinya, 2014; URT, 1982). However, determined by nature of ownership and organization setup, it is not known whether school boards in church owned secondary schools play the same roles. It is further not known whether school boards in church owned secondary schools have good planning, motivate teachers, improve working environment, and work hard to improve students' performance. Even if studies that examined role of school boards in enhancing students' performance in church owned secondary schools exist, it is relevant to note that no single study has emerged as the preferred measure of students' performance. Equally important, using different research methodologies within the same study it is possible to generate different findings.

Researchers have identified inactive participation of the school board members in different places of the country the factor that can probably be similar in Mbulu

Diocese. The researcher questioned himself if this was caused by low skills, poor appointment procedures, or lack of roles awareness for the board members? Also the researcher was curious to understand whether this happens to all catholic secondary in Mbulu diocese or not. Therefore, this study was conducted to assess the influence of school boards in improving students' academic performance of the catholic secondary schools in Mbulu diocese.

## **1.4 Study Objectives**

### **1.4.1 General Objective**

The general objective of this study was to investigate the influence of school boards in improving students' academic performance of the catholic secondary schools in Mbulu diocese.

### **1.4.2 Specific Objectives**

- i) To assess the influence of background factors/skills level of board members on academic performance of Catholic secondary schools boards in Mbulu Diocese.
- ii) To assess the influence of appointment procedures of board members on performance on students' academic performance of the school boards of Catholic secondary schools of Catholic secondary schools in Mbulu Diocese.
- iii) To examine activeness of board members in improving students' academic performance of Catholic secondary schools in Mbulu Diocese.
- iv) To investigate ways in which the school board performance could be improved in Mbulu diocese

## **1.5 Research Questions**

### **1.5.1 General Research Question**

What is the influence of school boards on the students' academic performance in catholic secondary schools in Mbulu diocese?

### **1.5.2 Specific Research Questions**

- i) How the Board members' competences can improve academic performance of Catholic secondary schools in Mbulu Diocese?
- ii) What are appointment procedures of board members on improvement of academic performance of Catholic secondary schools in Mbulu Diocese?
- iii) To What extent activeness of board members improve academic performance of Catholic secondary schools in Mbulu Diocese?
- iv) How can school board performance be improved to enhance school academic performance?

## **1.6 Significance of the Study**

Although studies on role of school boards in influencing secondary school students in Tanzania are numerous (Mahonya, 2015; Kija, 2015; Nyirenda, 2014; Mkwinya, 2014; URT, 1982), most of them had invested very little in the evaluation of influence of school board on students' academic performance on Catholic Church owned secondary schools. Thus, this study addressed the gap by evaluating the way school boards influence students' performance in church owned secondary schools in Tanzania. The assumption is that church owned secondary schools has its own management setup, which perhaps influence their school board decision making

different from public and community secondary schools' boards. The study was in line with Tanzania effort to deliver quality education by decentralizing its education administration. The study produced empirical information, which contributed to understanding of the way school board could have contributed to improvement of quality of education in private secondary schools. The study was line with Tanzania Development Vision 2025, which, among other things, emphasizes on attainment of quality education by 2025. The study was significant to Catholic Church secondary schools as it showed the way management authorities could play their effective role in improving the academic performance of catholic based schools.

### **1.7 Scope of the Study**

The study was guided by two variables that is the school board performance and the academic performance in church based schools in Mbulu diocese. The intention was to establish how the school board performance influences the academic performance in church based schools in Mbulu diocese.

### **1.8 Limitations of the Study**

The major limitation was the shortage of funds which made the researcher to concentrate his study only in Mbulu diocese. This limited the generalization of the findings to other catholic schools or other secondary schools which have strong or weak school boards compared with those found in Mbulu diocese. In addition, despite limited generalization, findings may be very useful in understanding the factors influencing the performance of school boards for secondary schools in improving students' academic performance in Tanzania.

## **1.9 Structure of Dissertation**

This dissertation consists of five chapters. The first chapter consists the background to the research problem, statement and justification, research objectives, questions, scope of the study, limitation of the study and the structure of the study. Chapter two presents the review of the literatures. It consists of definition of concepts, theoretical literature and framework, empirical literature, the research gap and conceptual framework. Chapter three contains the research methodology and it covers the research design, sampling procedures, data collection and analysis methods, data validity and reliability and ethical issues consideration. Chapter four presents the analysis and discussion of data while chapter five will cover the summary of findings, conclusion, and recommendations as well as contribution of the study to theories and direction for the future studies.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Overview**

This chapter is about literature review. The chapter covered several things including theoretical and empirical studies related with this study. The intention was to critically analyze the problem to be studied in order to identify literature gap regarding role of school board in improving academic performance in catholic secondary schools in Tanzania.

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

##### **2.2.1 Definition of Key Terms**

###### **2.2.1.1 Secondary School**

Secondary school in Tanzania implies to post-primary official education provided to people who should have effectively ended seven years of primary education and have met essential admission credentials (URT, 2002). The objectives of secondary education include consolidating and widening the scope of baseline ideas, knowledge, skills and principles attained at the primary level. Education and training in Tanzania is carried out by all ministries but the chief one for formal and non-formal education is the Ministry of Education and Vocational Training.

###### **2.2.1.2 School Board**

URT (1995) defines a school board as a school committee selected according to the education policy which is responsible for management, development planning,

discipline, and financial matters of the school under their jurisdiction. Therefore, a school board to mean people with power in the management and administration of schools. A school board is the final decision making power for any school. Even though school board's power is restricted by lawful requirements and regulations, the school board is the mainly influential entity within a school. In the course of their actions, policies, structures, procedures and words, school boards encompass all the authority necessary to decide whether a school succeeds or fails (Carver, 2006). In this study school board was considered as school organs made up of different members selected by parents in order to represent them in school management (Makwinya, 2014). On behalf of parent's school board works together with the School head and school teachers to oversee implementation of school development plans and monitor daily school activities.

#### **2.2.1.3 Church Owned Secondary Schools**

From the mid-1980s, the government of Tanzania has taken and maintained a conspicuously dissimilar approach to private schools. Excess requirement pressures had put up unbearable levels, as the change rate between primary and secondary school knock down progressively from almost 30 percent in the early 1960s, to approximately 4 percent by the early 1980s. The private sector in Tanzania include a great variety of schools, whose unifying characteristic is that they all depend roughly solely on school fees and private charity to defray both recurrent and capital costs. Although the overpowering majority of private schools are created by religious and other society organizations, there are now a few very new schools which are run by persons or groups of individuals as for-profit institutions.

Church owned secondary schools are schools operated by different religious institutions such as the Tanzania Episcopal Conference (TEC), the Aga Khan Foundation or the Christian Council in Tanzania (CCT). These schools access funds for building from their headquarters like Vatican, diocese or parish for the case of Roman Catholic schools (Galabawa, 1995). In this study church owned secondary schools are secondary schools run by Roman Catholic Church in Mbulu diocese.

### **2.2.2 History of School Board in Tanzania**

The history of boards in Tanzania can be traced to colonial times for the period of British rule. The British Education Act of 1870 rendered the school boards with authority to build an industrial schools and the obligatory attendance of children in schools (Gale, 2002). The first function of school boards was to manage and check discipline of students such as, absence, revolts and boycotting classes.

