ASSESSMENT OF HOW SCHOOL GOVERNANCE INFLUENCES PERFORMANCE IN PRIMARY SCHOOLS IN TANZANIA: A CASE OF GOVERNMENT PRIMARY SCHOOLS UNDER THE MBEYA CITY COUNCIL

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A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN PUBLIC ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

2019

CERTIFICATION

I, the undersigned certify that I have read and hereby recommends for the acceptance of the thesis titled; "Assessment of School Governance in Influencing Performance of Primary Schools in Tanzania: a case of Government Schools - Mbeya City Council." by Mary Machuche Mwanjelwa that was done under my supervision and guidance for submission to Open University of Tanzania for the award of the Doctor of Philosophy of Public Administration.

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Date

DEDICATION

This work is dedicated to my late parents Daud and Eva who through God brought me in this world, taught me and prepared me to face the challenges of life through faith in GOD almighty, and to live and work for Humanity in Confidence. They laid for me the basic principles that encourage and guide me in all my endeavours. May God keep on resting them in eternal peace, Amen.

I also dedicate this work to my sons Joseph and David with the hope that they will grow up determined to succeed more in life than I did with the help of our God the (Creator) I thank all who in one way or another have made my life a success through ups and downs; may Jehova bless them abundantly.

ACKNOWLEDGEMENT

I feel obliged; to thank Almighty GOD for giving me life and health and for his grace, durance and mercy which have enabled me to accomplish this work I acknowledge the different people who in one way or another, contributed intellectual, material and moral support that have made this work possible to completion. I thank my first supervisor, Prof. Anthony Kopoka for intellectual mentorship, thought provoking and invaluable comments for the design of the research and for this product. I lso thank my second supervisor Dr. Emmanuel Mallya for his patience, tolerance and constructive criticisms at the different stages of my studies and research.

Special appreciation are due to all staff in the Faculty of Arts and Social Sciences of the Open University of Tanzania, for dedicating their time and sharing intellectual gifts by attending the various presentations I made at the different stages in this academic journey.

I appreciate the support of the Mbeya City Council Executive Director and all stakeholders involved in making this study possible. These include Head of Departments, Education Officers and the Mbeya City primary school teachers who were ready to share responses in terms of data needed for the research. I also thank all the PhD students and all my friends who made constructive comments that refined me find product for PhD. Finally I thank my Mr. William Sabaya, formerly founder and first CEO of the Tanzania Commission for Universities and first Administrator of Tanzania Academic of Sciences for editing this work.

ABSTRACT

This study aimed to assess how the governance of schools influences performance of primary schools pupils in Tanzania. A sample of 201 respondents being government primary school teachers in Mbeya City Council was selected. Data was collected using interviews, documentary reviews, and analyzed qualitatively and quantitatively. Quantitative data was analyzed with the help of SPSS, version 23.0. The findings of the study showed that, the current status of school governance and its impact on the performance of pupils was high in government and in schools. The study linkage between school governance and children performance levels the affairs of primary and children's academic performance was minimal if not non-existent. The study recommends that education policy makers should devise more effective mechanisms that will ensure effective participation of parents/guardians and the entire community in the education activities of the children in schools in order to promote the desired educational outcomes. Among others the study suggests future studies should examine the relationship between school governance and academic performance in secondary schools in Tanzania.

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CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This study aimed to assess the impact of school governance on academic performance of primary schools children in Tanzania with particular focus on government schools in Mbeya region, Tanzania. This chapter provides the background information, statement of the problem, objectives of the study, and research questions. It also addresses the significance of the study and its delimitations.

1.2 Background Information

It is widely accepted that education plays a vital role in development of human capital and is linked to individual well-being and opportunities for better living condition. For countries to attain this goal, education systems need to be transformed to become more responsive locally to market forces and demands. This is done by making the service providers more transparent and accountable to education stakeholders (Galiani, 2008).

Despite the fact that there is the participation, transparency, rule of law and accountability in local government authorities in Tanzania, the more critical and alarming issue at local government level is the lack of transparency and effective participation of parents and other education stakeholders in the enhancement of academic performance of children in government primary schools especially in Mbeya region, (REPOA, 2015).

It is generally acknowledged that governance is the processes of making and implementing decisions (Lesswell, 1989). Governance is not about making 'correct' decisions, but it is about the best possible process for making those decisions. Therefore, good governance as opposed to bad governance, share several characteristics including transparency, accountability, participation, and responsiveness. All these factors have a relationship on the various aspects of children academic performance including consultation policies and practices, meeting procedures, service delivery, roles clarification and good working relationships.

Conceptually, governance and performance are interlinked and adherence to good governance for improved performance in organizations is an inevitable development principle nationally and internationally. This is because international institutions such as the International Monetary Fund and, World Bank have recognized good governance as one of the condition for states' qualification, acceptability and justification for international assistance. That is to say, good governance enhances effective and efficient management of local, national and global development agendas (WTO, 2012). Therefore, good governance has been a global tool and framework for in developed and developing countries where as pace makers, the United States of America, United Kingdom, and Germany drive public affairs by complying with good governance principles (Alexander and Lee, 2015).

Good Governance as a concept has its foundation in global history since the last decades of the 20th century. There has been great excitement about the so-called rise of governance within political systems, public administration and related fields

(Stoker and Chhotray, 2009; Bevir, 2011). The term good governance is borrowed from a broad variety of management systems that describe and explain changes in the world in general and in the nature and role of individual states. To underpin the rise of good governance, the argument often goes that we nowadays live in a 'networked would community' (Cheema, 2015). References are made to advancing processes of urbanization, globalization, Europeanization or the rise of new societal demands in terms of knowledge and civic participation (Hajer and Wagenaar, 2013; Denters and Rose, 2012).

It is argued that our societies are becoming more fragmented. This growing fragmentation is expected to explain how the new demands on governments have led to changes in the organization of public policy making, namely the shift away from bureaucratic and hierarchical government structures towards more open inclusive, responsive and interactive governance arrangements. Such open and interactive governance arrangements blur the traditional distinctions between the state and civil society, the public and the private sectors, and the various levels of government (Bevir, 2011; Enroth 2011). As such, governance is seen by some scholars as a new paradigm (Kuhn, 1962) through which societies can deal efficiently and effectively with specific complexities, interdependency and dynamics of contemporary public policy issues that are geared toward improved performance in the sense of effective and efficient service delivery at local and national levels (Sullivan, et al., 2011; Klijn and Koppenjan, 2012).

Globally, it can be conceived that there is a wide range of different actors involved in different dimensions of global framework-setting and 'educational multilateralism'

(Mundy, 2007 in King and Palmer, 2014). There are several global initiatives related to education that attempt in various ways to improve governance over different aspects of education.

Historically, the earliest education and training frameworks were those linked to the United Nations bodies, such as United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), and the International Labour Organization (ILO), the World Bank and the Organization for Economic Co-operation and Development (OECD). There has also been a role for the UN, through UNESCO and ILO conventions and for in keeping goals and targets for education and training on the world's agenda.

Global agreements, such as the Universal Declaration of Human Rights (1948), in theory, influences national behaviours with regard to the right to education. Meanwhile, other global mechanisms have the capacity to transform the legal frameworks of member-countries. For example, the World Trade Organisation (WTO) through the General Agreement on Trade in Services (GATS) has modified a range of in-country regulatory barriers' to cross border trade in education including ownership, taxation, licensing or quality assurance (King and Palmer, 2014 and Daun &Mundy, 2011).

For developing countries particularly in Africa, the emphasis on good governance began in the mid-1980s with the support and leadership of the Bretton Woods institutions (World Bank and International Monetary Fund) that emphasized effective governance for good performance in service delivery in the public service (ECA,

2005). Scholars assert that governance that was adopted in Africa, Asia and Latin America was anticipated to enable local governments to provide high quality services, widen governance in decision making, and reduce inequalities between rural and urban areas. (Robinson, 2007; Mills, 2006). Good governance was also intended to lower the cost of services, to be responsive to priorities the local needs and to build Local Government Authorities (LGAs) that are more informed to better allocate needed resources for different sections (Robinson, 2007).

Decentralization of public services, including education programmes both primary and secondary levels was a major feature of institutional reforms that was widely implemented in many countries as one of the strategies of enhancing good and effective governance. Governments in almost all countries, both developed and developing, recognize the centrality of education both for the individual and for the national economy (Sifuna, 2007; Mbelle, 2014). With such realization, many governments have agreed and resolved to focus on alternative forms of governance and management characterized by responsible participation, accountability and transparent management such as of education to enhance performance reflected in examinations results as well as in literacy of pupils (Naidoo, 2003).

In many African countries and Tanzania in particular, a centralized education governance system was adopted ater attaining of independence (Saito, 2014). The main aims were geared towards promotion of national identity and rapid and easy access to education (Gaynor, 1998). The implicit argument was that, central planning and state involvement were necessary in order to overcome the post-colonial socio-economic and cultural deficiencies (Naidoo and Kong, 2003) which included high

prevalence of illiteracy in the society. It has now been widely acknowledged that a centralized system is not always the best way for the development and overseeing the provision of key and essentied services in society (Gaynor, 2011).

A centralized structure of school management has been criticized as inappropriate in several administrative tasks. Tasks such as teacher deployment, payment of salary for teachers, purchase and distribution of school teaching and learning resources cannot appropriately and effectively handled by the centralized school management system, (McGinn and Welsh, 1999). Since the 1980s, most African countries transferred some of the decision-making powers, resource mobilization and allocation and responsibilities to the regional/district as grassroot levels of governments (Olowu and Wunsch, 2004).

The government of the United Republic of Tanzania (URT) is among the African countries that have adopted new and decentralized governance policies for schools administration and management in order to give more responsibilities to lower levels, villages, wards, districts, parents, and learners themselves to effectively engage in improving schools' academic performance (Brosio, 2000). Decentralized governance in Tanzania has been part of other wider government reforms covering different sectors, such as the Education Sector Development Programme (ESDP), the Broader National Development Strategy (BNDS) or MKUKUTA and the Sector Wide Approaches (SWAPs).

For example, the 1998 policy of decentralization by devolution was a reflection of the good intention of the Government to enhance grass-root governance by devolving

the decision making power and allowing the involvement of citizen at local level to participate in all development decisions. The new governance system emphases the involvement of the people in all the decisions and processes of development for purposes of making local governments more efficient and effective and thus more accountable and responding to the true needs at local levels including quality education of pupils at local level.

There are several arguments to support the more of advocating for improved governance of education. Firstly, it has been argued that good and people governance enhances transparency, accountability, equitable distribution of public services and enables more participation of the local people in school development plans (World Bank, 2003). Secondly, it is argued that because local tiers have a better knowledge of local environment, their development plans are more likely to be effective in service provision than if decisions were solicited centrally (Saito, 2008; Emmanuel, 2008).

The third argument asserts that because many governments of developing countries are increasingly unable to directly administer primary education, in order to improve the provision of education, there is a need to dismantle centralized bureaucracies through decentralized governance system of schools management (Naidoo & Kong, 2003; Lexow and Smith, 2002). Embedded in these arguments, is the argument that, in order to reduce public spending, the central government should cut off the activities that are within reach of individuals in the local community environment. Based on these arguments, many African countries have implemented education governance decentralization policies in order to improve the quality of education and

children's learning achievement (Naidoo & Kong, 2003). The main objective of education policy in many countries, including Tanzania, is to enable individuals acquire knowledge and skills that will enable them to effectively participate and compete in the labour market-driven economy (Codd, 2005:194).

