

**MANAGEMENT OF SCHOOL PHYSICAL FACILITIES FOR PUPILS
ACADEMIC PERFORMANCE IN UVINZA DISTRICT PUBLIC PRIMARY
SCHOOLS IN TANZANIA**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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2017

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled “*Management of School Physical Facilities for Pupils Academic Performance in Uvinza District Public Primary Schools in Tanzania*” in partial fulfillment of the requirements for the award of 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

I, **Paschal Mvuyekule** do hereby declare that this Dissertation is my own original work and that it has not been presented and will not be presented to any other University or higher learning Institution for a similar or any other academic award.

.....

Signature

.....

Date

DEDICATION

This work is a dedication to my parents Japheth Mvuyekule (father) and my mother Annastazia Mvuyekule who passed away, may God rest her in peace. I appreciate her moral values. My parents' encouragement inspired me. Also my wife Fausta Mpolenkile, who encouraged me tirelessly during the study period. Furthermore I dedicate this work to Almighty God father in heaven for his great blessings.

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Last but not least, I demonstrate appreciation to those who assisted me but whose names do not appear in this list; I recognize their help. “God bless them” .

ABSTRACT

The general objective of this study was to explore the management of school physical facilities and its effects on primary school pupil's academic performance in Uvinza district. Specifically, the study determined the factors that contribute to inadequate physical facilities in Primary schools in Uvinza district; examined the measures taken by school management to maintain physical facilities in Primary schools; and assessed the challenges that the management of primary schools in Uvinza district encountered in maintaining physical facilities. Observation, interview and questionnaires were used to collect information from 56 primary school teachers. The research findings revealed that the factors that contribute to inadequate physical facilities in Primary schools in Uvinza district were the age of the school building, lack of training on the development and maintenance of school facilities, carelessness in handling them and age of the buildings. Other factors include lack of community participation in the maintaining school facilities, inadequate financial resources, student ignorance on their role in maintaining facilities, lack of auditing by school management, lack of regular visit by administrators and school administration. The study recommends that there should be community involvement including all education stakeholders in the process and redesigning of policy framework to improve management of school physical facilities in Tanzania.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO (P)	District education officer primary
ESP	Education Strategic Plan
MDG	Millennium Development Goals
SPSS	Statistical Package for Social Science (version 16.0)
UPE	Universal Primary Education

CHAPTER ONE

1.0 INTRODUCTION

This chapter covers the following components: Background to the Problem, Statement of the Problem, Research Objectives, Research Questions, Significance of the Study, Scope of the Study, Limitation and Delimitation of the Study including the Definition of terms.

1.1 Background to the Problem

In any school physical facilities such as classrooms, teachers' houses, pit latrines, and furniture are the most important resources that help to ensure teaching and learning is going on smoothly. A school without adequate and quality physical facilities makes it too hard for the teachers to teach and for the students to be attentive in their studies. As Schneider (2012) observed, clean, quiet, safe, comfortable, and healthy environments are an important components for successful teaching and learning.

The issue of poor management of school facilities has taken a root long time ago. It can be traced back from time when formal education was introduced for primary school pupils in the world (Schneider, 2012). According to HakiElimu, (2008) points that Shortage of basic infrastructure such as teachers' houses, classrooms, and pit latrines is one of the major problems facing the pre-primary and primary education sub sector particularly in rural areas. This is one of the reasons why teachers refuse to work in these isolated locations where inadequate social services as well as poor teaching and learning materials compound the situation.

The report by HakiElimu, (2008) confirmed that poor physical facilities exist in Tanzania primary schools .And because the of poor management of school physical facilities still exists in Tanzania and elsewhere .Findings of this study revealed that poor management skills among school administrators, careless, inadequate allocation of fund lack of trainings contribute to poor physical facilities in Primary schools in Uvinza district. The impact of it has led to declining in performance for many of primary school pupils in the country.

Physical facilities in schools facilitated for achieving student academic performance. According to HakiElimu (2008), the issue of poor management of school facilities has taken a root longtime ago. It can be traced back from time when formal education was introduced for primary schools pupils in the world. The mismanagement of the physical facilities like classrooms have been decreasing due to the increase of old buildings that are not properly used by children. The main cause has been lack of maintenance and lack of total care of established infrastructure; many pupils on the world in primary schools such as in Ghana and Zambia have no classes but old building exist (Schneider, 2012). But Effective management of these facilities have positive impact on students' learning while poor management of these facilities slows down student performance (HakiElimu, 2008).

The poor school infrastructure is not confined to Tanzania, but other countries face the same issue. In Latin America for example, Willms (2000) found that the schools that performed the least were those who were schooled in poor schools, which lacked adequate classroom materials and library services. Also a study by the American Association of School Administrators (1999) reported that in the US, schools in the inner cities had acute shortage of school facilities and students would more likely to

perform better than their counterparts in the suburbs if their environment was conducive to learning; that is, environmentally responsive heating, air conditioning, proper ventilating systems, new or renovated school buildings and halls. Cash (1993) also suggested student's achievement is higher up to 5 percentile points than their counterparts from poor schools. This implies that, physical facilities are important in raising the education standard and students' academic performance.

1.2 Statement of the Problem

The foregoing shows the importance of physical facilities on academic performance (Schneider, 2012). Disired learning and students' academic performance is the result of presence of good physical facilities. Yet, Uvinza district is among of the area negatively affected with insufficient school physical facilities for student learning . Despite the importance of school facilities in many countries, physical facilities are not well managed (Willms, 2000). This is the reflection of the situation in Uvinza district where this mismanagement has resulted to poor academic performance in public schools. Furthermore, studies such as Hakielimu(2008) that looked the management of primary school physical facilities in Tanzania did not care to dwell on the management of these facilities. Hakielimu (2008) and Willms (2000) including the field findings confirm that the gap between management of school physical facilities continues to extend beyond affecting performance of pupils in Uvinza district.

1.3 General Objective

The general objective of this study was to investigate the management of school physical facilities for pupils academic performance in uvinza district public primary schools in tanzania

1.3.1 Specific Objectives

The specific objectives for this study were to;

1. Determine the factors influencing inadequate physical facilities in Primary schools in Uvinza district.
2. Examine the measures taken by school management to maintain physical facilities in Primary schools in Uvinza district.
3. Assess the challenges encountered by school management in maintaining physical facilities in Primary schools in Uvinza district.

1.4 Research Questions

The following are the research questions;

1. What are the factors influencing inadequate physical facilities in Uvinza district?
2. What are the measures taken by school management to maintain physical facilities in Uvinza district?
3. What are the challenges encountered by school management in maintaining physical facilities in Primary schools in Uvinza district?