In 20<sup>th</sup> century, school boards system begun to multiply in British colonies as well as in nearby other countries. The role and functions of these schools were the same in the colonies, that is, to control money, to keep up discipline in the school and to watch dismissals. In Tanzania, similar to other past British colonies, schools were run by school boards system since colonial times to date.

In Tanzania, schools are run by school boards system. The roles and composition of school boards continue changing from colonial times to recent years. During the colonial times, school boards assumed advisory roles to the heads of schools and principals of teachers colleges. According to Education Ordinance No.37 of 1961,



the British government in Tanganyika established board of governors for secondary schools and teacher training colleges in which the major function was to advise the heads of schools and principals of the teacher training collages on education matters.

### **2.2.3 Roles of School Board**

Roles of school boards include: sensitization of parents, students and school staff on their roles, approving school development plans, overseeing school plans and implementation of the school budget and managing school funds. Other roles are ensuring school properties are well kept, preparing and submitting financial progress, and communicating to parents on all matters related with education (URT, 2009).

School board narrows the school administration down and governance to the grass-root level. In this context the grass-root level implies parents and school staff. It is anticipated that school management and administration having devolved powers to grass-root levels could probably be administered in a more efficient and effective way and improve service delivery including quality of education (Mosha and Dachi, 2004).

Devolutions of powers to grass-root level is very meaningful as organs at grass-root level such as district councils, school communities and school boards could be more responsible and accountable for running the school (Mosha and Dachi, 2004). Notably, in order for the school board to be effective and efficient, there is a need for school board to involve various stakeholders in different specialization in form of participation or involvement (Masanja, 2003).

Identification of school objectives is not an easy task, hence the school board needs to be composed with members who are familiar with school circumstances and who are both willing to participate in planning school resources and utilize them efficiently and effectively (Nguni (2005). Determined by nature of their work and complexity in managing their activities board members should possess a range of skills and knowledge that will enable them to execute their work at minimal cost while maintaining maximum profit (Yukl, 2006). Board members with human skills will be an added advantage because they will be interestingly and freely encouraging their subordinates, oversee implementation of school plans, lead other, inform all stakeholders accordingly, settle misunderstandings and encourage involvement of all stakeholders in decision making process (Gupta, 2006).

In Tanzania school boards were established under Education Act number 25 of 1978 – section 39(3). The underlying principle behind was to make a powerful administrative and management structure of secondary schools by making sure that there is an increased powerful community views in all school affairs. The aim was to advance education system by involving community at grass-root level. Following this the nation has seen large scale education reforms being undertaken within the country from the mid 1990's to early 2000's. The coming of SEDP made school boards to bind, and were expected to deliver and make sure that there is good management and administration practices in schools (Nguni, 2005). Due to that, school boards were given autonomy and thus to be responsible for improvement of academics.

To improve academics there is a need to develop school policy in order to attain the successful execution of school-based management (Yau and Cheng, 2011). Since teachers are core element in ensuring quality of education, school board should motivate teachers by rewarding them in order to boost performance in their schools (Opande, 2013). Also, allowing participation in decision making especially involving teachers, will contribute positively to academic achievement (Gichohi, 2015).

Involvement of different stakeholders lays a strong foundation for the long run development of the school hence improves quality of education through ensuring that there is effective use of public resources for the interest of students and community (Sabath and Mhonya, 2015). It is through involvement of different stakeholders such as students, teachers and community members; inputs on decision making system will be added up and influence students' performance (Sabath and Mhonya, *ibid*). All in all, without accountability of government, community, school board, and staff on different issues there will never be established programs that will be practically implemented (Sabath and Mhonya, 2015). If aforementioned characteristics will be available, school board will be able to improve the governance and management of schools as well as boosting community's sense of schools' ownership (Mullins, 2006).

School board play different roles including making all staff be knowledgeable on school mission and goals in order to assist them to decide effortlessly on annual goals and plans (Yau and Cheng, 2011). In some cases school board should check the attendance of teachers and students, improve school infrastructure and oversee

utilization of allocated funds in order to have a well-developed school in terms of infrastructure, staffing and improved quality education (Nkundabanyanga, et al., 2015; Rout, 2014; URT, 2007).).

School board should ensure that funds and plans are managed well, overlook teachers and students discipline as well as ensuring security in their schools (URT, 2002; URT, 1995). Lekalakala (2006) emphasizes that school success and excellence in education to a certain extent depends on the accessibility of school facilities. He maintains that School Boards should be responsible for making sure that all physical facilities are satisfactorily presented and that they are kept in safety and in good order.

Nevertheless, school boards are faced with several challenges such as failure to monitor and supervise head teachers, teachers, students attendances (Osei-Owusu and Sam, 2012). Following this, school boards are required to shape good working relationship with teachers and students in order to facilitate good working environment (Sabath and Mhonya, 2015). The literatures assert that the school board plays important roles in making sure that the schools are operated in the right way. Therefore, it is important to assess the factors which affect the performance of school board members in secondary schools. This study will consider the secondary schools of Mbulu diocese as the scope of the study.

#### **2.2.4 Private versus Public Schools Provision of Education**

Numerous studies demonstrate that private schools do better than public schools for the reason that they are run as business entities different from public schools

(Ayademi, 2014). One of the distinctiveness distinguishing private from public schools is presence of competitive force between them (Holme et al., 2013). This state of affairs is missing among public schools as they are given students by the government without restraint. Similar to other businesses, a school with advanced academic performance is considered to be an attractive business contribution better service. If schools do not take action sufficiently to competitive pressure by, for example, improving their academic performance they risk losing student, which possibly will eventually lead to school shutting down (Rizvi and Lingard, 2010).

Private schools regularly struggle to improve academic setting. For example, private schools usually have well-organized instructional stumble upon in the classroom as a result of regular and careful management, active school administration, push payment of teachers' salaries and stipends, reciprocated parent-school relationship, optimistic pupil-teacher relations, provision of sufficient furniture and the safeguarding of the normal teacher-pupil ratio among others all of which inspire effective learning in the children (Ayademi, 2014).

On the other hand, the outlook of many public school teachers and authorities to their duties does not produce good education process for the pupils. For instance, it was observed that some teachers leave the classroom without looking at their pupils because there is unsatisfactory management by senior supervisors which give the teachers plenty room to do as they please (Okyerefo et al., 2011). This produces poor turnout and unethical attitudes towards pupils by the teachers, which in turn

influence the academic performance of the pupils. This makes private schools extra competitive than their public counterparts.

### **2.2.5 Theoretical Framework**

This study used the Goal-setting theory authored by Martin (2005). This theory assumed that commitment and self-efficiency contribute to job performance of employees in the organization. This theory will be used in this study to assess the factors that affects the performance of school boards in Mbulu diocese. The assessment of board members background factors will disclose if these factors influence efficiencies of school boards in implementing their responsibilities. Also the appointment procedures will assess if the appointment authorities consider the qualifications which will lead to efficiency in goals/responsibilities implementation and roles awareness assessment will prove if members know exactly their roles. The assumption was that if members know their roles, they will be motivated to perform their responsibilities and hence they will be committed.