The assumption is that good governance will strengthen transparency and accountability of the service providers (teachers) to pupils, parents and communities and improve educational achievement. However, despite the governance reforms in primary education, the respective sector still suffers number of performance related problems todate. These included declining quality, increased failure to achieve academically and dropout rates. Therefore, taking such background in to consideration this study aims to assess the status of existing educational governance and its on academic performance of children in government primary schools under the Mbeya City Council in Tanzania.

1.3 Statement of the Problem

Good Governance is a global tool to foster a peoples driven development through active, transparent, accountable, participation of parents' and communities in the decision and affairs of schools. There have been deliberate efforts to implement good governance at regional, national and local levels in Africa but the impact is yet to be seen in different sctors of the national socio-economic development. Despite the efforts in the pipeline to implement governance reforms, for decades now, the performance levels in government primary schools Tanzania is still questionable. Government schools still lag behind in meritorious performance in national examinations as compared to private schools. There have been a number of reasons

associated with such inadequately performance including inadequate trained staff, poor relationship between urban councilors and schools limited access to quality facilities, budget constraint and poor schools facilities and teaching and learning environments, (URT, 2008; Sikika, 2013).

Several scholars have critically argued about the state of good performance in private schools by comparing it with its state in government schools. Mwirichia (2013) and Kivenule (2015), for example, conducted studies to determine factors which determine the factors influencing academic performance in both private and public schools. However the studies did not dwell on the relationship between school governance in term of Schools Structures, Accountability, Public Sector, Management, Open entry and competition of private sector as well as Civil Societies 'voice and participation as indicators and performance of primary schools. This study seeks to assess the influence of school governance on performance of primary schools in Mbeya City Council.

1.4 Objectives of the Study

The overall objective of this study is to assess the influence of school governance on performance in primary schools in Tanzania: case of Government schools in Mbeya City Council.

1.4.1 Specific Objectives

1. To examine the current status of school governance towards performance in the study area.
2. To determine the level of performance achieved in the primary school.

3. To examine link between governance status and school performance level in the primary school
4. To determine the opinion of actors on the current role of parents' participation in school performance.

1.4.2 Research Questions

1. What is the current status of school governance towards school performance?
2. What are the available indicators for performance accountability?
3. What is the link between transparency of school management and school performance within the study area?
4. What is the opinion of actors on the current role of parent's participation in schools' performance?

1.4.3 Significance of the Study

It is hoped that knowledge from this study will be useful to administrators, policy makers and other actors in education. Firstly, the findings from this study will provide the theoretical and practical insights into the understanding of the dynamics of governance reforms and performance on education in primary school. The findings will therefore inform different education stakeholders about the current situation of schools management with the view to promoting the development of improved structures and accountability systems for teachers and parents that will positively contribute towards improved performance of government primary schools in Mbeya city.

In terms of policy contribution, the findings shed light on existing policy with the view to discerning areas that need improvement for improved school performance.

The findings also intended to contribute to the existing body of literature and theories on governance reforms in relation to school performance particularly at primary school level. The findings will add to the body of knowledge on the influence of governance reforms on academic performance of children in primary schools. The study findings will also provoke practical lessons that can be applied in understanding how governance can be better applied in education management such as to have positive results in school performance. The findings will also promote meaningful debate and interests to policy makers, academicians and other actors in the educational sector and incite other studies on governance and education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter reviews existing literature on primary school governance. This entails the entire school leadership structure which includes school bodies such as school committees and school administrations as per the existing government guidelines. This chapter is presented under the following five (5) sub-headings: the definition of terms used in the study, the theoretical literature review, the empirical literature review substantiating the research gap. The chapter also presents the conceptual framework of the study in the form of a summary of how the independent, intervening and dependent variables interact.

2.2 Definitions of Key Terms and Concepts

2.2.1 Governance

Governance and indeed good governance has been defined to refer to structures and processes designed to ensure accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation (Kaufmann *et al*., 1999). Good governance also encompasses the norms, values and rules of engagement through which public affairs are managed in a manner that is transparent, participatory, inclusive and responsive to public needs and expectations.

Governance, therefore, can be subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and their leadership while participating fully in public affairs. It is more than the organs of the government. International

agencies such as the UNDP, the World Bank, the OECD Development Assistance Committee (DAC) and others define governance as the exercise of authority or power in order to manage a country's economic, political and administrative affairs.

The Global Monitoring Report (2009) sees governance as 'power relationships,' 'formal and informal processes of formulating policies and allocating resources,' 'processes of decision-making' and 'mechanisms for holding persons in leadership and governments accountable.' Often there is a tendency to equate governance with management. The latter primarily refers to the planning, implementation and monitoring of functions in order to achieve pre-defined results. Management encompasses processes, structures and arrangements that are designed to mobilize and transform available physical, human and financial resources to achieve concretely predetermined outcomes. Management includes individuals or groups of people who are given the authority to act to achieve desired results. Governance systems set the parameters under which managements and administrative systems will operate. Governance is about how power is distributed and shared, how policies are formulated, priorities set and stakeholders made accountable.

On the other hand, transparency is the availability of information to the general public including clarity about government rules, regulations, and decisions (Relly and Sabharwal. 2009). Transparent procedures include open meetings, public financial disclosure statements, freedom of information sharing legislation, budgetary reviews, and audits. Transparent governance, therefore, includes non-hiding anything to citizens, not engaging in shoddy deals and not making whimsical or discretionary decisions. There are clear guidelines to adhere to in good

governance. In this study, therefore governance refers to management structures, processes and practices designed to ensure high degrees of participation, accountability, transparency, responsiveness, equity and empowerment in public affairs. In this study governance is used to include all process that lead to proper performance of a school in terms of its objectives in line government directives, policies and procedures.

2.2.2 School Governance

School governance varies from country to country. In Tanzania primary school administration comprises the head of school, school committee, deputy head of the school, academic master or mistress, discipline master or mistress and generally school government. This structure is complemented by class teachers, maintenance teachers and heads of various departments and units. School governance, therefore, broadly refers to the overall decision making authority to ensure smooth conduct of school affairs. Good governance of a school ensures that the entity has capacity to achieve its objectives in an efficient and effective way while embracing the principles of accountability and transparency.

School governance in this case is therefore concerned with all issues related to the administration and management of primary schools. This guides schools in respect of all key performance indicators which are the main concerns in this study. In this study therefore, the operational definition of school governance includes a primary school's management in the form of benefitting structures, processes and practices designed to ensure a high degree of participation of stakeholders, public accountability, transparency, responsiveness, equity and empowerment all intended

to ensure good academic and other results as per the expectation of all who are involved.

2.2.3 Performance

According to Gupta (2004), performance is the accomplishment of a given task measured against defined standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to involve the fulfillment of an obligation, in a manner that releases the performer from all liabilities under contract. This study borrows the definition by Gupta, with minor modification of performance as accomplishment of objectives against given standards such as the set by the National Examination Council of Tanzania, NECTA. In this study, performance is discussed under three domains, namely; academic excellence, students' responsiveness and students' social equity. It is in response to these dimensions that research tools specifically questionnaires were designed and used to measure the dependent variable namely performance.

2.2.4 School Performance

School performance is a subject that concerns parents, children, teachers and government authorities in Tanzania and elsewhere in the world. In many circumstances or for many stakeholders school performance is all about academic performance. However, this is not always the case. There is more to performance than the number of those who pass examinations. A school or schools can be seen as moving forward or back depending on a number of indicators and this study identified Key Performance Indicators (KPI) to guide the study. Indicators like school attendance rate, teacher satisfaction, parental participation and school

completion rate all play important roles in determining the performance of a primary school as the unit of analysis. Nonetheless, it should be clear that school performance, through KPIs normally focuses on a few indicators as the number of indicators can be many and hence almost impossible to measure by using all available and known indicators. In this study therefore, school's performance was measured by using defined KPIs as mentioned above.

2.2.5 Local Government/City

Local government is a form of public administration which, in a majority of contexts, exists as the lowest tier of administration within a given state. The term is used to contrast with offices at state level, referred to as the central government, national government, or (where appropriate) federal government and also to supranational government which deals with governing all institutions. Local governments generally act within the powers delegated to them by legislation or directives from the higher level of government (URT, 1977). In federal states, local government generally comprises the third (or sometimes fourth) tier of government, whereas in unitary states, local government usually occupies the second or third tier of government, often with greater powers than higher-level administrative divisions. City autonomy is a key question in public administration and governance.

The institutions of local government vary greatly between countries, and even where similar arrangements exist, the terminologies often vary. Common names for local government entities include state, province, region, department, county, prefecture, district, city, township, town, borough, parish, municipality, shire, village, and local

service district. In this study, City was used to mean the public administration at the City level where Mbeya City was selected to be the case study in assessing performance of government primary school children.

2.3 Theoretical Literature Review

2.3.1 The Concept of Governance

As already indicated, the concept of governance has received various definitions depending on authors and contexts. According to UNESCO (2017a), governance is the exercise of authority or power such as to manage a country's economic, political and administrative affairs. The World Bank views governance as power relationships, formal and informal processes of formulating policies and allocating resources, processes of decision-making and mechanisms for holding governments accountable (World Bank, 2009).

Governance, in general, refers to structures and processes designed to ensure accountability, transparency, equity and inclusiveness, empowerment, and broad-based participation. It also refers to the norms, values and rules of how public affairs are managed in a transparent, participatory, inclusive and responsive manner. The quality of good governance, at a country level, can be assessed by using a number of indicators. The United Nations Development Program (UNDP "Governance and Sustainable Human Development, 1997") provides a set of such principles that appear in much of the literature with slight variations. There is strong evidence that these UNDP – based principles have received universal recognition. The UNDP – based principles of good governance are indicated in Table 2.1.

Table 2.1: The UNDP – Based Principles of Good Governance

Six Principles of good governance		
1.	Legitimacy and Voice	**Participation** - All men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their intention. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively.
2.	Direction	**Strategic vision** – Leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural and social complexities in which that perspective is grounded.
3.	Performance	**Responsiveness** – Institutions and processes try to serve all stakeholders. **Effectiveness and efficiency** – processes and institutions produce results that meet needs while making the best use of resources.
4.	Accountability	Decision-makers in government, the private sector and civil society organizations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organizations and whether the decision are internal or external.
5.	Transparency	Transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned, and enough information is provided to understand and monitor performance.
6.	Fairness	Equity – all men and women have opportunities to improve or maintain their well being. Rule of Law – legal frameworks should be fair and enforced impartially, particularly, the laws on human rights.

Source: researcher, UNDP (1997)

Experience shows that emphasis on governance is crucial for education systems to fulfill their essential public education functions. Education governance encompass institutions and linkages among citizens, government officials and health/education

service providers. Ideally, good governance in education should have the traits of responsiveness and accountability, transparency, encompassed engagement of citizens and the capacity of state actors (central and local government decision makers) to design and implement effective or workable policies in the education sector (UNESCO, 2017a).

Decentralization is an important mechanism to bring about change but it should not be the goal itself; such as decisions to decentralize–what and how – must be based on considerations of how best to achieve defined educational goals. Improving the quality of learning and achievement must underpin the rationale for any movement towards decentralization. Governments have sometimes decentralized because they had insufficient money to support their education system.