1.5 Significance of the Study

The study may help pupils to be aware of the factors that influence poor and inadequate physical facilities through their teachers and parents who may use this report to inform their pupils on how to protect school infrastructure. The findings of the study provides strategies to policy makers, planners and government on how to improve education stakeholders participation in managing school physical facilities for improving the pupil's academic performance through the ministry of education (MOEVT). Also planners and the policy makers in Primary education development

programmes may use this report to design the program that reduces and eliminate challenges that face management in managing school facilities for academic performance. For academicians, the study is beneficial in terms of theory building and reliable reference for similar future study.

1.6 Scope of the Study

The study was concerned with management of school physical facilities for pupils academic performance in Uvinza District public primary schools in Tanzania.

1.7 Limitation and Delimitation of the Study

Limitations are elements of a study that are not under the control of the researcher. The study was limited to accessibility of funding and time. The researcher faced fluctuation of stationaries charges for printing and access to internet cost that kept rising , besides that some of respondents were busy at work and therefore time was consumed for consultation due to many appointments made by respondents. In case of solutions to the challenges the researcher was forced to use the amount of money out of the research budget , with regard time constrain a researcher continued to make contacts with respondents out of working hours.

1.8 Definition of Terms

1.8 .1 Management of School Facilities

Garrett (1981) states that Management of school facilities is the continuous process of service provision required to maintain a facility and its campus over the course of its useful life. These services include daily cleaning; routine maintenance; and preventive and emergent maintenance of major building systems heating, ventilation and air conditioning, electrical, plumbing, etc. Facilities maintenance also includes the upkeep

of school grounds Berne (1993) points that it is just to Maximize building efficiency; and Protect the State's and local district's capital investments.

1.8.2 Pupils' Academic Performance

Earthman & Lemaster (1996) states as possible alternatives for insuring adequate and equal opportunities for learning for all students. While the United States Department of Education (USDOE, 2/14/02) describes it as Higher academic achievement obtained through teaching and learning process for pupils in primary school.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This part has reviews some of the available literature. The first part presents the review of economic theory of infrastructure that frames this study. The second part presents empirical literature based on the three objectives developed in chapter 1: factors contributing to poor physical facilities in Primary schools; measures taken by school management to maintain physical facilities; and the challenges encountered by school management in managing physical facilities in Primary schools. The last part presents conceptual framework, this emanates from key issues from the reviewed empirical literature.

2.2 Theoretical literature

A Theoretical literature is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. The structure hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists. It also guides the research and determining what things you will measure, and what statistical relationships (Schmidt and Siegfried, 1982).

However, in order to enrich this section, the research involved the application of theories of infrastructure which necessitated the accomplishment of the research process, it aims at assessing management of primary school physical facilities in connection to academic performance. The experience of physical facilities such as teachers housing, toilets and classrooms is directly correlated to economic theory of

infrastructure Frischmann (2005) this implies that the theories of economic infrastructure are also regarded as theories of physical facilities including teachers housing and classrooms for public primary schools.

The theory is focusing extensively on demand-side considerations and fully exploring how infrastructure resources generate value for consumers Frischmann (2005). According to him theory of infrastructure touches on three key insights that emerged from this demand-side, value creation- focused analysis. It explains that infrastructure resources are fundamental resources that generate value when managed into a wide range of productive processes. Second, the outcomes from these processes are often public and nonmarket goods that generate positive externalities that benefit society. Third, managing infrastructure resources in an openly accessible manner may be socially desirable when it facilitates these downstream activities.

Frischmann (2005) found that there is connection between infrastructure and commons management of physical facilities such as teachers' houses, toilets and classrooms. He explains traditional infrastructure resources that are generally managed in an openly accessible manner because such resources present a comedy of the commons rather than a tragedy of the commons in such a way it raise academic performance of pupils through encouraging and motivating pupils. In a sense, infrastructure theory itself constitutes physical facilities like teacher's houses, toilets, and classrooms that can facilitate cross-disciplinary analysis of fundamental resources in a more comprehensive fashion.

Earthman & Lemaster (1996) did a study on the management of school physical facilities for pupils academic performance; It was found that among of the factors

contributing to inadequate physical facilities in primary schools is the age of the school building which has been tested as a factor in relationship to student performance. Earthman & Lemaster (1996) states that age of building in and of itself is usually not an important factor in influencing student performance, but the building components that are necessary for good student learning (e.g. thermal quality and acoustical control) are usually absent in older buildings. If older buildings do have some of the important components, these components may well be compromised because of poor maintenance or retrofitting practices. In my own survey of the research, a clear conclusion follows that older buildings usually do not have the main attributes of a modern building that are associated with a positive physical environment conducive to student learning (Earthman & Lemaster, 1996). Normally such older structures characteristically do not have proper illumination. In most modern buildings acoustical control measures have been installed, but older buildings do not have such measures to control noise. Many of the building factors that are necessary for proper learning environments are simply absent in older buildings, but are present and functioning in new buildings management of physical facilities remain essential, he suggested regular workshops.

According to the United States Department of Education (USDOE, 2/14/02) report a study on the management of school physical facilities for pupils academic performance in United States of America authors believed that when school physical facilities are poor, education provided is also low quality because learning and good performance is prepared in conducive environment.

2.3 Empirical Literature

The study done by Willms, (2000) in Latin American schools showed that the problem of poor Management of primary schools physical facilities started long time ago in the

world including developing countries such as Tanzania. He observed that children whose schools lacked adequate classroom materials and library services were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. The American Association of School Administrators (1999) reported that students were more likely to perform better when their environment was conducive to learning; that is, environmentally responsive heating, air conditioning, proper ventilating systems, new or renovated school buildings and halls, adequacy of teaching equipment and other educational facilities in a more comfortable learning environment.

Morgan's (2000) study showed that the condition, adequacy and effective management of educational facilities had a stronger effect on the overall performance of students than the combined influences of the family background, socio-economic status, school attendance and behavior. Also in PEDP II program although PEDP II emphasizes equitable quality education, most infrastructures are not suitable for students because there some primary schools where student learn under trees or by shifts including tree and build classrooms build locally by parents using trees (Hakielimu, 2000).

Hakielimu (2010), confirmed that not only there were poor and few houses, classrooms and chairs available to accommodate teachers and students , but the vast majority of the houses observed were in poor conditions and lacked important services such as water security due to traditional aspects and poor transports systems that does not allow even sick teachers to attend medication as many loose lives while other forge transfers and leave jobs. In addition, HakiElimu (2010) found that primary school teachers were disenchanted with their working conditions partly because of so many brand new classrooms that were being built as part of the PEDP project, without increasing the

number of teachers to teach the then, doubled number of pupils and partly due to severe living and working conditions especially those in rural areas. Physical facilities entail classrooms, teachers' houses, pit latrines, and furniture. These have been found to have positive impact on students' learning.