## **2.3 Empirical Literature Review**

Siamoo (2013) found that school board for Northern diocese schools in Moshi Tanzania was concerned for fund raising. However, this study concentrated on assessing the best ways of developing the instructional leadership skills of high school principals in Tanzania using a problem-based learning approach. The study did not assess the factors which affects the performance of school boards for private schools in Tanzania.

Coles et al (2008) did not agree that restriction on the size of the board members improves the performance of the school boards. The study recommended that the number of board members should be decided based on the nature of the school and the education policy of a particular country. However, this study was not done in the field of education and did not assess on the factors that hinder the performance of the school boards.

Ness et al (2010) assessed the influence of corporate boards on firm financial performance in the new era of Sarbanes-Oxley. The study found that that duality, occupational expertise, board size, and board tenure were significant in influencing the financial performance of the respective firm. However, this study was not done on the field of education and it did look how the board members appointment procedures, background factors of board members and role awareness of the board members influence the financial performance of the firm. Watson (2014) asserted that the gender diversity on corporate boards may positively influence the implementation of programs. However, this study concentrated on one factor which is gender. The study did not examine the influence of other background factors such as age and education level of the board members. Also it did not assess how other factors may influence the board performance.

Metz and Harzing (2008) studied the women presentation in the journal editorial boards and they found low representation of women in journals' editorial boards. The study found that the representation was caused women's field of study to be different from those of article requirement: the prestige of the journal and the gender

difference of the editor. However, this study did not describe more on the appointment procedures and whether there were advertisements to encourage the women to apply. The study also was not done in secondary education. Korelich and Maxwell (2015) found that members of the south central Texas school did not understanding their roles and probably were not abiding by them. However, this study did not assess whether the board members were aware of their roles and if the background factors and appointment procedures of the board members influenced the board members performance.

Kindiki (2014) found that the boards of governors (BOG) in Keiyo district in Kenya played their major roles to enable the school to acquire physical resources and facilitated the development of the schools' curriculum. However, the study did not analyse how background factors of the board members, appointment procedures and roles awareness influenced the performance of the board members. Resnick and Bryant (2012) asserted that in order to be active, the local school boards should invite the citizens to participate in matters related with the school boards for promoting the democratic participation between the board and the community. However, this study did not describe more on the factors which limit the school board performance.

Mrope (2011) examined the effectiveness of Board Governance in Arusha municipality in Tanzania for private secondary schools. The study focused on the function of the boards of directors in facilitating the teaching and learning process and for the smooth running of schools. The study used 40 respondents and 16 schools. The study revealed that Audit committee, nomination committee and



strategic committee was nonoperational for 70%, 25% and 100% respectively and this has made the chairperson of the board to dominate the board decision which ultimately reduced the performance of the schools boards. However, this study did not examine how background characteristics of the board members, appointment procedure and roles awareness influenced the performance of the board members.

Hess and Meeks (2010) asserted that despite large amount of budget allocated for school boards in USA and their high magnitude of their responsibilities in setting goals of their schools, monitoring, and facilitating the alignment of schools to attain the professional development; their work are little examined and poorly understood. However, this study did not assess if the education qualifications of the board members were sufficient to enable them to perform their duties effectively. Also it did not analyse how other background factors influenced the performance of the board members and how appointment procedures and roles awareness influenced the board members to perform their board duties.

The National School Boards Association (2014) asserted that the local school board has the role of developing policies, setting priorities, and ensuring the accountability for the issues related with schools' operation. Makwinya and Komba (2014) revealed that parents in community schools in Tanzania were not satisfied by low communication frequency and being excluded in decision making in school matters. The study further revealed that demographic characteristics were not considered in the appointment of the school board members and this made the school members participation in issues related with school matters to be low. However, this study did

not assess if the appointment procedures for the board members were adhered and if the appointed board members knew their roles.

Mutinda (2015) studied challenges facing board of managers in the management of public secondary school Kamwangi District in Kenya. The study found that the identified challenges were inadequate staff personnel and finances, misappropriations of funds, insufficient physical facilities, lack of support and interference from the local community. However, the study did not assess how background factors; appoint procedures and board members awareness influenced the performance of the secondary school.

Khama (2014) carried out a study on perceptions of board members on running of school. The study exposed that board members were countenanced with challenges such as; insufficient knowledge and understand of educational act, low education requirement consequently unable to recognize fully their roles, scarce resources to support in supervising schools, inadequate capacity building programmes for board members and unclear understanding between governance and running of schools. Nevertheless, the current study focused on schools board of management from a point of view of understanding the influence of their role on students' academic performance.

Yau and Cheng (2011) also conducted a study on teachers' perceptions of school policy as a key aspect of school-based. The study noted that a well-defined school policy should be developed in order to attain the successful execution of school-

based supervision. Nonetheless, the schools' board members were found to help all staff recognize the school mission and goals in order to help them come to a decision effortlessly of the annual goals and plan.

Osei-Owusu and Sam (2012) conducted a research on evaluating the role of school board committees in strengthening quality learning and teaching in Ghana-West Africa. The results of the study showed that school management committees were not effective in the overseen and supervising head teachers, teachers and pupils' attendance. However, the study did not analyze in details how the background factors, appointment procedures of board members and activeness of board members influence performance of schools.

Opande (2013) examined the influence of school management board on motivational practices in Kenya primary school performance. Findings showed that the school board motivated teachers by rewarding them in order to speed up performance in their schools. It was also recognized that schools where school board had good relations with teachers had better results than those with poor relationships but background factors, appointment procedures of board members and activeness of board members influence on the performance of schools were not analyzed.

Rout (2014) carried out a research, which focused on the functioning of school boards in rural elementary school in India. The results of the study revealed that school board carried out its role vigorously in order to accomplish universal enrollment by overseen the attendance and non-attendance of the students, increasing

school infrastructure and using allocated funds carefully for school growth. However, the study did not specify if the vigorous of board members were caused by good appointment procedures or background factors.

Nkundabanyanga, Taurigana and Muhwezi (2015) carried study on governing boards and their views regarding performance of secondary schools in Uganda. Findings shows that school board play roles' such as performance, finance committee role, regular meetings and finance proficiency of overriding boards had important consequence on schools' performance. However, the study did not analyze how the background factors, appointment procedures of board members and activeness of board members influence on the performance of schools in Uganda.

#### **2.4 The study Gap**

The literatures show that only few studies are done to assess the issues related with schools boards in various countries in the world. The literatures also indicate that none of the studies was done to assess the factors limiting the performance of the school board in Tanzania. The published literatures show that only Mrope (2011) and Makwinya and Komba (2014) did their studies to focusing the school boards in Tanzania. While Mrope (2011) examined the effectiveness of Board Governance in Arusha municipality in Tanzania for private secondary schools, he focused only the role of directors in facilitating the teaching and learning process and for the smooth running of schools and the roles of Audit, nomination and strategic committees on implementing of their duties. Hence Mrope (2011), did not assess how background characteristics of the board members, appointment procedure and roles awareness

influenced the performance of the board members. We think that this is important because if his study revealed that the body committees were not operational, it is essential to assess the reasons for poor performances.

Also Makwinya and Komba (2014) assessed the level of board members satisfaction when implementing the school boards responsibility where the low level of participation and involvement were noted by the author. The study focused only that demographic characteristics were not considered in the appointment of the school board members. We think that it is vital to assess also how the level of board members roles awareness and appointment procedures influence the performance of the school board. Some people also argue that performance of most of catholic school is good in most dioceses in Tanzania. We want to investigate if the school board has contribution towards this academic performance or not.