2.3.1 Decentralization Theory

The Decentralization theory was developed based on the assumptions of neo-liberal policies from the 1980s (Fernando, 2002; Grindle (2007) and Cohen and Peterson (1999). Decentralization was mainly driven by the need to ensure quality service delivery to local levels following the failure of central government in most developing countries, to provide quality social services. The justification for decentralization theory and assumptions in this study is based on the formulation of Local Government Authorities in Tanzania and the due transfer of powers, resources and responsibilities from the central government to the local government authorities. Tanzania local government system has faced several challenges resulting from both the processes of decentralization and centralization.

The decentralization theory postulates that the rationale for decentralization is the provision of improved service delivery to the people through devolution necessitated by good governance. Decentralization by devolution has its roots from 1980s. During decentralization by devolution, pressure from external donors and international financial institutions was exerted on developing countries including Tanzanian to re-embark on the decentralization reforms policy (Fosu & Ryan, 2004). Tanzania re-introduced the Decentralization Policy in 1982. The 1982 decentralization policy paved the way for the adoption of Local Government Reforms Programme (LGRP) in 1996. The major aim of LGRP was to re-establish Local Government Authorities (LGAs) with due power to make decisions and set budgets to provide quality services and good governance to local communities.

Education decentralization in Tanzania has mainly been implemented through the Education Sector Development Programme (ESDP) with primary education under PEDP I (2002-2006) and PEDP II (2007-2011). In all these reforms, one of the key issues was the abolition of school fees (URT, 2001:11; URT, 2006:22). The PEDP I, had four priority areas namely: the expansion of enrolment, improvement of quality in capacity building among educational practitioners and key stakeholders, and the strengthening of education management (URT, 2001:4).

Decentralization is a strategy for the provision of quality service on the basis that local governments are better informed than the central government about local communities and their needs and priorities via elected councillors and various institutions created by the reforms (Rondinelli, 1981). Thus, Local Government Authorities are more responsiveness to local priorities and demands for quality

service provision (Fernando, 2002).

On the other hand, decentralization is viewed as a vehicle to provide services of great equity and quality to the poor. It is stressed that to achieve equity and quality, the poor must be empowered to take part in the development process at their local levels. It is also assumed that the participation and transparency of the community in decision making and budgeting processes for their development targets cannot be ignored (Rondinelli and Cheema, 1983). Decentralization removes public service monopolies, introduces competition, transparency and improves the allocation and effective use of resources.

Cohen (1999) describes how the lack of central government capacity and fiscal constraints provided further grounds for implementing decentralization reforms to facilitate such objectives as improved government effectiveness in the delivery of goods and services through local accountability. In administrative terms, municipalities became more and more responsible for planning, managing and overseeing service delivery within their jurisdictions. This responsibility was closely accompanied by increased financial autonomy and public accountability (Oates, 1999).

Basing on the assumption of the decentralization theory, it can be deduced that the theory provides a better framework for the proposed study as it takes into account the dimensions of decentralization in the form of fiscal, administrative and political decentralization. The theory gives more emphasis on the reasons for the existence of the LGAs and the need for involving the citizens openly in decisions that affect them.

The LGAs exist for the effective delivery of services and governance at the local level. Even so, the system of decentralization still faces several shortcomings in service delivery. Decentralization is likely to create several institutions that might increase the cost in service delivery and widen the chances for corruption. Additionally, Tanzania is still being haunted by a series of failures that characterized decentralization prior to 1996. The past experiences with decentralization in Tanzania have not been encouraging.

These past experiences raise questions on whether decentralization reforms will sustainably succeed in the efficient provision of social services in the lower local levels. Likewise, decentralization reforms have been critiqued for being implemented as an imported system instead of a means to transparent and democratic service delivery that encourages public participation in budgeting and decision making in all affairs. Decentralization was implemented as one of the requirements in the World Bank initiated structural adjustment program hence the existence of cold resistance in the accommodation of decentralization reforms in service provision in all areas. It is further critiqued that the pertinent theory does not show plainly the role of different actors in the decision making processes and its influence on quality service delivery (Devas, 2005). The Public Choice Theory mitigates the weaknesses identified in the decentralization theory.

2.3.2 Public Choice Theory

The Public choice theory was propounded by James Buchaman and Gordon Tullock in 1962. The theory applies economics to the practice of politics and government. Public choice theory tries to explain how decision making results can conflict with

the preferences of the general public in a democratic set up (Blume and Durlauf, 2008). The decisions in the public choice theory are the results of interaction between competing groups (voters, politicians and bureaucrats); and those have different self-interests. The first self-interest group emanates from the politicians whose main agenda is to win power and political positions. The second self-interest group originates from the government officials (bureaucrats) who have their own interests including salaries, allowances and decision making powers (Butler, 2012).

The theory further postulates that politicians and bureaucrats make decisions that favor their interests, leaving behind the general public (voters) in pain and starvation in respect of service delivery (Lemieux, 2004). The assumption of the theory is that voters (citizens) are ignorant of the political debate in their environment. Due to such ignorance of the citizens, politicians and bureaucrats collude and make decisions without involving the citizens. This lack of participation in decision making may in many cases lead to poor quality of services to the people.

In an attempt to fight for their interests, politicians and bureaucrats found themselves in tensions. A study by Warioba (2008), for example, revealed that the fact that each of politicians and bureaucrats pursues self-interest results in conflict between the two parties. In such a situation, the politicians think that they have hired the bureaucrats to serve their interests and that of their political parties. On the other hand, the bureaucrats believe that they have to fulfill their duties outside political pressure. Bureaucrats are aware that they should discharge their services within prescribed rules and regulations.

The unpleasant relationship between the two camps can interfere with performance of education in government schools at local levels. This of course contravenes the smooth matching and involvement of these camps in managing education in anticipation that they would enhance good governance. On the contrary, when each camp's interest is a priority the result could be overall bad governance and poor performance of government schools.

In the context of this study, the theory enables the study to responds to the question as to why government policies, plans and programs do not achieve the expected results. Basing on this theory, government programs of service delivery like Local Government Reform Programs are affected by the egoism of the bureaucrats and politicians, low participation of citizens and poor public transparency involving councilors, bureaucrats and citizens. The theory also shows the way politicians and bureaucrats operate in formulating and implementing service delivery plans. The theory gives a lesson and an alert that for service delivery to be successful government needs to analyze the impact of the self interest groups prior to the implementation of programs or policies.

Despite the importance of this theory as highlighted above, the public choice theory has not been able to show how the powers of each group in making decision related to primary education delivery. The public choice theory also views government from a monochotomy perspective in which Local Government Reform under the governance by decentralization in service provision acknowledge the existence of local and central government.

2.4 Empirical Review

2.4.1 Education Governance Globally

Education governance refers broadly to authority and decision making within an education system. It is the capacity of the education system to transform inputs into outcomes, which include showing effectively and transparently what level of participation, accountability and integrity key functions are performed. (UNESCO, 2017c). Good governance in education requires enabling conditions: the existence of defined standards, information and guidelines on performance, incentives for good performance, and, arguably and most importantly, accountability.

According to UNESCO (2017c), education governance is largely dependent on strong institutional capacity to achieve the following; (i) develop and implement evidence-based education policies and programs that are well integrated in wider national development strategies, (ii) set goals, standards and incentives and hold key actors accountable; (iii) effectively management at all levels, from individual schools to system-wide functions, and (iv) publish accurate and timely data needed for policy-makers, managers and the citizenry including holding key education actors accountable (UNESCO, 2017c).

Good governance is a set of responsibilities, practices, policies, and procedures exercised by an institution to provide strategic direction to ensure defined objectives are achieved and resources are used responsibly and with due accountability. Good governance practices support schools by helping them manage their resources so they can deliver quality education (World Bank, 2009). Luck (2011) asserts that Governance has become a key concept in the debates related to international

development. Governance assessments vary according to the interests, needs and culture of the researchers. Some focus mostly on public sector corruption; others take a broader approach which can include elements of human rights and democracy examined across civil society, the private sector, the judiciary and government institutions.

Participatory governance which involves collective participation of all key stakeholders in school management, accountability and transparency in school governance lays a solid foundation for the long-term development of the school as it is the cornerstone of quality education and ensures the use of public funds in the best interests of learners and the community. It enhances the efficiency, effectiveness and overall performance of administrative management, all of which are crucial to the continuous development of the school and boosts the confidence of parents and the general public.

School governance has been a critical global issue under discussion. For instance, the Global Education Monitoring Report (2017/8) in assessing accountability in education as one of governance attributes established that accountability affects school performance in achieving the global education goal: SDG4. In Sub-Saharan Africa, many children are still unable to read after many years of schooling. The excess focus in education is questioned in Germany; decentralization is posing challenges for underfunded rural schools in Pakistan. Thus education governance is becoming crucial for better educational outcomes. Greater decentralization of educational decision-making is becoming the common aspiration of many

developing countries (De Grauwe et al. 2011). Some researchers argue that the participation of communities and students in the day-to-day activities of schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management (Luck 2011).

In some Asian countries, like Malaysia, school management has improved because it involves learners and communities in school decision-making (Luck 2011). The same is true in South Africa where the participation of communities and learners in decision-making has played a role leading to improved and expanded school-based management (Naidoo, 2005). Decentralisation motivates parents to show greater interest in their children's education. In some cases, the functioning of local education offices was financed by communities (Dunne et al. 2007).

Daun and Mundy (2011) conducted a study on educational governance and participation in developing countries and found that there were national education administrative structures and decentralized bodies for improved decision making. The findings of the study also revealed that the administrative structures were weak in low income countries and had weak capabilities in terms of resources to adequately support the local provisions. As a result of such weak capabilities, these countries have inadequate support in terms of learning infrastructures and needed technologies.

The study further found that there was low local participation in school governance. The results from this study impliedly are reflected in the Tanzanian educational

governance systems where the local government authorities are burdened with many responsibilities which make them hardly able to finance school operations. On the other hand, Loock and Gravett (2014) did a study to establish a model for the governance of teaching in schools in South Africa. Among the other findings, the study revealed that using an independent model in school governance resulted in improved school performance at local authorities.

In his study, Masue (2014) conceptualized school-based governance where he argues that school-based governance is the concept that gives more autonomy to schools to make their own decisions on management and use of available resources for improving school performance. Lewis and Pettersson (2009) stressed that good governance in education systems promotes effective delivery of education services. Critical are appropriate standards, incentives, information, and accountability, which induce high performance from public providers.

2.4.3.1 Accountability and School Performance

Global Education Monitoring Report (2017) define accountability as the process designed to help actors meet school responsibilities and reach goals. Accountability is one of the measurements of primary schools' governance in Tanzania. Komba (2017) conducted a study on educational accountability relationships and students' learning outcomes in Tanzania's public schools and found that the term accountability was well documented in educational policies and programmes. The study further presented that lack of clear accountability relationships, arrangements and structures were impediments to support to accountability at various levels, and

thus, this was one the factors attributed to poor school performance in various areas as explained earlier in this study. In this study, therefore, issues of accountability took a centre stage as they do contribute a lot in determining performance of a school in those areas like teacher and learner attendance, punctuality and the related.

Further and in line with this study, Sabas and Mokaya (2016) conducted a study to determine the influence of governance systems on students' performance in public secondary schools in Karatu District, Tanzania. The study which used primary data to arrive at its conclusion revealed a strong positive correlation between participatory leadership in decision making and schools academic performance. The findings also showed a strong positive correlation between accountability and academic performance.