Lowe's (1988) study for example, on determined which aspects of the physical environment affected teaching pointed to the availability and quality of classroom equipment and furnishings, as well as ambient features such as climate control and acoustics as the most important environmental factors affecting their teaching. In their study, Corcoran et al., (1988) found that "physical conditions had direct positive and negative effects on teacher morale, sense of personal safety, feelings of In the same study, Corcoran et al., (1988) also found that "where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, and lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility." A report by Carnegie Foundation (1988) showed that "the tacit message of the physical indignities in many urban schools is not lost on students. It best speaks neglect, and students' conduct seems simply an extension of the physical environment that surrounds them." Thus, it can be concluded that working condition has a strong relationship with high morale of teachers and the opposite is the same in turn students achievements.

Futhermore, the study done by Edwards (1991) found that after controlling for other variables such as a student's socioeconomic status, that students' academic performance was lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below

schools in excellent condition. Cash (1993) examined the relationship between building condition and student achievement in small, rural in USA high schools. Student's achievement on tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as science facilities, air conditioning, furniture, and noisy external environments. Similarly, Hines' (1996) study also found a relationship between building condition and student achievement. Indeed, Hines found that students' achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.

Moreover, Earthman, (1995) found a positive relationship between school condition and both student achievement and student behavior. He also found proper building maintenance as related to better attitudes and fewer disciplinary problems. HakiElimu, (2008) commented that Shortage of basic infrastructure such as teachers' houses, classrooms, and pit latrines is one of the major problems facing the pre-primary and primary education sub sector particularly in rural areas. This is one of the reasons why teachers refuse to work in these isolated locations where inadequate social services as well as poor teaching and learning materials compound the situation. Although PEDP II emphasizes equitable quality education, most infrastructures are not suitable for students .In his study on the assessment of physical facilities and teaching learning materials, Chonjo (1994) found thatthe quality of the buildings, the teaching and learning materials, the working conditions of the teachers, and even the environment of learning did not portray a picture that good quality education could be provided in the majority of the Tanzanian primary schools. He lamented that while primary education is

what Tanzania claims to afford to all its citizens, which is the foundation that the country's future supply of manpower to develop the country rests, the government has failed on infrastructure account.

Garrett (1981) defines management of school facilities as a continuous process of service provision required to maintain a facility and its campus over the course of its useful life. He kept on stating that these services include daily cleaning; routine maintenance; and preventive and emergent maintenance of major building systems heating, ventilation and air conditioning, electrical, plumbing, etc. Facilities maintenance also includes the upkeep of school grounds .Berner (1993) pointed that it is just to Maximize building efficiency; and Protect the State's and local district's capital investments. In the study done by both Berner (1993) and Garrett (1981) prove that management physical facilities in primary schools in Tanzania context is done by local authority and regional administrations. It was argued that these two bodies have the roles to oversee all developmental issues and direct role of making decision on the number of type of buildings and other physical facilities such as latrines, classrooms, science laboratories, teachers' houses and the like. They are supposed to play a leading role to coordinate the communities towards developing the education sector in primary schools in the area under their jurisdiction.

Nevertheless, study by HakiElimu (2008) found that there is acute shortage of infrastructure to cater for the needs of all the children enrolled in many primary schools. Citing the challenges that children with special needs face, HakiElimu points that children with disabilities face four major challenges: poor physical infrastructure (school buildings) whose construction did not take into account the particular needs of students with various needs, such as the need for ramps and lifts; inadequately trained

teachers to teach students with disabilities; lack of teaching and learning materials and facilities for all the children especially those with disabilities; and lack of concrete strategies to promote and protect children's' rights to contribute the social, political and economic development. Although the government provides fund in terms of capitation grants to buy teaching materials such as textbooks, notebooks, pens, science and mathematical kits, chalk as well as repairing classrooms, the grant is distributed based on the number of students at a school and has been set at Tsh .10,000 per student since the 2006/07 fiscal year (URT, 2006a). While Tanzanian shilling continue to drop when inflation is factored in, this amount is too small to cater for the needs of children (HakiElimu, 2009). Moreover, there are always problems in disbursing the funds from the central government to the local level. What is on paper that is supposed to be provided by the grant is always very different from how much is actually released to the LGA or unit level. In addition, disbursement delays are frequent. In the literature, there are many challenges in the management of school physical facilities. These challenges can be categorized into three: inadequate of these facilities; inadequate fund to buy or maintain them and lack of knowledge or negligence in taking care of these facilities (Garrett, 1981).

Other studies were done by Rivera-Batiz and Marti (1995) they studied on the management of school physical facilities for pupil's academic performance. He observed buildings, classes and interviewed some heads of teachers and student from four selected schools in California, to study on factors contributing to poor physical facilities in Primary schools; his study revealed that factors contributing to poor physical facilities in Primary schools are lack of maintenance of facilities and irresponsible school administration, careless and ignorance of teachers, students poor training and understanding and government poor funding for repair .The author

recommended that since heads of schools, government, local government officials that are up to date and familiar with management practices of facilities it is more advisable allies of the Government of Tanzania in the implementation of policy, it is vital and compulsory to have training update in management of physical faculties of the school.

Brooks and Atkin (2002) made a study on factors contributing to poor physical facilities in primary schools; it was found that lack of cooperation among of students teachers in management of facilities. The responses on who manages facilities have received limited responses. However it is known that School facilities give meaning to the teaching and learning process not only that but also facilities management is therefore an integral part of the overall management of the school. He suggests that School managers should carry out comprehensive assessment to determine areas of need improvement in management. This requires an integrated effort of all stakeholders who possess the expertise needed for accurate and up-to-date assessment of all aspects of school facilities and think how to solve the issues that lead to poor facilities in schools. Furthermore, advances in science and technology, necessitate that the school manager should adopt modern methods such as coloring and decorations of facilities management which improve the quality of teaching and learning.

2.4 Conceptual Framework

The bellow conceptual framework shows how quality physical facilities such as teacher's houses, classrooms, toilets and student's chairs are related to pupil's academic performance. According to Garrett (1981) model quality management of school physical facilities improves academic performance. According to him quality management of school physical facilities should not do away from taking care, social

responsibility on facilities and proper usage of teaching and learning resources.