## **2.5 Conceptual Framework**

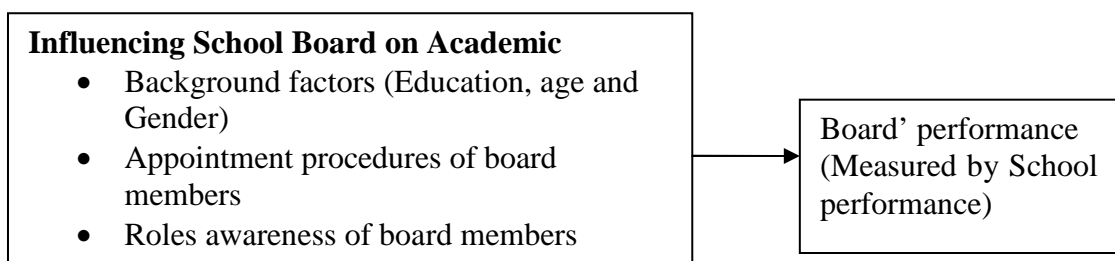
Quality of secondary school education is determined by many factors. This study considered the factors affecting the performance of the school boards in church owned secondary schools. The contribution of school boards in managing secondary schools are evident worldwide and specifically in Tanzania. Schools boards play different roles such as financial control, planning and supervising different development activities, foreseeing academic quality and monitoring both teachers and students' discipline. The heads of schools are required to make sure that, school decision-making bodies are capable in assisting the schools to attain their major goals for effective teaching and learning (Kija 2015). Nevertheless, boards are not

free from challenges. School boards faces challenges such as board members inadequate knowledge and familiarity with educational act, low level of education requirement hence unable to be aware of their roles. Also, there are inadequate resources to assist management of secondary schools as well as lack of capacity building programs for board members (Khama, 2014). Similarly, effectiveness of schools differ from country to country, regions to region, type of school, school sectors and school population (Hofman *et al.*, 2002).

In this study different roles played by school boards covered, level of parents' satisfaction with the composition of the school boards by considering the community mixed up in terms of their economic status, gender, and their education levels will be measured, influence of role of school boards on students' academic performance in church owned secondary schools determined as well as challenges encountered by school boards in managing church owned secondary schools were identified.

#### **Independent Variables**

#### **Dependent Variable**



**Figure 2:1 Conceptual Framework**

Source: Researchers own conceptual map 2017

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter describes the methodology to be used by this study. It covers the research area, the research design, sampling procedures, data collection and analysis methods, variables and measurement procedures, data validity and reliability and research issues consideration.

#### **3.2 The Research Area**

The study was carried out in six secondary schools owned by Roman Catholic in Mbulu Diocese. There were two major reasons to support this selection. The first reason was based on arguments by Ary *et al.* (2000) that the most important characteristic of a sample is its representativeness and not its size. Secondly, since characteristics of secondary schools vary from one place to another, the selection of six secondary schools in this diocese enhanced chances for inclusion of rural and urban schools. The researcher assumed that the location of the school may influence the performance of the school board.

#### **3.3 Population**

A population is a group of individuals or object or item from which sample are taken for measurement (Kombo et al 2008).The population of this study involved the priests, teachers, parents, school board members church authority and students.

### **3.4 Sample and sample Size**

Sample means that portion drawn from the population for purpose of investigation. In this study the sample involved the parents, school board members, teachers and priests as a well as the church authority's members. Kothari (2004) asserts that a sample size usually is drawn from the population of the study. In each of the six schools, the researcher selected 15 respondents making 90 respondents. The study also interviewed the 6 heads of the schools and 1 Diocese education coordinator.

### **3.5 The Sampling Procedure**

The researcher used the purposive sampling technique. The purposive sampling is the type of sampling which is suitable for the respondents who are few and are selected to be interviewed for a particular purpose of the study (Kothari, 2004). The purposive sampling was used to select the member of the school boards, diocese education coordinator and head of schools for the interview. However, the parents were selected using the systematic sampling for an interview. Basically since the study involved the need of information from the technical respondents, the selection of the respondents was done purposefully, it is only this that fulfilled the objective of the study.

### **3.6 Research Design**

The study adopted a cross-sectional and descriptive design. The descriptive design enabled the researcher to collect data from six schools at a single point of time. Cooper and Schindler (2006) argued that cross-sectional design has advantage of minimizing the financial and time resources. The study used a descriptive design so



as to generalize the results from the respondents. According Cooper and Schindler (2006), despite descriptive design can predict the outcome and show relationship between the variables it can describe well the situation. The descriptive design was adopted at this stage because the previous studies focusing the school board used the exploratory designs. Hence, the author thought that a descriptive design was suitable for this study so as to describe generally the influence of the secondary school boards on students' academic performance in Catholic secondary school in Mbulu diocese.

### **3.7 Data Collection Methods**

The study used a self-administered questionnaire to collect parents and students opinions regarding role of school boards in enhancing secondary school education performance. In addition, relevant documents were reviewed. Also, in each school, there was one focus group discussion with school board and teachers. Sakyi and Bawole (2009) argue that the focus group method is appropriate since it can provide basic information from those who witnessed, experienced or were direct beneficiaries or victims of both school board and academic performance. In each school, head of school were selected for interview. These were selected because they were expected to have reliable information regarding role played by school board in enhancing academic performance in church owned Secondary schools. The researcher used a checklist to extract the information from the focus groups.

### **3.8 Data Analysis Procedures**

According to Meral and Eylem (2009), there is no universal method to help researchers choose a method, which best fit in a given dataset. The quantitative data

were collected and analysed by using the Statistical Package for Social Science (SPSS) software. The analysis computed data using descriptive statistics including frequencies and averages. Frequencies gave a clear ranking of a score in the distribution (Mabagala, 2013). Generally the data were presented in tables and data were presented objective wise to portray a picture on the investigated topic. The percentage obtained under each table and issue was described to generate meaning. Data from documents on the student academic performance and the minutes of the school board performance were tabulated and the issues that fell under the same category were grouped together to compliment the description of other methods such as questionnaire and focus group discussion. This is seen as triangulation of methods as developed by (Gray 2009) which insists use of more than one method to investigate the same problem, which helps to increase the credibility of the research results.

### **3.9 Variables and Measurement Procedures**

The variables were measured by using the five points Likert with 5 scores as follows: Strongly Disagree” (SD = 1) Disagree (D = 2), Neutral (N = 3), Agree (A = 4) and Strongly Agree (SA = 5). Some variables were measured in two ranks category such as gender influence on the school board performance. The variable of age was measured in the ratio scale. The education level of the board members was measured in five category scale 1. None, 2-primary, 3-secondary 4-college, 5-University. Descriptive analysis used means and percentages scores to analyze the data. Therefore, the scale of variables used in this study were measured by using nominal, ordinal, scale and ratio scale types.