Sabas and Mokaya (2016) also conducted a study to determine the influence of governance systems on students' performance in public secondary schools in Karatu District, Tanzania. The study used questionnaires and interviews to collect data. The respondents comprised teachers, members of school boards and parents. The study revealed a strong positive correlation between participatory leadership in decision making and academic performance. The findings also showed a strong positive correlation between accountability and academic performance

2.4.3.2 Participatory Involvement and School Performance in Tanzania

Education decentralization in Tanzania has mainly been implemented under the guidelines of the Education Sector Development Programme (ESDP)'s primary education under PEDP I (2002-2006) and PEDP II (2007-2011). In all these reforms,

one of the key issues was the abolition of school fees (URT, 2001:11; URT, 2006:22). The PEDP I, had four priority areas: the expansion of enrolment, improvement of quality, capacity building among educational practitioners and key stakeholders, and the strengthening of education management (URT, 2001:4).

Another important component is these reforms were community participation in education activities. According to Gunnarsson (2009) citizens' participation in education refers to the act of involving people, regardless of gender, to voice their interests in the pertaining decision-making processes. Peoples' participation can be either direct or indirect, through using institutions that serve as channels of articulating their interests. According to De Grauwe et al. (2011), the involvement of parents, teachers, local councillors and education officials in school management can help to promote decision-making at school level, which in turn improves the quality of schooling and students' achievement.

One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts (Dunne et al. 2007). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (Naidoo 2005). Shaeffer (1994) listed seven areas that show participation in education: (1) mere use of a service (such as school facility); (2) involvement through the contribution (or extraction) of resources, materials and labour; (3) involvement through 'attendance'

to meeting and the receipt of information (e.g., at parents' meetings at school), implying passive acceptance of decisions made by others; (4) involvement through consultation (or feedback) on a particular issue; (5) participation in the delivery of a service, often as a partner with other actors; (6) participation in the implementation of delegated powers; and (7) participation "in real decision-making at every stage (identification of problems, the study of feasibility, planning, implementation, and evaluation).

A study by Komba (2017) revealed that in Tanzania's schools there was an ineffective participatory arrangement for different stakeholders including parents in enhancing positive students' learning outcomes. The implication of these findings are involvement of parents in school matters is an important ingredient in boosting school performance. Similarly, the study by Komba (2013) found poor parental involvement in the Tanzanian educational issues, the root cause being poorly defined parental involvement in the Tanzania educational policies. In the same view of participatory, involvement Masue (2014) when studying empowerment of school committees and parents in Tanzania, found that being a member of a school committee and involvement of parents were significant in determining the extent and effect of decision making and improved school performance.

Gunnarsson (2009) asserted that parental involvement in school is important for meeting the learning objectives of children. Parental involvement is possible through the following forms: parents discussing educational matters with their children; parents supervising their children's educational progress; parents communicating with school administration; and parents actively participating in school activities.

Sethy (2006) who argues that broader civil society is a critical partner in development issues, especially in the social sectors where parents and community groups have a tradition of mobilizing financial and human resources to support education and related activities.

2.4.5 Governance and Performance in Primary schools

Mbeya is struggling to achieve improved performance in PSLE children's results by 80 per cent as the set a national target. In 2014 for instance, the national target was 70 per cent but the region achieved only 48.8 per cent. In 2015, the national target was 80 per cent but Mbeya region attained 57.09 per cent and 2016 Mbeya attained 60.73 per cent below the target (Mbeya Regional Consultative Committee in The Citizen of April 4, 2017). Although the results above are purely focused on academic performance, they are merely symptoms of a bigger issue in relation to terms of other factors that affecting schools performance holistically.

The literature on school effectiveness indicates that a successful school in terms of academic achievement, is a result of a number of factors, such as support from the community, teachers' supervision on what they do at school, availability of textbooks and other teaching and learning resources, school facilities such as desks, classrooms, school leadership, flexibility and autonomy, pupils' continuous assessment systems and examinations, 'school climate' and the whole process of teaching and learning (Matete, 2016).

Well organized governance reforms tend to be viewed instrumentally, as a central component of efforts to enhance the efficiency of educational systems in producing

skilled human capital, through improved school performance. Sabas and Mokaya (2013) revealed that there was a strong and positive correlation between participatory governance in decision making and school performance. The study findings also indicated there was a correlation between accountability and students' academic performance. A similar concern was raised by REPOA stating that delivery of education service is, not only a function of financial interventions. There was a number of other issues, including among others, governance (Mbelle, 2008).

According to Matete (2016), primary schools are managed are governed by school committees which are responsible the preparation of school budgets, giving financial reports on income and expenditure and preparing schools development plans. Primary schools receive grants (Capitation and Development grants) from the central government through the district/city council directors who are responsible for disbursement of the funds to schools through the district educational officials (DEOs). The school committees are responsible for opening and managing their own school bank accounts, which have, to some extent, helped to improve the accountability for the use of the available meager financed resources.

School committees are responsible for overseeing the procurement of teaching and learning resources and at the same time take part in ensuring that the standards in construction of school buildings, such as classrooms, school latrines and teachers' houses are maintained. School funds are monitored by the district educational officials who provide instructions on how such funds should be spent. Although the appointment of teachers is done at the central government, the monitoring and discipline related matters for primary teachers, is under the DEO's office.

On other hand, the government, through the Ministry of Education has put in place education inspectors to streamline the governance process in primary schools. This is a very important aspect since it helps in improving learning and teaching among teachers which in turn leads to improved school results. The Tanzanian school inspection system follows the system of education evaluation of the colonial period (British system). The core role of school supervisors/inspectors in Tanzania has traditionally been to regulate and control teachers and their performance in the classroom (Grauwe, 2007). It is the form of evaluation, which involves the measurement, testing, and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (Kambuga and Dadi, 2015).

The establishment of the schools inspectorate in Tanzania has been stipulated in the Education Act No. 25 of 1978 section 42 (MoEC, 2005). This is the legal document that gives school inspectors the power and authority to monitor the quality of education provided in the country. The Act, clearly, stipulates that school inspection is responsible for close monitoring of schools as well as provision of horizontal feedback mechanisms to education agencies, managers, and administrators at zonal, regional and district levels.

The core function of school inspectors is to assess the academic progress of the pupils and how teaching and learning is being operationalized (MoEC, 2005). Apart from classroom observation, they inspect the system of school leadership and management, school environment, various policies such as the school rules and regulations, school uniforms, availability of food for chldren, availability of teaching

and learning resources, number of classrooms, desks and toilets/latrines available in the school (MoEC, 2005).

They also, assess the teacher/pupil ratio, incomes and expenditures from both the government and from the school projects. Moreover, they assess the performance of the school committee, whether it is active or not and how it has been involving itself in school development plans, including the classroom construction and procurement system for teaching and learning materials such as books, chalks, maps and many other related materials (Matete, 2009).

2.5 Research Gap

Several scholars have written about primary school performance. Sanya (2015) conducted a study in the Tanzanian public secondary schools in Kiteto District, Manyara Region in Tanzania. The study investigated the impact of school feeding programs on students' attendance. It was revealed that school feeding programmes had positive impact on students' attendance. Komba (2017) explored the extent of participatory management and accountability in the educational system of Tanzania. This study did not consider the influence of governance variables on school performance.

Komba (2014) also conducted a study to examine the effectiveness of school rules and their associated sanctions in guaranteeing pupils'/students' regular attendance and completion among economically disadvantaged communities. The study of Newman (2017) generalized that the performance of primary schools in Tanzania was poor but this study did not consider school governance as one of the causes of

such poor performance.

On the other hand, Matete (2009) conducted a study in Mbeya city to investigate the impact of primary school inspection on teaching and learning. The study did not dwell on the impact of school governance on school performance. Furthermore, Matete (2016) investigated the challenges facing primary education under decentralization of primary school management in Mbeya city. The study did not establish the influence of school governance on school performance. The aforementioned studies did not focus on how education governance can influence school performance in many functioned areas. This laccuna formed the basis for this study which aimed at assessing the role of education governance in influencing performance of primary schools in Tanzania taking Government Primary Schools in Mbeya as a case study.

2.4.6 Conceptual Framework

The Conceptual framework for this study is illustrated in Figure 1. Conceptually, the independent variable is the school governance which was viewed in terms of transparency, accountability and participation. School performance is a dependent variable depending on the stability of education governance. What is assumed here is that participation, accountability, transparency in public sector management open entry and competition with the private sector; civil societies' voice and participation all influence performance in primary schools in Mbeya City.

Other intervening variables like governmental policies, economical, social and legal forces that surround primary schools environment may affect positively or negatively

the activities of independent variables to influence the dependent variable. Thus, school governance influence on performance in primary schools may directly or indirectly be affected by the local environment or the cultural setting of a particular school.

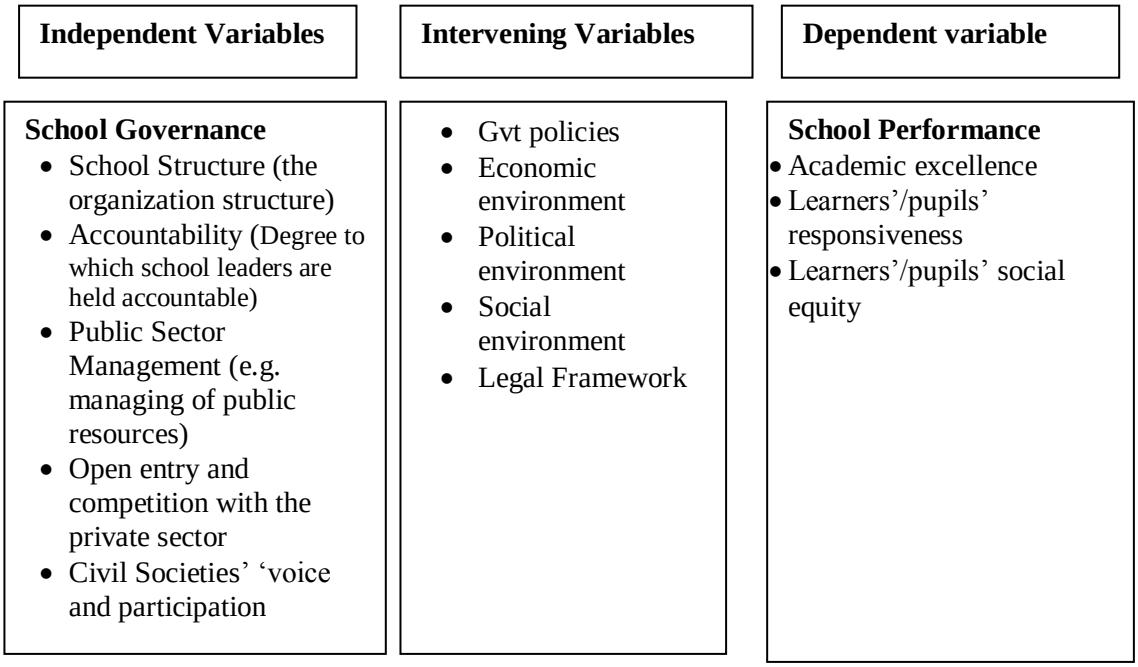

Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods and procedures used in this study. It describes the research design, study area, research approach, study population, determination of the sample size, sampling procedures, types of data needed, and their sources, methods of collecting data, processing and analysis, limitations of the study and ethical issues.

3.2 Research Design

A research design is the determination and statement of the general research approach or strategy adopted. It is the heart of planning for the study. If the design adheres to the research objectives, the answers for the research question will be found (Cohen and Morrison 2003). According to Kothari (2008), a research design is the arrangement of conditions for the collection and analysis of data in a manner that combine relevance to the research purpose and research question with economy in procedure.