However the study was guided by the following conceptual framework in (figure 1)

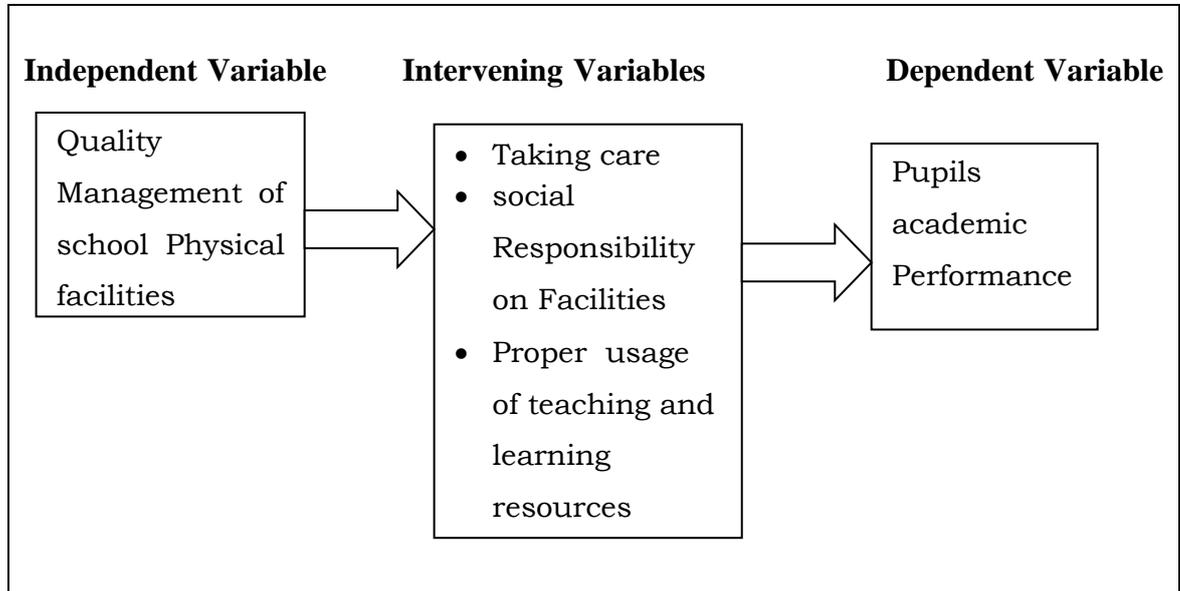


Figure 1 : Conceptual Framework

Source:Garrett, (1981) and modified

2.5 Research Gap

Previous researchers covered issues related to management of school physical facilities, however despite the importance of school facilities in many countries such as Latin America not much has been discussed about the management of school facilities and therefore did not care to dwell on the management of these facilities. This study is set to fill this gap in the literature by looking into the issue of management of physical facilities in Tanzania by engaging community and village elders who were less considered in previous researches.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methodology used in this study. It discusses the research design, population, sample size, study area, the sampling techniques, data collection methods and research instruments, data validity and reliability and data analysis.

3.2 Research Design

According to Kothari (2003), a research design is a set of advance decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed information. This means that the plan is to be followed in completing a study. Kothari (2003) and Denzin, Norman, Lincoln, and Yvonne (2000), agree that the design of a study defines the study type (descriptive, correlation, semi-experimental, experimental, review, descriptive, exploratory and causal research designs (e.g., descriptive-longitudinal case study). He points out that descriptive research design is divided into qualitative and quantitative approaches. Therefore with regard to this study it used a descriptive research design. The descriptive research design is comprised of both Qualitative and quantitative research designs.

3.3 Study Population and Sample Size

3.3.1 Study Population

The study population included the primary schools in Uvinza district. It included; all head teachers, teachers, parents, pupils, elders around schools, district education officer (Primary) and all ward education coordinators. The study selected primary schools in

Uvinza district to represent other primary schools in Tanzania on the issue of management of school physical facilities .

3.3.2 Sample Size

Sample size is the number of observations used for calculating estimates of a given population. The sample size is 56 respondents from Uvinza district with six wards selected randomly, below is the table showing sample size of the study.

Table 3.1 : Summary of the Sample Size

Na:	Wards	Respondents	Sample Size	Percentages (%)	Method of Sampling
1	Mtegowanoti	DEO (P)	01	1.8	Purposive
2	Mganza	Head Teachers	8	14.3	Purposive
3	Sunuka	Teachers	16	28.6	Randomly
4	Kazuramimba	Parents and elders	11	19.6	Randomly
5	Buhingu	Pupils	12	21.4	Randomly
6	Sigunga	Ward Education Coordinators	8	14.3	Purposive
		Total	56	100	-

Source: Researcher (2017)

3.4 Study Area

The study was conducted in uvinza district based on six selected wards randomly, namely Sunuka, Kazuramimba, Mtegowanoti, Mganza, Sigunga and Buhingu. Uvinza District was selected because many students and parents blame to have poor infanstructure for learning.

3.5 Sampling Techniques

Sampling techniques are used to select a sample from within a general population (Kothari, 2004), according to him proper sampling methods are important for eliminating bias in the selection process. The study used both random sampling and purposive sampling as explained below.

3.5.1 Random Sampling

Kothari (2008) describes that “We can write the name of each element of a finite population on a slip of paper, put a slip of paper so prepared into a box or a bag and mix them and then draw without looking the required number of slips for the sample without replacement (Kothari, 2004). In this study random sampling was used to select six wards from Uvinza district in which all schools in these wards were obtained for study. Among of random selected respondents for study are pupils, and teachers who were interviewed and given questionnaires. Selection of wards was done by picking up six pieces of paper from the container in which they were used for the study.

3.5.2 Purposive Sampling

A purposive sample is a rich case sample, and therefore it considers respondents whom a researcher thinks to be knowledgeable on the issues for following a line of investigation (Kothari, 2004). Purposive sampling was used to select District Primary Education Officer (DPEO), head teachers, and ward education coordinators. The researcher made consultation with respondents at their work station, the discussion was made over the topic using prepared questions and questionnaires. In connection to that a researcher had time to interview the DPEO, head teachers, and ward education coordinators in order to obtain detailed information.

3.6 Data Collection Methods and Research Instruments

The study used two data collection methods such as interview and observation and two research instruments which included questionnaires and documentary review .However Primary data were directly collected from the field through interviews and questionnaires. On the other hand, secondary data were collected through reading different researches, journals, newspapers, annual reports and government sources which were obtained by the researcher to assess the validity of the study.