### **3.10 Data Validity and Reliability**

According to Cooper and Schindler (2006), data validity measures what the researcher intended to measure. In order to enhance the research instrument validity for this study, the questionnaire was composed in collaboration with education experts, and the advice from the supervisor was considered. Also the questionnaire was pretested in 2 secondary schools to prove the questions relevance before administering it to intended group of respondents. According to Cooper and Schindler (2006), reliability means ensuring the precision of the collected data. Reliability can be proven by the collecting the equivalent data using the similar instrument. In this study, the reliability of data was tested by using Crobach Alpha where the value of 0.7 and above shows that data are reliable.

### **3.11 Ethics Issues Consideration**

All research ethical issues were considered for this study. The research requested the clearance letter from the Open University of Tanzania before data collection and the researcher introduced himself to local authorities to the areas where data were collected. This researcher also requested respondents' consent for participation in the study. The researcher also considered the confidentiality of the collected data for the agreement that the researcher will not expose the data provided by the respondents instead the data will be used for the purpose of this study only. Moreover, the researcher cited all work to avoid plagiarism, presented the real data collected from the field and avoided using the false data.

## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Overview**

This section is about data analysis and discussion. This section covers five subsections that are; characteristics of respondents, assessment of the influence of board members' skills level on students' performance in secondary schools at Mbulu Diocese, assessing influence of board members' appointment procedures on performance of secondary schools at Mbulu Diocese, examining activeness of board members in influencing performance of secondary school at Mbulu Diocese and suggesting the best ways in which the school boards can be effective in managing the catholic secondary schools at Mbulu diocese. All are based on research objectives and research questions, concerning factors affecting the performance of school boards of the catholic secondary schools in Mbulu diocese.

#### **4.2 Demographic Characteristics**

The content of analysis specified three demographic characteristics mostly related to this study. Those characteristics were respondents' sex, age and their level of education. The specified characteristics were expected to minimize study's biasness. Alternatively, selected characteristics were intended to gather cross-cutting data. Along this logical flow below are respondents' characteristics beginning with their sex.

**Table 4.1: Respondents by Sex (N = 90)**

<b>Sex of respondents</b>	<b>Frequency</b>	<b>Percent</b>
Male	50	55.5
Female	40	44.5
Total	70	100.0

From Table 4.1 above there are 50(55.5%) male and 40(44.5%) female respondents. Although, according to Tanzania 2012 National Census, women were reported to be more than 51% of the population (URT, 2013), they lack equal representation in various decision making organs. Nevertheless, the study indicates that both sexes had the opportunity to participate fully in the study. It means therefore, both had the opportunity to air their view on factors affecting the performance of school boards of the catholic secondary schools in Mbulu diocese. Next prioritized demographic characteristic was respondents' by age, which is stipulated as hereunder.

**Table 4.2: Respondents by Age (N = 90)**

<b>Age of respondents</b>	<b>Frequency</b>	<b>Percent</b>
10 to 20	27	30.0
21 to 30	6	6.7
31 to 40	34	37.8
41 to 50	15	16.6
50 and above	8	8.8
Total	90	100

Age of respondents varies accordingly. 27(30%) were aged between 10 - 20 years, 6(6.7%) were aged between 21-30 years, 34(37.8%) were aged between 31- 40 years, 15(16.6%) were aged between 41 - 50 years and 8 (8.8%) had 50 years and above. Age of respondents cut-across respondents from secondary school students to adult's

factor qualifying reliability of data. The selection of respondents was also determined by their level of education as specified below.

**Table 4.3: Respondents' Level of Education (N = 90)**

<b>Respondents level of education</b>	<b>Frequency</b>	<b>Percent</b>
None	2	2.2
Primary level of education	16	17.8
Secondary/college level of education	67	74.4
University level of education	5	5.6
Total	90	100

Regarding age of respondents there were 2(2.2%) respondents with no formal education, 16(17.8%) with primary level of education, 67(74.4%) with secondary or college level of education or both secondary and college level of education and 5(5.6%) with university level of education. It should be noted that majority had secondary or college level of education or both secondary and college level of education because this was the group, which consisted students and teachers who possessed this level of education.

### **4.3 Influence of School Board Members' Skills on Students Performance**

This sub-section attempted to figure out ability of school board members' skills in influencing students' performance in Catholic Church owned secondary schools at Mbulu Diocese. Issues addressed in this sub-section include education criterion for been school board member, skills required to be school board member, whether skills possessed by school board members could influence students' performance and how skills owned by school board members could influence students' performance.

Education criterion for been school board member was the point of departure of this sub-section.

#### 4.3.1 Criterion for Been School Board Member

According to URT-Ministry of Education and Culture School board members should preferably be holders of a Certificate of Secondary Education Examinations while the Board Chairperson should preferably possess the same qualification and any other professional training. Following this, the researchers made an effort to find out education level of school board members from the six surveyed secondary school owned by Roman Catholic Church in Mbulu Diocese. In this section six board members in each school were required to respond. Findings provided were as stipulated in Table 4.4.

**Table 4.4: Level of Education of School Board Members (36)**

Name of school	Category of education			
	None	Primary school	Secondary school	College university
Sanu Seminary	0(0%)	0(0%)	2(5.6%)	4(11.1%)
Singe Secondary	0(0%)	0(0%)	4(11.1%)	2(5.6%)
Endorofa secondary	0(0%)	1(2.8%)	5(13.9%)	0(0%)
Ana Gamazzo secondary	0(0%)	0(0%)	3(8.3%)	3(8.3%)
Madunga secondary	0(0%)	0(0%)	4(11.1%)	2(5.6%)
Imboru secondary	0(0%)	0(0%)	3(8.3%)	3(8.3%)
Total	0(0%)	1(2.8%)	21(58.3)	14(38.6%)

All board members of secondary schools owned by Roman Catholic Church in Mbulu Diocese possessed minimum criterion laid down by ministry of education and culture for been board member. The results show that while 58.3% possesses minimum criterion, 38.9% were above minimum criterion. Since most of board

members possessed secondary education, it was possible for them to be familiar with basic requirements in secondary education. Therefore, they could have used the same knowledge to influence school leadership to endorse requirements for quality education in secondary schools.

This contradicts with the study carried out by Masue (2010), which revealed that in general the majority (78%) of the two secondary schools' board members studied were primary school leavers or less. Indeed, this level of education disqualified them from members of school committees. Perhaps schools with board members who possessed higher level of education can influence student performance as noted in three schools that are Sanu Seminary, Anna Gamazzo secondary and Imboru secondary which has more board members with either college or university level of education. Nevertheless, board members' age and sex did not show any indication to influence students' performance as most of interviewed head teachers declared that decision were based on majority vote and not their age or sex. Performance in these schools is different from other schools as noted in Table 4.5.

**Table 4.5: Form Four Examination Performance From 2014 To 2016**

School	2014				2015					2016					
	Distinction	Merit	Credit	Pass	Fail	Division I	Division II	Division III	Division IV	Division 0	Division I	Division II	Division III	Division IV	Division 0
Sanu Seminary	10	31	2	0	0	16	23	4	1	0	20	31	8	0	0
Singe secondary	7	71	102	39	5	6	68	94	54	2	8	52	105	84	1
Endarofta secondary	0	0	1	19	16	0	0	2	21	14	0	0	1	19	7
Anna Gamazzo Secondary	4	25	39	8	0	11	40	21	4	0	21	47	17	2	0
Madunga Secondary	2	8	5	0	0	1	10	15	8	0	5	8	10	3	0
Imboru Secondary	3	16	32	39	10	2	18	20	30	0	0	4	13	27	2



### 4.3.2 Skills Required Being A School Board Member

In order to understand skills required to be school board member it was vital important to understand roles played by school board members. As such school board members were required to be trained in order to approve school development plans and budgets, oversee the implementation of the plans, advise councils, regions and the centre on the school development and management, deal with disciplinary cases of students, advise ministry of education and culture and public service commission on disciplinary cases of teachers and formulate strategies for schools to raise funds for improving school infrastructure and delivery of quality education in the school. Again in this section six board members in each school were required to respond. Following this board member were required to have skills listed in Table 4.6.