In this study, descriptive research design was employed. This design helped to describe and explain the conditions of the study problem by collecting data through questionnaires on schools governance and performance. The design discerns the characteristics of individuals, groups or situation Kothari *et al.,* 2014). It is useful for collecting information about people's attitudes, opinions, habits and social issues. It describes the state of affairs as they exist including what has happened and what is happening. Descriptive research is suitable for the sample selected.

3. 3 Area of the Study

Mbeya is a city located in the Southwestern part of Tanzania in Africa. Mbeya is the first large urban settlement encountered when travelling overland from the neighboring nation of Zambia to Dar es Salaam. Mbeya is situated at an altitude of 1,700 meters (5,500 ft) above the sea level, and sprawls through a narrow highland valley surrounded by a bowl of high mountains. The main language is colloquial, Swahili, and the English language is taught in schools. Local government is administered via the Mbeya Urban District authority and a Regional Commissioner. Mbeya has weather with enough rainfall and fertile soils which enable the area to be the largest producer of maize, rice, bananas, beans, potatoes (Irish & sweet), soya nuts and wheat in the entire country.

The reason for choosing the Mbeya City Councils as a geographical area is due to the fact that its performance records in primary education have not been good. This is supported by the reports on academic performance of Mbeya primary schools. Statistics showed that only 6.5 percent of pupils passed national exams in 2012 while 65.5 percent failed the primary school leaving examinations in 2014. Statistics also indicated that 67.91 percent did not pass primary school leaving examinations and in 2015, the performance dropped by 1.85 percent as compared to the 2014 results (NECTA 2012, 2014, 2015, 2016a). Apart from poor performance in primary school leaving examinations, schools under the Mbeya City Council also have challenges related to poor school attendance (25%), illiteracy rate (22%) and school dropout rates (20%) according to reports released by the Mbeya District Education Officer in 2017.

3.4 Research Approach

The present study employed a mixed research approach. This is a study approach or strategy by which a variety of methods, including qualitative and quantitative methods were employed to get the required data. The approaches allowed the researcher to use various methods including interviews using semi structured questions and schedule, survey method with structured questionnaires with containing questions such as 5-levels Likert scale questions and documentary review with a review checklist for specific issues. Qualitative data was needed to assess the people's opinions and reasons for the persistence of poor performance of schools. The choice of a mixed approach was based on the assumption that it provides a more complete understanding of the research problem than one approach alone (Creswell, 2014).

3.4.1 Quantitative and Qualitative Debate and the Choice of theResearch Approach

The debate on what quantitative and qualitative encompasses is presented in the literature as Opposing Camps (Spencer, 2003). However, this labeling is described by Spencer (2003) as confusing and misleading. For example, some authors criticize these labels by referring to positivism, experimental, realist and ethnographic approaches, without proving any clear meanings pertaining. The dominant strands of the two paradigms have been positivism versus interpretative.

While positivism emphasizes the fact that the objective reality does not depend on the researcher, the interpretive approach sees reality as subjective or relative as constructed by the researcher. Respectively, the debate on these two paradigms

widens the gap to such an extent that they are seen as polar opposites. Unfortunately, the debate favours the quantitative methods as more useful and scientific in the studies of the social world. This is not true. Epistemologically, they might be seen as different as they employ various methods for data collection, but ontologically the debate is silent.

For this reason, the need for a mixed method is more appropriate. It is also recommended by distinguished scholars on research methods such as Denzin and Lincoln (1994) and Creswell (2003) who assert that the integration of the quantitative and qualitative research paradigms is recommended because there is no paradigm which is free from criticism, but when combined they draw the strength of both approaches and makes the research at hand more meaningful. Weinreich (1996) noted that integration between quantitative and qualitative research methods provide more in-depth and comprehensible understanding of research problems. However, he cautions that there are some risks involved in integrating these methods. One is the possibility of not doing the research well and the other is the lack of necessary expertise in the use of any particular strategy.

3.4.2 The Rationale for Choosing a Mixed Method

It is worth bearing in mind that each paradigm has some unique methods and assumptions but essentially aim at producing scientific knowledge about the real world (Casebeer and Verhoef, 1997). For the case of social issues, such as primary education governance, both approaches have been used to complement each other and have proved to work well.

In this study, both in-depth interviews and survey methods were used to collect data. This also demonstrates that when these two methods are carefully combined, they can lead to the production of reliable and valid data. A mixed approach has also been used by Saito (2003) in the study of decentralization and partnership in Uganda. Rutinwa (2004) applied a combination of quantitative and qualitative methods in the study of the social and political impacts of refugees in Northwestern and Eastern Tanzania. This means that the application of multiple methods in studying social science issues is seen now as more fruitful than attaching to a particular paradigm. Borrowing from studies conducted by Rutinwa (2004) and Saito (2003), it seemed appropriate to use mixed methods to assess school governance and how it influences school performance in government primary schools in Tanzania.

3.4 Sources of Data

The study included data from both primary and secondary sources.

3.4.1 Primary Data

Primary data is the first-hand information collected through various methods such as questionnaires and interview. This type of data was directly collected by the researcher through respondents to research tools (Kothari, 2004). Bryman and Bell (2007) asserted that, primary data is information that the researcher gathers on his own through interviews, questionnaires and focused group discussion and through related instruments. In this, case primary information was collected from primary school teachers, community, education policy makers, and Municipal Authorities management.

3.4.2 Secondary Data

Secondary data is data that has been collected and compiled for other prior purposes (Kothari, 2004). The data for this study was also collected mainly from secondary sources obtained from various publications such as newsletters, government documents and various reports. On the other hand, secondary data refers to the data such as literature, documents and articles that have been collected by other researchers and institutions (Bryman and Bell, 2007). In this regard review of reports from government was used as part of the secondary data. These included; but not limited to reports, journals, and newspapers.

3.5 Population, Sample and Sampling Procedures

3.5.1 Population of the Study

Population is generally a large collection of individuals or objects that serve as the main focus of a scientific query (Cohen, Manion and Marrison, 2003). Population is the target group, usually large, about whom the researcher wants to develop knowledge, but which he cannot study directly. Therefore, a sample is drawn from it. It refers to the total of items about which information is desired for research Kothari (2004). A population in research is the totality of the objects under investigation while a sample is a part of the population (Adam *et al*., 2008).

In this case the population of the study included all 405 primary school teachers in Mbeya City Council. The Local Government Authorities Officials such as District Educational Officers, District Executive Council, District Commissioner, Village Executive Officer, Street Executive Officer and Ward Executive Officers all of whom were treated as Key Informants. All these categories of person were chosen

because of their involvement in primary education in schools under the Mbeya City Council.

3.5.2 Sample

The term sample refers to a number of people or items taken from a large group and used to provide detailed information about the entire group. Sample size is generally influenced by a number of factors such as time and availability of both human and financial resources. In the case of this study, financial resources and time were the most important factors to determine the sample. A large sample could have required several research assistants, time and availability of funds. The limited funds available compelled the researcher to recruit only two research assistants mainly to administer the questionnaires for primary school teachers and interviews for the identified key informants.

The sample could also be selected basing on facts of saturation point in research endeavors, while several statistical research books such as Kothari (2004), Burgesss (1949) and Ghosh (1982) shared the idea that a sample of up to twenty percent (20%) of all the respondents in a study population could be representative depending on the type of research and the nature of the study. Besides, Moser and Kalton (1971) asserted that, one must accept the limitations imposed by the researcher due to the shortage of resources and use the available sample to the best advantage.

3.5.3 Determination of Sample Size

The term sample refers to a number of people or items taken from a large group and used to provide information about the entire group. Adam and Kamuzora (2008) describe a sample size as the exact number of items selected from a population to

constitute a sample. The sample size for this study was determined through the Yamane formula. According to (Yamane, 1967) this formula assumes a degree of variability (i.e. proportion) of 5%. The formula is expresed as

$$n = \frac{N}{1+N(e)^2} \quad \ldots\ldots\ldots\

3.5.5 Random Sampling

Random sampling is the method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. In this study primary school teachers were picked randomly using lottery to form a group of 149 respondents. This method was applied because it gave each respondent in the population an equal probability of getting into the sample and all choices were independent of one another but also gave each possible sample combination an equal probability of being chosen and thus reduced biases and prejudices in enhancing validity as substantiated by (Kothari, 2008).

3.5.6 Purposive Sampling Technique

The purposive sampling was useful in this study because it ensured the balance of group sizes when multiple groups were to be selected, easy to get exactly what is needed, consumes less time, and fetches reliable data from the respondents Kothari (2003). This kind of sampling technique is often used when working with very small samples such as in case study research and when one wishes to select cases that are particularly informative (Neuman, 2000). Purposive sampling may also be used by researchers adopting the grounded theory strategy. For such research, findings from data collected from the initial sample inform the way one wants to extend the sample. Such samples cannot, however, be considered to be statistically representative of the total population.

Patton (2002) emphasizes this point by contrasting the need to select information-rich cases in purposive sampling with the need to be statistically representative in

probability sampling. This enables researchers to use judgment in selecting cases that best enable the answering of research question(s) and to meet the study objectives. In this study, the Key Informants including District Educational Officers, District Executive Council and District Commissioner were selected purposefully since it was believed they have key information related to primary school education provision and performance.

3.5.7 Convenience Sampling Technique

This is a non-probability sampling technique where respondents are selected because of their convenience accessibility and proximity to the researcher (Kothari, 2003). This technique is used because it is inexpensive, fast, and easy to use, improves quality& accuracy and homogeneity of data. It also allows a researcher to obtain basic data and trends regarding the study without complication of using a randomized sample. Though sometimes this technique can lead to bias it was used in this case to get some respondents from LGA management and other key informants. Specifically, Street Executive Officers and Ward Executive Officers were conveniently sampled based on the ease to reach them.

3.6 Data Collection methods and Instruments

3.6.1 Data Collection Methods

Data collection methods refers to the way or mode of gathering data (Mbwambo *et al.*, 2011) Data collection methods are divided to suit primary and secondary data collection (Msabi and Naila, 2013). Thus, Data collection is the process of gathering specific information under investigation with the aid of relevant tools and methods (Kombo and Tromps, 2006). In this study the researcher used interviews, survey,

Focus Group Discussion as data collection methods for primary data. On the part of secondary data documentary review method was used where various documents such as strategic plans, examinations reports, list of facilities and other inventories were reviewed and analyzed.

3.6.1.1 Interview Method

According to Kothari (2004), interview is a method of collecting data and involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method was used to supplement the questionnaires which were distributed to obtain more information. This method with its associated instrument for data collection was used to information about the complex, emotionally laden subjects and can be easily adapted to the ability of the person being interviewed. Data collected by this method is likely to be more correct compared to other methods of data collection.

The interview method was applied because it is quite flexible, adaptable and applicable to many people. Information was obtained in detail as substantiated by (Cohen, Manion and Morrison, 2000). Both structured and structured interviews were used to allow procedures laid down in the form and order prescribed while structured interviews were open, thus allowing new ideas to be brought up during the interview as a result of what the interviewee said. The interviews were conducted in the English language to the respondents who were fluent in English. The respondents who were selected had access to the information required and understood the questions they were asked. The interviews were held with the key informants such as Local Government Officials which were District Educational Officers, City Council Director, District Commissioner, Village Executive Officer, Street Executive Officer

and Ward Executive Officer.