3.7 Data Collection Methods

3.7.1 Interviews Schedule

According to Memon, et al (1995), an interview is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation with one person acting in the role of the *interviewer* and the other in the role of the *interviewee*. The interviewer asks questions, the interviewee responds, with participants taking turns talking. Interviews usually involve a transfer of information from interviewee to interviewer, which is usually the primary purpose of the interview, although information transfers can happen in both directions simultaneously. Interviews usually take place face to face and in person, although modern communications technologies such as the Internet have enabled conversations to happen in which parties are separated geographically, such as with videoconferencing software, and of course telephone interviews can happen without visual contact. Interviews almost always involve spoken conversation between two or more parties, although in some instances a "conversation" can happen between two persons who type questions and answers back and forth. In this study interviews were conducted to head teachers of primary schools in Uvinza District.

The researcher also interviewed the District Primary Education Officer. The questions for the interview were prepared and submitted to respondents at the same time responses were recorded per question from schedule by a researcher depending on responses of respondents. The answers given were translated and presented descriptively.

3.7.2 Observation Schedule

Kothari (2004) describes that “If the observer observes by marking himself more or less a member of the group he is observing so that he can experience; is termed as participant observation”. Therefore, observation is very important and vital due to the behavior that cannot be traced through interviews and closed questionnaires. The researcher observed School physical facilities such as teacher’s accommodation, toilets, classrooms and students chairs conditions in selected primary schools using an observation schedule. During observation a researcher found that available School physical facilities such as toilets, classrooms were in poor condition .

3.7.3 Research Instruments

3.7.3.1 Documentary Review Shedule

A researcher asked for documents on performance of three years past for those schools selected. This helped to determine pupil’s performance in relation to available school physical facilities. The findings showed academic performance was poor due to unconducive environment for growing academics of pupils.

3.7.3.2 Questionnaires

Self-administered questionnaire, with open-ended questions were used. The questionnaires were of two types such as open and closed questionnaires items. The

researcher made necessary clarifications to ensure all items are correctly answered basing on understanding and experiences of respondents. The responses were translated into meaning information qualitatively for open question and quantitatively for closed questions.

3.8 Reliability and Validity of the Research Instruments

Validity is the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately to the real world. The word "valid" is derived from the Latin *validus*, meaning strong. The validity of a measurement tool (for example, a test in education) is considered to be the degree to which the tool measures what it claims to measure; in this case, the validity is an equivalent to accuracy (Brinberg, and McGrath (1982). It is denoted that reliability is the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials.

In order to ensure the study instrument is valid and reliable, researcher ensured that the questions designed were based on the three specific objectives. The objectives set were confirmed by a supervisor and other research experts and professionals to confirm the questionnaires; data collection instruments were subjected to the peers and discussed. The researcher used triangulation which enriched the report information; triangulation involved the application of varieties of data collection methods in order to triangulate his subjects. For that reasons a researcher reached to more confirmatory and trust worthy result that desired for producing quality report.

3.9 Data Analysis and Procedures

Lisa (2008) state tha Analysis of data is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, suggesting

conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains. In statistical applications, some people divide data analysis into descriptive statistics, exploratory data analysis (EDA), and confirmatory data analysis (CDA). EDA focuses on discovering new features in the data and CDA on confirming or falsifying existing hypotheses. According to Lisa (2008) Qualitative data analysis involves such processes as coding (open, axial, and selective), categorizing and making sense of the essential meanings of the phenomenon. Qualitative research, on the other hand, asks broad questions and collects word data from phenomena or participants. The researcher looks for themes and describes the information in themes and patterns exclusive to that set of participants. Quantitative data is any data that is in numerical form such as statistics, percentages; etc. The researcher analyzes the data with the help of statistics. The researcher is hoping the numbers will yield an unbiased result that can be generalized to some larger population. For this reason the study used both qualitative and quantitative analysis. The quantitative data were analyzed using SPSS for all closed questionnaires. The responses were calculated in percentages and frequencies and put in tables' format. Qualitative data such as observations, interview, and open questions were analysed by translating collected data in textual form by using explanations.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion on the factors contributing to inadequate physical facilities in Primary schools. The first part presents the data on demographic characteristics of respondents such as gender, age, marital status and education qualifications. The second part, presents data analysis followed by discussion of findings underway .

4.2. Demographic Information

The researcher requested all respondents to point out about their gender, age, marital status and education qualification in the questionnaire provided to them. The researcher was interested to collect information on various category of each respondent as indicated bellow.

4.2.1 Gender Analysis

Respondents were asked to point out about their gender. The researcher was interested to collect information from both male and female in order to know the gender balance at Uvinza District, Results are presented in Table 2.

Table 4.1 : Gender of Respondent

Variables	No	Percentage
Male	29	51.7
Female	27	48.3
Total	56	100

Source: Research field (2017)

4.2.2 Age of Respondent

Respondents were asked to state their ages. The researcher was interested in knowing the current database of the respondents of Uvinza district in terms of their ages. These results show that 21-30 ages had knowledge and experiences about school physical facilities. The results are presented in Table 3.

Table 4.2 : Age of Respondent

Variables	No. of respondents	Percentages
20 and bellow	23	41.0
21-30	29	51.8
31-40	02	3.6
41-60	02	3.6
Total	56	100

Source: Field Research (2017)

4.2.3 Marital Status of Respondents

Respondents were asked to state their marital status. The researcher was interested in knowing the current database of the respondents of Uvinza district in terms of their categories. The results revealed that married were the majority. The results are presented in Table 4.

Table 4.3 : Marital status of the Respondents

Variables	No. of respondents	Percentages
Married	29	51.7
Single	21	37.5
Widow	02	3.6
Widower	02	3.6
Divorced	02	3.6
Total	56	100

Source: Field Research (2017)

4.2.4 Level of Education of Respondents

Respondents were asked to state the highest level of their education based on Tanzanian education system in order to know their qualification and understanding with regard school physical facilities matters such as classrooms and ratlines. The results are presented in Table 5.

Table 4.4 : Education Level of Respondents

Variables	No. of Respondents	Percentage
Standard 1 Up To Seven	13	23.3
Certificate	31	55.3
Diploma	08	14.2
Bachelor	04	7.2
Master's Degree	00	00
Phd Degree	00	00
Total	56	100

Source: Field Research (2017)

4.3.Data Analysis and Discussion

4.3.1 The Factors Influencing Inadequate Physical Facilities in Primary Schools in Uvinza District.

Under this objective, the study examined the factors contributing to inadequacy physical facilities in Primary schools in Uvinza district. It was found that inadequate physical facilities in primary schools may be contributed by different factors. Questionnaires were used to solicit information from (56 respondents). Respondents were asked to provide answers by marking with a tick (✓) the appropriate statement which best describes the extent to which one among listed factors contribute to inadequate physical facilities in Primary schools in Uvinza district. Results were presented in table 3.