**Table 4.6: Skills Possessed By School Board Members (36)**

Category of education	Yes		No	
	Frequency	Percent	Frequency	Percent
Planning skills	7	19.4	29	80.6
Accounts skills	5	13.9	31	86.1
Leadership skills	18	50.0	18	50.0
Ethics skills	12	33.3	24	66.7
Fund raising skills	20	55.6	16	44.4
School infrastructural	11	30.6	25	69.4

Data from Table 4.5 indicates that 50% and above of board members possess leadership and fundraising skills. The lowest skills possessed by board members were planning and accounts. This implies that board members could mobilize funds but were unable to supervise management of fund raised as most of them lacked planning and accounts skills. Likewise, since only 30.6% possessed skills that could

have been used to advice improvement of school infrastructure, it implies that perhaps board members lack skills to advice the way school learning environment could have been improved in order to create a friendly learning environment.

#### **4.3.3 Board Members Skills And Their Ability To Influence Students' Performance**

Determined by their roles and personal experience each board member was required to assess himself or herself to verify whether skills they possess could influence student performance in their schools. Skills possessed by board members can influence student performance as 29(80.6%) board members responded by saying yes against 7(19.4%) who said no. In-depth interview carried out with head of schools reveal the same.

For example the head of Sanu Seminary reported that "We normally select board member that we think can massively advice school management to improve learning environment, which eventually likely to improve school academic and disciplinary performance." The head of Anna Gamozzo Secondary Schools said that, "We always recruit board members with secondary school experience and our selection is biased to retired officers in education sector." Therefore, it is possible that skills owned by board member if well utilized can influence academic performance in church owned secondary schools. If that was the case the study examined the way skills owned by board members that could be used to influence students' performance. Respondents provided different responses as shown in sub-section 4.3.5.

#### **4.3.4 The Way Skills Owned By Board Members Can Influence Students' Performance**

Owning good skills and the ability of owned skills to influence students' performance differ in the actual implementation. Under this logic it was therefore important to find out the way skills owned by board members could influence students' performance. This sub-section gathered information from 90 respondents including school board member, teachers, students and parents. Their responses are summarized in Table 4.7.

**Table 4.7: Whether Board Members' Skills Could Influence Students' Performance**  
(N=90)

<b>The way board members skills could have influenced students' performance</b>	<b>Yes</b>		<b>No</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Assessing teachers capacity	15	16.7	75	83.3
Monitor teachers and students discipline	77	85.6	13	14.4
Retaining good teachers	80	88.9	10	11.1
Encouraging and motivate teachers and students	77	85.6	13	14.4
Improve good teaching and learning environment	79	87.8	11	12.2

Board members can apply their skills to improve student performance by performing four core roles that are monitoring both teachers and students discipline as 77(85.6%) declared, using their skills to identify and retain good teachers as 80(88.9%) affirmed and using their skills to identify and encourage motivation to both teachers and students performing well. Also board members can use their skills to evaluate and advise the way both teaching and learning environment could be improved. This can probably be among the reason given by (Bush, 2011) that decision-making can be met by board members and school heads making their knowledge jointly to arrive at

a common agreement. As such Ayademi (2014) noted that private schools have more efficient instructional encounter in the classroom as a result of regular and systematic management to mention few. This implies perhaps schools performing better are among other determined by skills possessed by school board members.

#### **4.4 Procedures for Appointing the Board Members and its influence on Students' Performance**

These sub-section deals with procedures used to appoint competent school board members who could influence students' performance. This section first attempted to find out whether 90 respondents (school board members, teachers, students and parents) had knowledge regarding the way school board members were appointed. Whether respondents were aware about the way school board members were selected 77(85.6%) said yes while 13(14.4%) said no.

More than three quarters had knowledge regarding the way school board members were appointed. This means the process of appointing board members was transparent and members were being selected by merits. Following this, the research wanted to know from 77 (85.6%) respondents who were knowledgeable about the way board members were selected to give their opinions whether section procedure could recruit board members who could influence students' performance. Respondents provided different responses regarding to whether selection procedures could recruit board member with ability to influence students' performance. Whether selection procedure could recruit board members able to influence students'

performance out of 77 respondents aware of procedure to select board members 75(97.4%) said yes while 2(2.6%) said no.

According to 77 respondents possessing knowledge regarding the way school board member were appointed, 75(97.4%) declared that selection procedures could lead to the recruitment of board members able to influence students' performance. In-depth interview carried out with head of secondary schools showed that selection procedure was the core determinant to get skillful and experienced board members. For example, the head of Madunga Secondary schools said that "a well followed procedure leads to the selection of appropriate board members and the vice versa is true. Each school had its own procedure of appointing school board members. Heads of schools provided different stories to select board members that are summarized into three categories that is nomination and voting by school management, voting by students' parent, and direct recruitment by school management. As seen from Table 4.8 the school that either recruit directly or nominate board members who are voted for by school management perform better than school that recruit board member though the vote of students' parent as seen in Table 4.5. Procedures for each school are shown in Table 4.8.

**Table 4.8: Procedure of Selecting Board Members**

<b>Name of school</b>	<b>Procedure used to select board member</b>
Sanu Seminary	Direct recruitment
Singe secondary	Voting by students' parent
Endarofta secondary	Voting by students' parent
Anna Gomzza Secondary	Nomination and voting by school management
Madunga Secondary	Nomination and voting by school management
Imboru Secondary	Nomination and voting by school management

Again the study attempted to find out the way procedure used to appoint board members could influence students' performance. Thus the way procedure used to appoint board members could influence student's performance are outlined in Table 4.9.

**Table 4.9: Procedure Used To Appoint Board Members And Its Influence On Student Performance (N=77)**

<b>Procedure used and its ability to influence students' performance</b>	<b>Frequency</b>	<b>Percent</b>
Good procedure leads to appointment of skilled board members	35	45.5
Good procedure leads to appointment of experience board members	17	22.1
Good procedure leads to appointment of creative board members	11	14.3
Good procedures leads to appointment of unbiased board members	9	11.7
Good procedures lead to appointment of committed board members	3	3.9
Don't know	2	2.6
<b>Total</b>	<b>77</b>	<b>100</b>

According to 77 respondents there was a possibility of getting board members with good skills, experienced, creative, unbiased and committed if appointment of board members followed good procedure. If that was the case the qualities possessed by these board members would eventually be used to foster good learning and teaching environment, which could have ultimately led to students' performance.