A total of 15 key informants were interviewed as indicated in Table 1. The selection of a sample size of 15 key informants based on the positions held (01) officer like District Education Officer (DEO)-Primary Section, District Commissioner (DC) and City Council Director all of them were sampled. For other positions with many officers, non-proportionate stratified sampling was used to determine the sample to be selected from each stratum for interview. In this regard, 4 key informants were randomly selected from each stratum.

Table 3.1: Summary of Key Informants

S/N	Title/Position	Population	Sample (n)
1	District Education Officer (DEO)-Primary section	1	1
2	District Commissioner (DC)	1	1
3	Mbeya City Council Director	1	1
4	Ward Education Coordinators	35	4
5	Primary head teachers	75	4
6	Ward Executive Officers	35	4
	Total	**148**	**15**

Source: researcher, 2019

3.6.1.2 Survey

Survey is a method of data collection which involves getting questionnaires completed by respondents (Mbwambo *et al.*, 2011). In the field survey, participants are questioned about behavior (past, present or future), their underlying opinions,

belief and intention (Kenneth and Bruce, 2002). The field surveys were used to collect the opinions of the people on school governance. The indicators for school governance which were used in composing the questions were School Structure (the school organization structure), Accountability (Degree to which school leaders are held accountable), Public Sector Management (e.g. managing of public resources), open entry and competition of private sector (example tendering issues, and outsourcing of various services), Civil Societies' voice and participation.

3.6.1.3 Documentary Review

Reviewing documents was used as a method for data collection to enable the researcher to get ready-made data and information by perusing various documents such as; Annual Reports and journals, organizational communication such email, letters, memos and websites on the topic in question. This method was especially used because it helped to simplify the task of the researcher by analyzing the contents of documentary materials such as books, magazines, and contents of all other verbal materials, spoken or in print (Kothari *et al.,* 2014).

3.6.1.4 Focus Group Discussion

Focus group discussion (FGD) was used to collect data from school committee members. The population of primary school committees was 75 following the fact that there were 75 primary schools in Mbeya city in which one (01) committee existed in each school. The school committee is usually composed of thirteen (13) members (Table 3.2).

Table 3.2: Composition of School Committees

S/N	Work title/position	Title in schools' committee	Number
1	Parent	Chairperson	1
2	Parent	Deputy Chairperson	1
3	Head teacher	Secretary	1
4	Academic teacher	Member	1
5	Teachers' representative	Member	1
6	Ward education coordinator	Member	1
7	Parents' representatives	Members	7
	TOTAL		**13**

Source: researcher, 2019

Five FGDs with a total of 37 school committee members were organized during data collection. Each FGD lasted for about 2 hours. The size of each FGD ranged from 6-8 persons. During the FGD session, data was recorded in note books and some was recorded in electronic devices. The selection of 5 FGDs out of the population of 75 was done purposefully based on saturation point (Mashenene, 2016). In this regard, only 37 school committee members from 5 schools were involved in the FGD instead of 975 school committee members from 75 schools.

3.6.2 Data Collection Tools

The tools are instruments which are used for a particular method of data collection (Mbwambo *et al.,* 2011). There are various tools of data collection including, interview guide, interview schedule, mailed questionnaire, check list, and documentary review (Krishnaswami & Ranganathan, 2010). Each tool is used for

specific data gathering and collection. For example interview schedule and interview guide were for interviewing, questionnaire for mail survey, document schedule/data sheet were for documentary review and so on. The function of research tools is to translate research objectives into specific items in order to get responses which provided the data required and due patterns in achieving research objectives.

3.6.2.1 Questionnaire

Questionnaires are commonly used tools to obtain important information about a population; the method uses questions in order to gather information (Cohen, Manion and Morrison, 2000). This tool helped the researcher to collect data at hand, as well as information on the school governance as an independent variable. Performance of primary schools served as the dependent variable in schools under the Mbeya City Council. The advantages of using this method was that, it was easy to handle, questions simple to answer, quick and data was relatively inexpensive to analyze. The questionnaires were distributed to the respondents such as sampled primary school teachers.

3.6.2.2 Interview Guides

This was used for non-directive and in-depth interviews. Its essence was that it contains broad topics to be covered in the interview. It aids in focusing attention on silent points relating to the study and securing comparable data in different interviews (Krishnaswami& Ranganathan, 2010). In this type of interview, a number of specific questions were asked which enabled the researcher to probe beyond the main question. This tool was used because it allowed respondents to offer more information. The interview guide was used for both individual interviews and FGDs.

3.6.2.3 Documentary Review Checklist

This is a list of items of information to be obtained from documents, records and other materials (Krishnaswami & Ranganathan, 2010). The document schedule was designed to collect all the relevant information according to the research as general and specific objectives.

3.7 Data Analysis

Data analysis means the computation of indices or measurements along with searching for patterns of relationship that exist among the quantitative and qualitative data (Kothari, 2009). Data analysis normally takes place after the collection of qualitative and quantitative data. In this study, data was analyzed as follow;

Qualitative data was analyzed basing on content analysis technique. At the first moment, data collected using interviews which was recorded in note books and in electronic devices (voice recorders) and transcribed into written text. Then relevant themes were formulated from the transcriptions made and thereafter the findings were discussed with concrete arguments and matched with the existing literatures and theories elsewhere.

Quantitative data was analyzed using Statistical Packages for Social Sciences (SPSS) software version 23 and Microsoft excel current version as analytical tools. Before data analysis, quantitative data collected from the field were edited and validated in order to sort out non-useful data from useful data. After data was edited and cleaned, it was coded and entered into the SPSS and thereafter cleaned before descriptive and inferential statistics were performed.

With the aid of SPSS, descriptive statistics were run to generate percentages, frequencies, histograms, mean, and standard deviations and cross tabulation. Finally, inferential statistics was employed to establish the relationship on the influence of the independent variable (primary school governance) over the dependent variable (school performance). To analyze data on respondents' personal profile, frequencies, percent, means, mode, minimum, maximum and range were computed and presented in tables and histogram. To establish associations between variables under the study, cross tabulation was performed to determine Chi-Square.

Traditionally, establishment of significance level (*p* value) was based on comparison between observed and calculated values of Chi-square and degree of freedom. However, in this study, Chi-Square was performed using the SPSS whereas the Pearson Chi-square value, level of significance (Sig. value or *p* value) and degree of freedom. This approach of using SPSS to compute Chi-square has been used by previous studies when establishing associations between variables (Mashenene, 2016; Tundui, 2012).

The first objective which was to examine the current status of school governance towards school performance in the study area was measured through 5-levels Likert Scale, transformed into three levels. The 3 levels underwent further analysis and categorized into high, moderate and low status of school governance. Then a summated index was calculated based on the index on five school governance dimensions; School Structure (the organization structure), Accountability (Degree to which school leaders are held account), Public Sector Management (e.g. managing of public resources), Open entry and competition of private sectors, Civil Societies

‘voice and participation. Each dimension had their specific index which was later summed up to form a summated index scale. After determining the level of governance using a summated index scale under this objective, data was analyzed through descriptive statistics expressed in terms of percentages and frequencies.

The second objective was to determine the level of performance achieved in primary schools. It has to be remembered that this analysis was so crucial as it is the measurement of the dependent variable in the study. Upon assessing the level of school performance achieved as the results of school governance, the questionnaire for this part was organized into three dimensions namely academic excellence, students ‘responsiveness and students’ social equity as seen in the conceptual framework. Each school performance dimension comprised a set of questions that allowed the researcher to assess school performance level of Primary schools under the Mbeya City Council. The questionnaire was composed of a total of 10 statements in which respondents were required to respond to by indicating “yes” or “no” depending on their comprehension regarding school performance.

The performance domains and their associated statements were adopted from such Key Performance Indicator (KPI) as a global performance measurement (https://en.wikipedia.org/wiki/Performance_indicator). KPIs were used to evaluate the performance of primary schools basing on pre-set independent variable indicators (school governance). The building up of a summated performance index was done using the following steps:

a) The total score of each performance domain was calculated;

b) The summation of each domain's total score was made to get a composite total or summated score;
c) The total score found in ii) was descriptively analyzed to generate mean score.
d) It is this mean score which after data manipulation (transformation) enabled the researcher to categorize the performance levels into high, moderate to low school performance.

Objective three which was to determine the link between governance status and school performance level in primary schools. School performance level was assessed by using Ordinal Logistic Regression Model (OLRM). The dependent variable (Y) was categorized into three levels, that is, low performance, neutral and high performance, basing on individual overall scores of the primary school teachers. In this model, the odds ratios for each variable were calculated at 95% confidence interval as an estimate of performance levels, and *p*-value of 0.05 was considered statistically significant. The basis of using OLRM in this study was due to the fact that the dependent variable was a ranked one, that is, ordered categories (low, neutral and high). The second reason was that the dependent variable was ordinal. Likewise, it is the modal which is at the position of estimating the net effects of a set of explanatory variables on the dependent variables (Morgan and Teachman, 1988). Therefore, OLRM used in this study was given as:

$$P(y) = \frac{e^{a}+\beta_1 X_1+\ldots\ldots\ldots\ldots \beta_k X_k}{1+e^{a}+\beta_1 X_1+\ldots\ldots\ldots\ldots \beta_k x_k}$$

Where:

P(y) = the probability of the success alternative occurring

a = the intercept of the equation

$\beta 1$ to $X_{k=}$ Coefficients of the predictor variables

X_1 to X_x = Predictor variables entered in the ordinal regression model

Particularly, in this study:

P(y) = the probability of government primary school being grouped in low, neutral or high performance as the results of school governance.

a= the intercept of the equation

$\beta 1 \ldots . X_{k=}$ Regression coefficients

X_1 to X_k = Predictor variables entered in the ordinal regression model which, for this case was:

$X_{1=}$ School Structure (the organization structure)

$X_{2=}$ Accountability (Degree to which school leaders are held account)

$X_{3=}$ Public Sector Management(e.g. managing of public resources)

$X_{4=}$ Open entry and competition of private sector

$X_{5=}$ Civil Societies 'voice

$X_{6=}$ participation

Before ordinal logistic regression was performed, null and alternative hypotheses were formulated to test the link between governance status and school performance level:

Null hypothesis (H_0): There is no link between school governance status and school performance level.

Alternative hypothesis (H_a): There is link between school governance status and school performance level.

Null hypothesis 1 (H_{01}): School structure has no link with school performance level

Alternative hypothesis 1 (H_{a1}): School structure has a link with school performance level

Null hypothesis 2 (H_{02}): Accountability has no link with school performance level

Alternative hypothesis 2 (H_{a2}): Accountability has a link with school performance level

Null hypothesis 3 (H_{03}): Public sector management has no link with school performance level

Alternative hypothesis 3 (H_{a3}): Public sector management has a link with school performance level

Null hypothesis 4 (H_{04}): Open entry has no link with school performance level

Alternative hypothesis 4 (H_{a4}): Open entry has a link with school performance level

Null hypothesis 5 (H_{05}): Civil societies' voice has no link with school performance level

Alternative hypothesis 5 (H_{a5}): Civil societies' voice has a link with school performance level

Mathematically, the two hypotheses can be expressed as follows;

$H_0: \beta_i = 0$ …… (2)

$H_a: \beta_i \neq 0$ …….... (3)

Where: H_0 is a null hypothesis, H_a is an alternative hypothesis, β_i are coefficients and odd ratios of independent variables; namely school structure, accountability, public sector management, open entry, civil societies voice, and participation.