Table 4.5 : The Factors Influencing Inadequate Physical Facilities in Primary Schools in Uvinza District.

Factors contributing to inadequate physical facilities	Frequencies of respondents							
	Not at all		Some extent		great extent		Total	
	No	%	No	%	No	%	No	%
Inability to create quality physical facilities	10	17.9	20	35.7	26	46.4	56	100
Mishandling	14	25	16	28.6	26	46.4	56	100
Age/Outdated	12	21.5	19	33.9	25	44.6	56	100

Source: Research field (2017)

The findings shows that Age/Outdated of building contribute to inadequate physical facilities at large extent in Primary schools in Uvinza district followed by mishandling and inability to create quality physical facilities was also presented. It is evidenced in this study and other research findings. Earthman and Lemaster (1996) did a study on the factors contributing to inadequate physical facilities in Primary schools based on school physical facilities for pupils' academic performance. It was found that among of the factors contributing to inadequate physical facilities in primary schools is the age of the school building which has been tested as a factor in relationship to student performance. In the observational findings it was discovered that at greater extent both of the factors such as lack of trainings, careless and age of building contribute to inadequate physical facilities at large extent while age of building was dominant.

However, the findings further reveal that factors that lead to inadequate physical facilities are of different kinds because each respondent had different answer, and a

researcher discovered that improving the mentioned factors can help to improve teaching facilities. Trainings to students, parents, and teachers head teachers, paying care of physical facilities by all teachers, students and maintaining old buildings can solve the problem. Observation made by researcher and interview to primary school children confirmed that old buildings is the dominant problem and cause decline of physical facilities. Concerning these findings and those of other researchers, many of the responses given is that inadequate physical facilities are caused by lack of visit by school administration and school management.

The above responses can be corroborated with the literature that suggests that among of the factors contributing to poor physical facilities in primary schools is the age of the school building which has been tested as a factor in relationship to poor student performance.

4.3.2 The Measures Taken by School Management to Maintain Physical Facilities in Uvinza District

Objective was set to examine the measures taken by school management to maintain physical facilities in Primary schools in Uvinza district. Under this objective, the assumption was that, there are some measures taken to rescue the situation but many of them were found being not effective. The questionnaire was used to solicit information from the respondents, who were asked to indicate with a tick (√) the appropriate statement which best describes best the measures taken by school management to maintain physical facilities. The results show that infrastructure maintenance was among of the measures taken while the remaining efforts were partially taken to ensure management of physical facilities become possible. Results were presented in Table 4.

Table 4.6 : The Measures Taken by School Management to Maintain Physical Facilities in Uvinza District

The measures taken by school management to maintain physical facilities	Frequencies of respondents									
	Strongly agree		Agree		Disagree		Strongly Disagree		Total	
	No	%	No	%	No	%	No	%	No	%
Trainings to students, parents, and teachers head teachers	07	12.5	17	30.4	11	19.6	21	37.5	56	100
Security of facilities	4	7.1	19	33.9	03	5.5	30	53.5	56	100
Community involvement	17	30.4	09	16.1	02	3.6	28	50	56	100
Infrastructure maintenance	31	55.4	10	17.9	09	16.1	06	10.6	56	100
Auditing committee	02	3.6	07	12.5	25	44.6	22	39.3	56	100
Regular visit by administrators	01	1.8	06	10.7	14	25	35	62.5	56	100

Source: Field Research (2017)

The researcher found that this research question is in line with the study conducted with Earthman and Lemaster (1996) who found that community involvement play significant role maintain physical facilities. The study showed that Measures taken by school management to maintain physical facilities in Primary schools in Uvinza district involved infrastructure maintenance. It involved few representatives and also indicated low community involvement, lack of trainings to students, parents and teachers also with poor regular visit by administrators and school management which was not effective.

4.3.3 The Challenges Encountered by School Management in Maintaining Physical Facilities In Primary Schools in Uvinza District

Under this objective, the study required to examine the challenges encountered by school management in managing physical facilities in Primary schools in Uvinza district. Respondents were asked one research question which had various options of answers by indicating with a tick (√) the appropriate condition statement which best describes best the challenges encountered by school management in physical facilities in Primary schools in Uvinza district. The findings show that the challenges encountered by school management in physical facilities in primary schools in uvinza district include lack of community participation, ignorance, inadequate financial resources, and lack of auditing by school management. Results were presented in Table 5.

Table 4.7 : .The Challenges Encountered by School Management in Maintaining Physical Facilities in Primary Schools in Uvinza District

Challenges encountered by school management in managing physical facilities	Frequencies of respondents									
	Strongly agree		Agree		Disagree		Strongly Disagree		Total	
	No	%	No	%	No	%	No	%	No	%
Lack of community participation	22	39.4	16	28.6	10	17.6	8	14.4	56	100
Inadequate financial resources	30	53.6	10	17.6	06	10.6	10	17.6	56	100
Poor construction made formally	19	33.9	11	19.6	03	5.4	23	41.1	56	100
Student ignorance on facilities	30	53.6	7	12.5	12	21.4	07	12.5	56	100
Lack of auditing by school management	32	57.1	08	14.3	9	16.1	07	12.5	56	100
Lack of regular visit by administrators and school administration	35	62.5	01	1.8	13	23.2	7	12.5	56	100

Source: Field Research (2017)

The findings revealed that challenges encountered by school management in managing physical facilities in Primary schools in Uvinza district were lack of community participation by 39.4 percent. Respondents on inadequate financial resources indicated to agree strongly by 53.6 percent. Student ignorance on facilities took 53.6 percent. Lack of auditing by school management strongly agreed with 57.1 percent. And 62.5 stated that lack of regular visit by administrators and school administration leads to poor

facilities in restrict academic performance. Furthermore a researcher found that this findings is similar to research conducted by Corcoran et al., (1988) on Challenges encountered by school management in managing physical facilities in primary schools, he used teachers, students, parents and community around the primary schools in California, Corcoran et al, (1988) who found that lack of regular visit by administrators and school administration was a major challenges encountered school management in maintaining school physical facilities. The researcher discovered that the major problem is lack of regular visit by administrators and school administration and, in order to eliminate the challenges it requires regular visit by administrators and school administration, auditing by school management and community participation.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents conclusion and recommendations for further studies. The first part provides conclusions in line with the objectives of the study and statement of the problem. The second part covers recommendations for further studies are given.