#### **4.5 Activeness of Board Members and its Influence toward Students' academic Performance**

In this section attempt was made to find out whether activeness of board members could influence students' performance. This section started by asking 36 board members whether they think they are actively participating in school board meetings. Whether board members were actively participating in board meetings 28(77.8%)

said yes while 8(22.2%) said no. The researcher was able to access board meeting minutes in all schools surveyed. From the meeting minutes it was found that in schools that were performing better especially in Sanu Seminary and Anna Gamazzo Secondary schools, board members were able to lay down good strategies that were assessed before commencement of another board meeting.

Board members were participating actively in board meetings as 28(77.8%) responded. The participation was in terms of giving their ideas and recommends and making accountable some unethical teachers and students. This contradict Oketch & Ngware, (2012) findings who revealed that until of recent, the intense debate on management of school principals and teachers and Boards of Management for successful execution of curriculum to give way high quality educational productivity has received main concern in most sub-Saharan African countries excellence of education measures by means of academic and non-academic indicators in secondary education is neither attainable nor sustainable without the constant evaluation of these indicators on how they control the delivery of quality education by school systems in the country. Again according to UNESCO (2012), requirements for educational quality is also growing, as the reasonable performance of basic education systems is not only instrumentally but also deliberately in relation to economic growth and international competitiveness (UNESCO, 2012).

#### **4.6 Roles Played by School Board's Members**

Elected or appointed, school board members perform their roles in several important ways. Determined by nature of school management and type of ownership school

board play different roles including contextual role (learning about important issues facing the school), educational role (mentor new board members), interpersonal role (holding confidentiality), analytical role (examine downside or the pitfalls), political role (assess impact of the decisions reached) and decision role (set clear organizational strategies). Board members were assessed to determine whether they were performing the above roles. The assessment based on Odhoro (2014) who argued that the connection between governance and organizational achievement is not a common sense connection. Boards in the for-profit, non-profit, and government sectors can all have unstable degrees of appointment with the organization they are charged with overseeing. Following this board members responses were as shown in Table 4.10.

**Table 4.10: Roles played by school board member (N=36)**

<b>Role played by board members</b>	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly agree (5)</b>
Board takes the time to learn about important issues facing school through actions such as allowing teachers, students and administrators to report at board meetings	2(5.6%)	1(2.8%)	2(6.6%)	15(41.7%)	16(44.4)
Board assigns new members a mentor to help them learn and provides new members with detailed explanation of the board's mission.	7(19.4%)	6(16.6%)	7(19.4%)	10(27.8%)	6(16.7%)
Board members are able to hold confidential items in confidence.	31(86.1%)	2(5.6%)	2(5.6%)	0(0%)	1(2.8%)
Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make.	22(61.1%)	5(13.9%)	3(8.3)	2(5.6%)	4(11.1%)
Board shows an awareness of the impact its decisions will have on the community.	32(88.9%)	1(2.8%)	1(2.8%)	1(2.8%)	1(2.8%)
Board sets clear organizational priorities for the year ahead.	1(2.8%)	2(5.6%)	2(5.6%)	1(2.8%)	30(83.3%)



The core role played by board members include setting clear organization priorities for the year ahead as supported by more than 83% and taking time to learn about important issues facing school through actions such as allowing teachers, students and administrators to report at board meetings as maintained by more than 59%. The role that are much ignored by board members include failure of board member to hold confidentiality as more than 88% declared and failure of board members to impact their decision to community as held by more than 88%.

When interviewed heads of the school said that board members have the role to oversee and evaluate students' academic performance, manners and the way school environment impacts students-teacher and administrators relationships. When making decisions about school programs, school boards incorporate parents' view on what students need to know and to do. School boards interact with the public hence easy to get opinions from the public regarding performance of their schools.

Whether board members were performing well their roles, 81(90%) of respondents said yes, while 9(10%) respondents said no. Perhaps the approach used by board members to execute their activities was transparent that is why other stakeholders were able to assess them. Most of the interviewed head of schools declared that board members were performing their activities well. As such one head teacher said that; "without school board it could be difficult for us to perform well our responsibilities."

#### **4.7 Things Need To Be Done In Order To Improve Performance of School Board Members**

Finally this section gathered data that could identify things board members need to do in order to improve their performance hence the improve students' performance in Roman Catholic Church owned secondary schools. This section begun by asking 36 board members whether they think there were things that could be done in order to improve their performance. Whether there are things to be done to improve performance of board members, out of 36 board members 34(94.4%) said yes while 2(5.6%) said no. School board members need to be improved as 34(94.4%) respondents agreed that there are things to be done in order to improve performance of school board members. Things to be done in order to improve performance of board members are listed in Table 4.11.

**Table 4.11: Things To Be Done To Improve Performance of Board Members (n = 36)**

Things to be done	Yes		No	
	Frequency	Percent	Frequency	Percent
Motivation	31	86.1	5	13.9
Provision of regular trainings	10	27.8	26	72.2
Mentoring	18	50.0	18	50.0
Be given full autonomy	35	97.2	1	2.8
Self-commitment	36	100.0	0	0.0

From Table 4 self-commitment seemed to be a prime criterion for board members that will enable them to improve their performance as 36 (100%) board members declared. Nevertheless, both school owners and management need to motivate board members including give them access to training and mentoring activities. Also, both school owners and management should give board members full autonomy to

perform their duties including improving learning environment as Okyerefo et al (2011) noted that in order to outperform other schools, private schools constantly strive to enhance academic environment.

## **CHAPTER FIVE**

### **5.0 CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Overview**

This chapter provides a summary, conclusion and recommendations of the study on the contributions made by school boards in managing Roman Catholic Church owned secondary schools in Mbulu diocese. The chapter has three major sections; it provides the summary of the study, conclusions of the findings, and recommendations emanating from the study.

#### **5.2 Summary of Major Findings**

This study was designed to assess the role made by school boards in influencing schools performance of Catholic schools in Mbulu Diocese. The study addressed four issues that are to assess the influence of skills level of board members on school performance, assess the influence of appointment procedures of board members on performance of the school, examine activeness of board members in influencing performance of the school and suggest the best ways in which the school boards can be effective in managing the catholic secondary schools in Mbulu diocese.

##### **5.2.1 The Influence of Background Factors on Performance of Students of Catholic Secondary Schools Boards in Mbulu Diocese**

The findings regarding the ability of board members to influence students' performance shows that board members possessed minimum requirements set by government that is having secondary level of education. Having attained secondary

level of education board members had skills that could have been used to influence different activities in the school such as planning, management, ethical issues, fund raising and development of infrastructure that influence learning environment, which in turn leads to students' performance.

Regarding students' performance based on procedures to appoint board members findings showed that there was a well followed procedure to appoint board members. The study found that the influence age and gender of board members on the performance on secondary schools in Mbulu diocese was insignificant.

### **5.2.2 Influence of Appointment Procedures of Board Members on Performance of Students of Catholic Secondary Schools in Mbulu Diocese**

The procedure in turn rendered selection of board members able to perform their roles effectively hence improves students' performance. The procedure among others facilitated selection of skilled, experienced, creative, unbiased and committed board members.

### **5.2.3 Activeness of School Board Members in Influencing Performance of Students of Catholic Secondary Schools in Mbulu Diocese**

Concerning activeness of board members and its ability to influence students' performance findings showed that board members who were actively engaging themselves in board meetings, made several contributions including giving out their ideas on how better the school could perform. The active role played by school board

members included setting clear organization priorities, taking time to learn important issues facing the school to mention a few.