The fourth objective was to determine the opinion of actors on the role of parental participation in school performance in the study area. This was measured by 5-levels Likert Scale of measurement which is popular in collecting data to be analyzed when having variables of the nature of attitude, opinions and perceptions. The opinion of primary school teachers towards the role of parental participation in schools' performance in the study area was measured by using the Likert Scale where each current role of parents' participation in school performance statement was assigned points (Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, strongly Disagree=1). Thereafter, data was transformed into three levels (Agree = 3, Neutral = 2 and Disagree = 1). After the transformation all points were summed up to get the overall scores on the opinion of primary school teachers.

Then the overall scores were ranked and used to segregate respondents into those with positive opinions, neutral and negative opinions of primary school teachers. A Likert scale of 12 statements (both positive and negative) was used to get the overall scores and thereafter the three levels of opinion were obtained as follows: The highest score of opinion was obtained by multiplying 3 (Agree) by 12 Likert scale statements = 36 scores. The middle scores were obtained by multiplying 2 (neutral) with 12 Likert scale statements = 24 scores. Lastly, the lowest scores were obtained by multiplying 1 (Disagree) with 12 Likert scale statements=12 scores. Basing on the above classifications, the overall opinion was presented as follows: the positive opinion was constituted by scores interval from 25 to 36 scores; neutral opinion was represented by the total scores of 2, and negative opinion was composed of scores interval from 1 to 23scores.

3.8 Validity and Reliability

According to Jonathan (2007), the term validity basically refers to the degree to which a test measures what is supposed to measure. To ensure validity the study applied triangulation methodology in data collection. In this approach the data collection instruments were pre-tested in the pilot study to verify their ability in data collection. The validity of a scale refers to the degree to which it measures what it is supposed to measure. Unfortunately, there was no one clear-cut indicator of a scale's validity (Pallant, 2007). The validation of a scale involved the collection of empirical evidence concerning its use.

Reliability refers to the extent to which similar results can be obtained if the study were to be repeated by another person under the same or similar environment and conditions (Payne and Payne, 2004). In order to ensure reliability, the researcher designed different data collection tools to collect data from respondents. The study employed the statistical tests like Cronbach alpha to test the reliability of the collected data. A higher value of Cronbach's Alpha will indicate greater reliability. According to Nunnally (1978) a minimum level of 0.7 of Cronbach's Alpha value is recommended.

To test the reliability of the scales used in the data collection instruments, Cronbach's Alpha was used to measure the internal consistency by the use of SPSS. Cronbach alpha ranges between 0 and 1 (Grayson, 2004). The closer the Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale (Grayson, 2004). The results of realibility test using Cronbach alpha are indicated in Table 4.3.

Table 3.3: Reliability Analysis for Dependent Variables

Variables	Cronbach's alpha
School organizational structure	0.821
Accountability	0.975
Public Sector Management	0.755
Open entry and competition of private sectors	0.712
Civil Societies' voice and participation	0.752

Source: Field data, 2018

Table 4.3 illustrates the results of reliability test using Cronbach's Alpha test. The analysis presented in Table 3 indicates the reliability coefficients of almost all the items in the scale to be very good which implies that the scale measured what it was supposed to measure. However, the reliability coefficient of accountability was 0.93 indicating that data was reliable at the level of the best standardized tests. Generally, all variables indicated a strong internal consistency of instruments used in data collection. These results are consistent with Nunnaly (1978) and Grayson (2004) who recommends the reliability coefficient of 0.7 or higher to be considered acceptable in most social science research situations.

The results were also in line with George and Mallery (2003) who technically established the rule of the thumb by indicating that a Cronbach's Alpha greater than 0.9 means very reliable, greater than 0.8 means highly reliable, 0.7 means acceptable, 0.6 means questionable, greater than 0.5 means poor and less than 0.5 unacceptable. With this line of thinking, the items used in the scale for data collection instruments had excellent, good and acceptable internal consistency for measuring the independent variable's indicators.

3.9 Ethical Considerations

Ethical concerns are crucial when planning, conducting, and evaluating scientific research. According to Neuman (2012), social research should have a clear moral and professional obligation to behave in an ethical manner at all times, and that researchers "must balance two values: the pursuit of knowledge and the rights of research participants or of others in society" (p. 53). Regulations governing the conduct of research in the country were observed. Research clearance was secured from the Open University of Tanzania.

Informed consent was sought from the respondents. Informed consent entails "procedures by which individuals choose whether to participate in an investigation after being informed of the facts that would be likely to influence their decisions" (Diener and Crandall, 1978). Before data collection started the researcher informed the participants about the nature of the research as well as the social value and possible benefits from the study. This enabled participants to make rational and informed decision to participate or not to participate in the study. A fair explanation of procedures to be followed and their purposes were outlined to participants.

Participants were also told that their participation was voluntary, and if they felt to decline to participate or leave the study at any time there were no negative consequences. After informed consent was secured, the researcher told participants of their rights to confidentiality. Participants were told that they would remain anonymous throughout the research process. Information from participants was accessed in a proper and dignified way. Privacy and interests of participants were respected as well.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Chapter overview

This chapter comprises the presentation of data as the results of data analysis. It is mainly composed of both quantitative and qualitative findings. The first part of this chapter deals with reliability testing so as to make sure that the researcher knew to what extent the items which comprised the scales in the tools of data collection measured what was supposed to be measured. Hence, the results of reliability test were also presented. The second part of this chapter comprises of the presentation of results on respondents' profile. Lastly, but not least in importance, the chapter presents the results of each specific objective accompanied by associated discussions which led to conclusions and recommendations in chapter five.

4.2 Sex

Figure 4.1 shows that there were more female than male teachers in Mbeya city. Although the researcher made some deliberate efforts to get as many male teachers as female teachers, of the total 149 teachers, male teachers were 40(26.8%) while female teachers were 109(73.2%). The implication of teachers' gender profile in Mbeya City reveals that the proportion of female teachers is 2.7 times that of male teachers. This teachers' proportion is consistent with those in the National Bureau of Statistics (NBS) (2013) which indicate that in Tanzania the proportion of females is higher than that of males. It is also indicative that females are more prone to child minding than males hence their dominance n the teaching profession at basic education level.

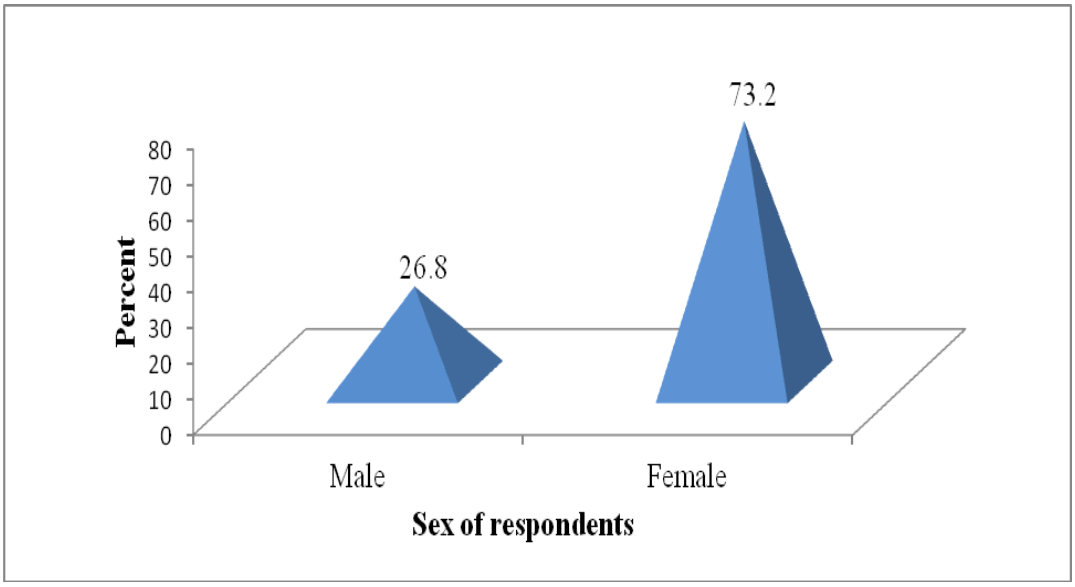

Figure 4.1: Sex of Respondents (N=149)

4.3 Age

Table 4.1 summarizes the age distribution of the respondents in the study. The age group of teachers in Mbeya city Council showed that the majority (140(94.0%)) of the respondents were of the age group between 23-55 suggesting that most of them were matured enough to respond to the study. Further, only 1(0.7%) of all respondents were aged below 22 years and only 8(5.4%) were in the age group above 55 years. The implication of teachers' age profile in Mbeya city is that there was a small proportion of employees in public sector with age group below 22 years and above 55 years. This analysis was supported by NBS (2013) figures that the proportion of the working age population in Tanzania is between 15-64 years on 52.2%.

Statistically, this age group analysis indicated no significance difference ($p > 0.05$) in age group between male and female teachers in Mbeya city Council implying that the age difference between male and female is almost the same. This age group was

reflected in harmony with those of the NBS (2013) which indicated that the proportion of working age population in the country for male was 51.1% compared to that of their counterpart female which is 53.3%.

Table 4.1: Age of Respondents (N=149)

Age groups (years)	Sex of Respondents		Total
	Male	Female	
< 22	0(0.0%)	1(100.0%)	**1(100.0%)**
23-33	8(18.6%)	35(81.4%)	43(100.0%)
34-44	15(23.8%)	48(76.2%)	63(100.0%)
45-55	13(38.2%)	21(61.8%)	34(100.0%)
> 55	4(50.0%)	4(50.0%)	8(100.0%)
Total	**40 (26.8%)**	**109 (73.2%)**	**149 (100.0%)**

Pearson Chi-square = 6.580, df = 4, p = 0.160

4.4 Wards

Table 4.1 summarizes the distribution of respondents by wards which indicates that 149 respondents involved in the study were drawn from eleven (11) wards located within Mbeya City Council. The mean of the respondents selected from each ward was 14. However, in some cases the selection was below and above the mean. The main reason for such a discrepancy was that data was collected while schools were closed for the September mid-term break. It was for this reason the researcher felt forced to select less or above the average respondents to meet the required target. Table 3 presents that the ward with the highest number of respondents 25(16.8%) was Nela whereas Ilomba ward had the least number of respondents 5(3.4%).

Table 4.2: Distribution of Respondents by Wards (N=149)

Wards	Frequency	Percent
Ilomba	5	3.4
Maanga	17	11.4
Nzovwe	19	12.8
Mabatini	17	11.4
Mbalizi Road	10	6.7
Nela	25	16.8
Isyesye	10	6.7
Iyunga	10	6.7
Mwakibete	16	10.7
Iwambi	10	6.7
Ruanda	10	6.7
Total	**149**	**100.0**

Mean = 14 respondents, Minimum = 5 respondents, Maximum = 25 respondents

4.5 Schools

Table 4.3 presents the distribution of the respondents by schools. The table indicates that the 149 respondents involved in the study were selected from seventeen (17) schools located in eleven (11) wards within the geographical area of Mbeya City Council. The mean of respondents selected from each ward was 9. However, in some incidences the selection was below and above the mean. The main reason for such a variation was that data was collected during the period when schools were closed for the September mid-term break. It was for this reason the researchers were forced to select less or above the average number of respondents to meet the required target. Generally, the table indicates that the selection of the respondents from the schools was fair since the number of respondents frequently selected (the mode) was 10 which was very close to the acceptable mean of 9 respondents.