5.2 Conclusion

This study found that the age of building contributes to inadequate physical facilities at large extent in Primary schools in Uvinza district which is followed by inability to create quality physical facilities. These have negative implications on students' academic performance because it is impossible for learning to occur in dilapidated environment. Ndirangu and Udoto (2011) suggest, learning occurs in attractive environment and that poorly maintained buildings are likely to impact negatively on student achievement and academic staff motivation. This implies that improving physical facilities can help to improve teaching and learning and raise students' academic performance.

Furthermore, the study found that there are unsatisfactory measures taken by school management to maintain physical facilities in primary schools in Uvinza district. The researcher concludes that, when physical facilities are cared and protected can help to improve teaching and learning to raise students' academic performance.

Moreover, with regard to challenges the study found that the challenges encountered by school management in managing physical facilities in Primary schools in Uvinza district include lack of community participation in the maintaining school facilities, inadequate

financial resources, student ignorance on facilities, lack of auditing by school management was also observed including lack of regular visit by administrators and school administration. The implications for these findings on students' academic performance are management of school physical facilities in Primary schools in Uvinza district may be improved by increasing capitation grants,.The study concludes when these challenges are addressed academic performance can be achieved.

5.3 Recommendations

The study provides some recommendations on how to improve academic performance in primary schools in Tanzania. The following were the major recommendations reached as obtained from the findings.

5.3.1 At The Policy Part

The study recommends that the government should take measures for eliminating challenges concerning mismanagement of public primary school physical facilities . There should be also higher involvement of stakeholders in policy formulation as well as the consideration of ideas from all levels to improve teaching and learning environment for higher academic achievement.

5.3.2 At Curriculum Part

The national curriculum for primary schools is important to incorporate management of school physical facilities so that to raise awareness from primary school pupils.This study suggests that in order to minimize mismanagement of public primary school infanstructure there should be curriculum whose contents teaches students awareness on how to maintain school physical facilities .

5.3.3 At School Part

In order to minimize mismanagement of school physical facilities it is useful for school head to cooperate with all individuals who make up school community. This study suggests that there should be purposive empowerment for pupils and all stakeholders in education including elders so that they can be able to educate themselves and the school pupils to maintain school facilities found within a particular school.

5.3.4 At the Community Part

Despite the education provided to school care of infrastructure, findings revealed that there are challenges encountered by school management in managing physical facilities in Primary schools in Uvinza district including lack of community participation and inadequate financial resources for maintenance that limit academic performance. The study recommends that there should be provision of enough financial support for maintenance of physical facilities plus community involvement in management of physical facilities including both who benefit with school and those who do not.

5.3.5 At the Family Part

Concerning the findings of data collected through observation method and discussion by a researcher and those of other researchers, it was quite clear that the problem of inadequate physical facilities pose a challenge in improving academic performance in primary schools. This study suggests that there should be transparency of parents to their children in the family to open up and share knowledge on management of primary school infrastructure when at home.

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APPENDICES

APPENDIXES: I

Dear colleagues

This is a research study on “management of school physical facilities for pupils academic performance: A case of Uvinza district primary schools in Tanzania”for master of education administration planning and policy studies (Med-Apps). The questionnaire is seeking your invaluable opinion on this subject. The results of this dissertation could go a long way in providing appropriate knowledge when dealing with social, economic problems in order to achieve desired life .Please, answer the questionnaire as fully as possible. Your responses will remain totally confidential and at no time be directly attributed back to you. Instead, they will be aggregated with responses from other subjects in the survey. Please do not write your name on the questionnaire. Thank you for your cooperation

MVUYEKULE, Paschal

QUESTIONNAIRE TO EDUCATION OFFICER, HEAD TEACHERS, TEACHERS,
ELDERS AND EDUCATION WARD CORDINATORS

SECTION A: Demographic information of the respondent: Instructions: (Tick one where necessary and fill empty spaces under open questions):

1. What is your gender?

(a) Male

(b) Female

2. What is your Age:Years

- (a) 20 bellow []
- (b) 21-30 []
- (c) 31-40 []
- (d) 41-60+ []

3. What is your marital Status?

- (a) Married []
- (b) Single []
- (c)Widow []
- (d)Widower []
- (e) Divorced

4. What is your educational Qualification?

- (a) 1-7 []
- (b) Certificate []
- (c) Diploma []
- (d)Bachelor's Degree []
- (e)Master's Degree []
- (f) PhD's Degree []

SECTION B: Research question 1. What Are

Determine The Factors Influencing Inadequate Physical Facilities in Primary Schools in Uvinza District ?

(i)What are the factors contributes topoor andinadequatephysical facilities such as classrooms, toilets, and teachers houses in primary schools?

- 1.
- 2.
- 3.

(ii) Please rate the extent to which each of the following factors contributes to poor physical facilities such as classrooms in your district or school: by marking with a tick (✓) the appropriate condition statement which best describes each. Whereby

Variables	1	2	3
Lack of Trainings to students, parents, and teachers head teachers			
Careless by all teachers, students and head teacher			
Age of building			

1. Not at all 2. Some 3 A great deal

(iii) Mention other factors contributes to inadequate physical facilities basing on your understanding

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.....

(iv) Explain how poor motivation to staff and other stakeholders a reason for poor physical facilities in Primary schools

.....

.....

.....

(v) Explain how lack of management skills in physical facilities in primary school cause poor school infrastructure particularly to head teachers

.....

If others not mentioned please fill in below

.....

SECTION C: Research Question 2. What are the the Measures Taken by School Management to Maintain Physical Facilities in Uvinza District?

(i) What are the measures taken by school management to maintain physical facilities in Primary schools in Uvinza district? please indicate the measures taken by school management to maintain physical facilities by marking with a tick (√) the appropriate condition statement which best describes each facility. Whereby 1. Strongly agree 2 Agree 3. Disagree 4. Strongly Disagree

Variables	1	2	3	4
Trainings to students, parents, and teachers head teachers				
Security of facilities				
Community involvement				
Infrastructure maintenance				
Auditing committee				
Regular visit by administrators				

If others not mentioned please fill in below

.....
.....
.....

(iii) Choose from this list measures taken by school management to maintain physical facilities in Primary schools in Uvinza District

- (a) To improve community participation
- (b) Time allocation of fund by government for maintenance
- (c) Building school committees in schools for maintenance and capacity buildings

(iii) Explain how school has managed toilets and classrooms

.....
.....
.....

(iv) Suggest techniques for the school to manage and maintain physical facilities in Primary schools in Uvinza district?

.....
.....
.....

SECTION D. Research questions 3. What are the Challenges Encountered by School Management in Maintaining Physical Facilities in Primary Schools in Uvinza District?