#### **5.2.4 Ways to improve School board Members**

The finding showed that there issues that the school board members need to improve their performance. These included motivation, capacity building, empowerment and monitoring skills.

### **5.3 Conclusion**

This study attempted to assess the contribution made by school boards in Catholic secondary schools to influence students' performance. From the findings it can be said that the school boards have a vital role play in Catholic secondary schools. The core roles include guiding and supervising school activities. Nevertheless, in order for the board to perform actively board members must possess minimum required qualifications. As such there is a close relationship between effectiveness of school board and school performance in Church owned secondary schools. The study also reveals that schools in Catholic Mbulu diocese follow the criterion set by the Ministry of Education and Vocational Training and this promotes the activeness of the board members. Hence, the general conclusion is that if the schools board members possess the required qualifications and are selected according to criterion set by Ministry of Education and Vocational training will be active and hence will contribute positively to the academic performance of the respective e schools as reveled in some selected schools in Mbulu diocese.

#### **5.4 Recommendations**

- i). School boards should focus on policies and support services that will enhance each school's ability to achieve its own strategic vision and plan including improving students' performance.
- ii). School owners must build the capacity of board members by helping them to develop coherent visions for the future of their schools, as well as the knowledge and skills to support school heads and teachers as they create their own vision and goals at the school level and then hold themselves accountable for results.
- iii). School boards should work to minimize indiscipline in schools and maximize cooperation in their schools as well as within their communities.
- iv). Parents should attend to school meetings regularly to view out their concerns that will be discussed by boards in order to improve school performance.
- v). There is noted observation that many of the school board members are not educated and they are not aware of their roles, thus training to equip with the legal framework and improving remuneration should be taken seriously, if these members are to work effectively and efficiently in improving the school academic performance.

#### **5.5 Contribution of the Study to Theories**

The results from this study show that the setting goals by secondary schools in Mbulu diocese have motivated the school board to perform well. The Goal-setting theory authored by Martin (2005) assumes that commitment and self-efficiency contribute to job performance of employees in the organization. This theory was used

to assess the factors that affect the performance of school boards in Mbulu diocese and the study reveals that mostly the performance of the school boards in Mbulu diocese was influenced by education level of board members than age and sex. Also the results indicate that the appointment of the board members was done following the guidelines set by the Ministry of education and vocational training and hence has led to appoint board members with required qualifications and this promoted their activeness which in turn promoted the academic performance of the secondary schools in Mbulu diocese.

#### **5.6 Direction of the Future Studies**

Studies may be conducted to assess the influence of school boards on the students' academic performance of Catholic Secondary Schools in other dioceses in Tanzania. Similar studies may be conducted to assess the influence of the school boards on the performance of primary schools and secondary schools in other categories of schools such as Islamic schools, other Christian schools, other private schools and public schools. Comparative studies also may be conducted to assess the effectiveness of school boards between the private and public schools in Tanzania.



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**APPENDICES**

**BOARD MEMBERS, TEACHERS, STUDENTS AND PARENTS**

**QUESTIONNAIRE FOR RESEARCH ON:**

**FACTORS AFFECTING THE PERFORMANCE OF SCHOOL BOARDS OF**

**THE CATHOLIC SECONDARY SCHOOLS IN IMPROVING STUDENTS’**

**ACADEMIC PERFORMANCE IN MBULU DIOCESE**

Dear Respondent,

You have been selected randomly to participate in a research that is on-going in this diocese about factors affecting the performance of school boards of the catholic secondary schools in Mbulu diocese. The main purpose of the research is to generate information on which to base advocacy for the practice of quality education in secondary schools. All the responses you will give will be treated confidentially, and the research results will be used only for the purpose stated above and for academic purposes. Therefore, you are kindly requested to respond to all questions openly and truthfully.

**A. Characteristics of respondents**

Please put a tick (v) in the correct answer

**1. Sex of the respondent (All)**

i. Male \_\_\_\_\_ (      )

ii. Female \_\_\_\_\_ (      )

**2. Age of the respondent (All)**

i. 10 ----- 20 \_\_\_\_\_ (      )



- ii. 21 ----- 30 \_\_\_\_\_ (     )
- iii. 31 ----- 40 \_\_\_\_\_ (     )
- iv. 41 ----- 50 \_\_\_\_\_ (     )
- v. 50 + \_\_\_\_\_ (     )

**3. Your level of education (All)**

- i. None \_\_\_\_\_ (     )
- ii. Primary level of education \_\_\_\_\_ (     )
- iii. Secondary/college level of education \_\_\_\_\_ (     )
- iv. University level of education \_\_\_\_\_ (     )

**B. ABILITY OF BOARD MEMBERS SKILLS TO INFLUENCE STUDENTS PERFORMANCE**

4. What do you think is the level of education school board member need to have? **(School board members only)**

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5. Do you think your age as a board member can influence school performance **(School board members only)**

- i. Yes \_\_\_\_\_ (     )
- ii. No \_\_\_\_\_ (     )

6. Do you think your sex as board member can influence school performance?

- i. Yes \_\_\_\_\_ (     )
- ii. No \_\_\_\_\_ (     )

7. How do you think your sex or age likely to influence students' performance (School board members only)

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### C. SKILLS REQUIRED TO BE A SCHOOL BOARD MEMBERS

8. As a board member which core skills do you need to have? (**School board members only**)

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9. Can your skills influence students' performance

i. Yes \_\_\_\_\_ ( )

ii. No \_\_\_\_\_ ( )

10. How can skills owned by board member can influence schools performance? (give more than one response) (**All**)

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### D. STUDENTS' PERFORMANCE BASED ON PROCEDURE OF APPOINTING BOARD MEMBERS

11. Do you have knowledge regarding the way school board member are selected? (**All**).

i. Yes \_\_\_\_\_

( )

ii. No \_\_\_\_\_

( )

12. If the answer in number 11 is yes do you think selection procedure can recruit board member able to influence students' performance? **(All)**.

i. Yes \_\_\_\_\_

( )

ii. No \_\_\_\_\_

( )

13. Explain the procedure used to select board members if you know it. **(All)**

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14. How can the procedure used to select board members can influence student performance **(All)**.

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#### **E. ACTIVENESS OF BOARD MEMBERS AND ITS INFLUENCE TOWARDS STUDENTS PERFORMANCE.**

15. Are you actively participating in board meetings? **(School board members only)**.

i. Yes \_\_\_\_\_ ( )

ii. No \_\_\_\_\_ ( )

16. If answer in number 15 is yes how active are your participating? (**School board members only**).

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17. Rank your role by ticking relevant answer. (**School board members only**).

Role played by board members	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
Board takes the time to learn about important issues facing school through actions such as allowing teachers, students and administrators to report at board meetings					
Board assigns new members a mentor to help them learn and provides new members with detailed explanation of the board's mission.					
Board members are able to hold confidential items in confidence.					
Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make.					
Board shows an awareness of the impact its decisions will have on the community.					
Board sets clear organizational priorities for the year ahead.					

18. Do you think board members are performing well their roles?

i. Yes \_\_\_\_\_ ( )

ii. No \_\_\_\_\_ ( )

19. As a board member what do you think need to be done in order to be more effective?

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**THANK YOU VERY MUCH FOR YOUR COOPERATION**