(i) What are the challenges encountered by school management in physical facilities in Primary schools? Please indicate the challenges encountered by school management in physical facilities by marking with a tick (✓) the appropriate condition statement which

best describes each facility. Whereby 1.Strongly agree 2 Agree 3. Disagree 4. Strongly Disagree

Variables	1	2	3	4
Lack of community participation				
Inadequate financial resources				
Poor construction made formally				
Student ignorance on facilities				
Lack of auditing by school management				
Lack of regular visit by administrators and school administration				

If others not mentioned please indicate in below

.....

(ii)Choose from this list challenges facing school management in physical facilities in Primary schools in Uvinza

- (a)Community participation and age of building
- (b) Little of fund from central government for maintenance
- (c) Little of cooperation and committees in schools for maintenance

(iii) Please! Mention challenges school administration face in maintaining physical facilities

.....

(iv) Explain how school administration encounter challenge in managing toilets, classrooms, and teachers houses?

.....
.....
.....

(v) Explain how lack of community involvement posse challenge in managing toilets, classrooms, and teachers houses?

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PART E: Any other information.

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.....

Thank you for taking time and effort to completing this questionnaire. It is greatly appreciated. Please, hand over the completed questionnaire to the researcher or place it in the pre-paid envelope (herewith enclosed) and return it within two weeks of the date of the questionnaire receipt. For correspondence or in case of any queries, please contact:

Name: Paschal Mvuyekule,

Address: Uvinza District

Phone: 0756161479

APPENDIX II**QUESTIONNAIRE TO PARENTS AND PUPILS**

SECTION A: Demographic information of the respondent: Instructions: (Tick one \surd where necessary and fill empty spaces under open questions):

1. What is your gender?

(a) Male []

(b) Female []

2. What is your Age:Years

(a) 20 bellow []

(b) 21-30 []

(c) 31-40 []

(d) 41-60+ []

3. What is your marital Status?

(a) Married []

(b) Single []

(c)Widow []

(d)Widower []

(e) Divorced

4. What is your educational Qualification?

(a) 1-7 []

(b) Certificate []

(c) Diploma []

(d)Bachelor's Degree []

(e)Master's Degree []

(f) PhD's Degree []

SECTION B: Research question 1. What Are the Factors Influencing Inadequate Physical Facilities in Primary Schools in Uvinza District?

(i)What are the factors contributes topoor andinadequatephysical facilities such as classrooms, toilets, and teachers houses in primary schools?

- 1.
- 2.
- 3.

(ii)Please rate the extent to which each of the following factors contributes to poor physical facilities such as classrooms in your district or school: by marking with a tick (✓) the appropriate condition statement which best describes each. Whereby

1. Not at all 2. Some 3 A great deal

Variables	1	2	3
Lack of Trainings to students, parents, and teachers head teachers			
Careless by all teachers, students and head teacher			
Age of building			

(iii)Mention other factors contributes to inadequate physical facilities basing on your understanding

.....

.....

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(iv) Explain how poor motivation to staff and other stakeholders a reason for poor physical facilities in Primary schools

.....
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.....

(v) Explain how lack of management skills in physical facilities in primary school cause poor school infrastructure particularly to head teachers

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If others not mentioned please fill in below

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SECTION C: Research Question 2. What are the Measures Taken by School Management to Maintain Physical Facilities in Uvinza District?

(i) What are the measures taken by school management to maintain physical facilities in Primary schools in Uvinza district? please indicate the measures taken by school management to maintain physical facilities by marking with a tick (√) the appropriate condition statement which best describes each facility. Whereby 1. Strongly agree 2 Agree 3. Disagree 4. Strongly Disagree

Variables	1	2	3	4
Trainings to students, parents, and teachers head teachers				
Security of facilities				
Community involvement				
Infrastructure maintenance				
Auditing committee				
Regular visit by administrators				

If others not mentioned please fill in below

.....

.....

.....

(iii) Choose from this list measures taken by school management to maintain physical facilities in Primary schools in Uvinza District

- (a) To improve community participation
- (b) Time allocation of fund by government for maintenance
- (c) Building school committees in schools for maintenance and capacity buildings

(iii) Explain how school has managed toilets and classrooms

.....

.....

.....

(iv) Suggest techniques for the school to manage and maintain physical facilities in Primary schools in Uvinza district?

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SECTION D. Research questions 3. What are the Challenges Encountered by School Management in Maintaining Physical Facilities In Primary Schools in Uvinza District?

(i)What are the challenges encountered by school management in physical facilities in Primary schools? Please indicate the challenges encountered by school management in physical facilities by marking with a tick (√) the appropriate condition statement which best describes each facility. Whereby 1.Strongly agree 2 Agree 3. Disagree 4. Strongly Disagree

Variables	1	2	3	4
Lack of community participation				
Inadequate financial resources				
Poor construction made formally				
Student ignorance on facilities				
Lack of auditing by school management				
Lack of regular visit by administrators and school administration				

If others not mentioned please indicate in below

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(ii) Choose from this list challenges facing school management in physical facilities in Primary schools in Uvinza

- (a) Community participation and age of building
- (b) Little of fund from central government for maintenance
- (c) Little of cooperation and committees in schools for maintenance

(iii) Please! Mention challenges school administration face in maintaining physical facilities

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(iv) Explain how school administration encounter challenge in managing toilets, classrooms, and teachers houses?

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(v) Explain how lack of community involvement posse challenge in managing toilets, classrooms, and teachers houses?

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PART E: Any other information.

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Thank you for taking time and effort to completing this questionnaire. It is greatly appreciated. Please, hand over the completed questionnaire to the researcher or place it in the pre-paid envelope (herewith enclosed) and return it within two weeks of the date of the questionnaire receipt. For correspondence or in case of any queries, please contact:

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KIAMBATA: III**MWONGOZO WA USAHIRI KWA WAZAZI NA WANAFUNZI**

1. Elezea ni mambo gani yanapelekea uwepo wa miundombinu mibovu kama madarasa, vyoo, na madati shule za msingi

2. Elezea kwa namna gani wazazi, wanafunzi na walimu wakifundishwa um hlezeimu wa kutunza miundondo mbinu kama vile madarasa na vyoo inaweza kusiadia katika kupta elimu bora

3. Elezea kwanini unadhani in changamoto katika usimamizi wa madarasa, madawati, vyoo na nyumba za walim

APPENDIX: IV**OBSERVATION GUIDE**

1. The researcher to observe presence physical facilities in primary schools in Uvinza district such as teachers houses, classroom and toilets. The researcher will discover adequacy or availability of physical facilities.
2. The researcher to observe the poor physical facilities present in Uvinza district Primary Schools; teachers houses, classroom and toilets. The researcher will discover issues related to academic achievement in connection to physical facilities