Table 4.3: Distribution of Respondents by Schools (N=149)

Schools	Frequency	Percent
Kagera	5	3.4
Maanga	9	6.0
Jitegemee	9	6.0
Simike	10	6.7
Mapinduzi	10	6.7
Mabatini	7	4.7
Pambogo	9	6.0
Airport	6	4.0
Hayanga	10	6.7
Inyala	10	6.7
Mwakibete	10	6.7
Uhuru	6	4.0
Nzovwe	10	6.7
Iyunga	10	6.7
Nero	10	6.7
Mwenge	10	6.7
Madaraka	8	5.4
Total	**149**	**100.0**

Mean = 9 respondents, Mode = 10, Minimum = 5 respondents, Maximum = 10 respondents

4.6 Work Experience

Respondents' work experience (Appendix 3) indicated that the majority of the respondents had 14 years at their workplace as represented by the mode of 14 years. Further, the mean age of 15.10 years indicated that the avarage was close to the work experience of the majority. The implication of these findings reveal that the majority of respondents were experienced enough to give valuable information regarding the subject matter. In addition, the respondents' work experience indicated that the

minimum work experience was 2 years whereas the maximum was 41 years giving the range of 39 years.

4.7 Status of School Governance and its Relationship to School Performance

After the discussing the background variables, the researcher started presenting the results from the first objective. It is noted that the first objective contained the independent variable of the study. Hence before finding the linkage between the independent and dependent variable, it was good at first place to examine the status of the independent variable (school governance). This objective examined autonomy in the organizational structure of the primary school, accountability and collaboration among other stakeholders or actors such as Community Based Organizations and private sectors, teachers, school committees as well as parents. Then how the status of school governance impacted education outcomes (school performance). At the school level, the status of governance varied greatly, depending on how a school works as a system.

The findings revealed that 65.8% of all the respondents showed that the school governance as presented in the organizational structure, accountability, public sector management, open entry and competition of private sector as well as civil society's voice and participation was of high status. This is opposed to 32.2% of all respondents who actually showed that school governance status was low. In this study, only 2% of all respondents showed that they were undecided as to whether the school governance was high or low in terms of the established governance systems. The implication of these findings indicated that school governance is an important ingredient of school performance. These results are supported by those of Baghdady

and Zaki (2019) which indicated that school governance is an important factor for school performance and from this view it needs to be improved through capacity building.

Table 4.4: The Current Status of School Governance (n=149)

Status	Frequency	Percent
Low	48	32.2
Moderate	3	2.0
High	98	65.8
Total	**149**	**100.0**

Source: Field data, 2017.

These findings are also reflected an interview held with Mbeya City Council Director and Ward Education Coordinator (WEC). One of the key informants asserted;

> *"... the status of primary school governance is good because of having qualified teachers with diploma and degree level qualifications. School committees are also active and well-functioning are comprises parents as members. Through these committees as the city council we present our plans to them and we make thorough discussions to improve plans and strategies for better educational performance*"(Interview held with the Mbeya City Council Director on 11th September, 2018).

> *'... the ways of citizens' participation in governance activities include participation as members of school committees and through attending meetings in their streets as well as through street and ward development committees which include the social service committees comprising primary education among other social service...*"(Interview held with the Majengo WEC on 11th September, 2018).

4.8 Level of Performance Achieved in the Primary School

As introduced before, primary school performance is used as a dependent variable in this study whereas the independent variable (school governance). Hence, because of its crucial importance in the study, dependent variables assessed it so that the third

objective dwelt on the linkage between the assessed dependent and independent variables. This was done by finding the school performance level in the study area. In so doing, more than a half (61.7%) of all respondents indicated the high performance of their school by using the performance indices established by a researcher after consulting literatures. The case was quite different when the assessment was done for those who did show low performance level by 28.2% of all respondents. It was further found that few (10.1%) respondents did not respond as to whether their schools had high or low performances. These findings, therefore, imply that school performance is pattern and parcel of school governance. This is to say, school managements have to struggle to ensure that good school governance practices are adopted for better school performance.

The reporting on the high level of primary school academic performance in public schools is contrary to many studies including (Kivenule, 2015) who reported the lagging behind of public schools in performance compared to private schools. She gave some of the reasons which contributed to better performance of private schools as recruitment of competent teachers, good pay for teachers, teaching and learning resources availability, good control system, and good enrollment system. Her findings were consistent with Nchimbi (2012) who was of the view that public schools lacked enough learning materials, teachers‟ problems (incompetent, immoral behavior, shortage of them in schools) and poor economic base for parents of public school children. However, with respect to this study, the factors which may have contributed to high performance level in the study areas are discussed in objective three.

Table 4.5: Performance level of school governance (N=149)

Performance level	Frequency	Percent
Low	42	28.2
Moderate	15	10.1
High	92	61.7
Total	**149**	**100.0**

Source: Field Data, 2017.

These results were in harmony with the interviews with the District Education Officer (DEO), the District Commissioner (DC) and the Sisimba Ward Executive Officer (WEO) who asserted;

> *"… Generally, the performance of the schools is satisfactory. However, hindrances for better school performance include economic hardships of parents and hence their failure to cater for students' needs. On other hand are inadequate teaching and learning facilities due to budgetary constraints. Capitation grant from government is the other hindrance as the amount of money provided sometimes does not reflect the needs of school …" (*Interview held with the DEO on 13th September, 2018).

> *"… the performance of primary schools in Mbeya are somehow good though the schools' environment are challenged by various issues that hamper performance. The most banning issue is the current free education policy which has forced primary schools to be overloaded with learner contrary to the schools capacities in terms of infrastructure and number of teachers. We appreciate the cooperation we receive from the local community to improve the learning environment…"* (Interview held with the Mbeya District Commissioner on 18th September, 2018).

> *"… School performance is somehow satisfactory. The schools could perform better than now but there are associated limitations. Teachers are not well motivated as they are lowly paid. They also owe the government large amount of money being accumulation of their transfers rights as well as leave payments. As a result they do not concentrate on teaching, rather they look for other ways to generate extra income. The number of teachers is also not promising as the teacher: pupil ratio is not adequate. Another hindrance is failure to provide food to students during day hours since not all parents are capable of providing pocket money to their children* (Interview held on 11th September, 2018 with the Sisimba WEO).

4.9 Link between Governance Status and School Performance Level in the Primary Schools

4.9.1 Testing for Ordinal Logistic Regression Assumptions

Before carrying out the Ordinal Logistic Regression Model analysis, it was considered important to test the assumptions governing the model. The assumptions that were tested for Ordinal Logistic Regression included: multicollinearity, independence of independent variables, outlier and influential cases and accuracy percentage.

4.9.1.1 Multi-Collinearity

This refers to the relationships between the independent variables. Multi-collinearity was measured using standard error (S.E) from the output of the Ordinal Logistic Regression (Table 4.7). The results indicate that S.E from the table was less than 2.0; revealing that there was no multi-collinearity in the data collected. According to (Pallant, 2007), multicollinearity exists when the independent variables are highly correlated (R^2=0.9 and above). But since the results of this study were less than 0.9, that is, R^2= 0.703, it is justifiable that there was no multicollinearity between the independent variables. Consequently, they were fit to be fed in the Ordinal Logistic Regression Model.

4.9.1.2 Overall Model Evaluation

An ordinal model gives a better fit to the data if it indicates an improvement without predictors (Field, 2013). The findings from this study show that the intercept model had -2Log likelihood of 186.408 and the model with all variables had -2Log likelihood of 152.402. The decrease in values of -2log likelihood shows an

improvement over the intercept-only model, suggesting that data fitted in the model well (Tundui, 2012). In the same line, the model with all predictors indicated a significant amount of the original variability, with (χ2) (df=56) of 95.70 and it is significant at $p < 0.001$, suggesting again data fitted the model well.

It was also important to measure the goodness-of-fit test of the model and the Hosmer and Lemeshow test was performed. The model with all predictors produced a χ2 (16) of 4.562, which was not significant ($p = 0.502$), suggesting a good fit of data into the model. According to Pallant (2011), Hosmer and Lemeshow test indicate model fitness when a significance value is greater than 0.05.

4.9.2 Ordinal Logistic Regression Results

Table 4.7 shows that the overall model fit was statistically significant ($p < 0.05$), revealing that the model was fit to predict the link between governance status and school performance level in primary schools under the Mbeya City Council. Further, the Nagelkerke R^2 and Cox and Snell R^2 were 0.703 and 0.562 respectively indicating that independent variables entered in the model explained 70.3% and 56.2% of variance in respondents' view of school performance level. The value of the Nagelkerke R^2 and Cox and Snell R^2 gave an indication of the amount of variation in the dependent variable explained in the model from a minimum value of 0 to a maximum of approximately 1. The values of Nagelkerke R^2 and Cox and Snell R^2 are described as pseudo R^2 statistics and should not be misinterpreted with the true R^2 value in multiple regressions (Pallant, 2011).

Table 4.6: Link between Governance Status and School Performance Level in Primary School

School governance variables	B	S.E.	Exp(B)
School structure (index score)	0.7906***	0.201	1.925
Accountability (index score)	0.401***	0.139	1.652
Public sector management(index)	0.250	0.079	0.656
Open entry (index score)	0.103	0.098	0.852
Civil societies "voice" (index)	0.686**	0.188	1.811
Participation (index score)	0.409***	0.156	1.309
Work experience (years)	0.531***	0.149	1.423
Age (years)	0.813***	0.209	1.991
Constant	-0.236*	0.147	0.814
Chi-square	926.401***		
Hosmer and Lemeshow -$\chi 2$	4.562(8)(p=0.502)		
Cox & Snell R^2	0.562		
Nagelkerke R^2	0.703		
-2 Log Likelihood	152.402		

Dependent Variable: School performance level (1=Low, 2=Moderate, 3=High), *, **and *** denote significant level at 10%, 5% and 1% respectively.

Generally, the results of ordinal logistic regression (Table 4.7) indicated that a strong positive link existed between governance status and school performance level in the primary schools in Mbeya City Council geographical areas. The coefficient of school structure was positive (0.796) related to school performance level and significant ($p < 0.05$), suggesting that a unit change in school structure will cause 79.6% increase of school performance level. This also has been indicated by the odd ratio of 1.925 suggesting that the likelihood of school structure to change school performance was 2.0 times. It is, therefore, from the fact that the coefficient of school structure was

positive; an alternative hypothesis was accepted with the view that school structure has more contribution towards school performance level. The implication of these findings is that existence of school structure has sound contribution to school performance level. These findings were supported by the qualitative findings from key informants;

> *"... with good school governance which includes aspects of school structure, accountability, transparency and participation in various school affairs among stakeholders that is parents, teachers, pupils, school committees and other stakeholders, automatically lead to improved academic performance ..."* (Interview held with WEO on 12th September 2018).

Accordingly, accountability as the measure of school governance had a significant ($p < 0.05$) positive coefficient (0.401) related to school performance level, suggesting that a unit increase in accountability would result into 40.1% increase in school performance level. These results have been supported by the odd ratio of 1.652 which showed that the likelihood of accountability to change school performance was 1.7 times. Similarly, these findings resulted in accepting an alternative hypothesis because the coefficient of social factors was positive with more contribution toward school performance. These findings were supported by the qualitative results from the interview with the head teacher and FGD with the school committee members respectively;

> *"... The availability of facilities includes students' attendance registers as well as regular tests and examinations indicate high degree of accountability. The facilities are favourable since they make a student more accountable by first, attending to class since if someone fails to attend without permission, measures are taken against him/her. According to the key informants, attending classes has a direct connection to students' performance. On the other hand, in- class tests and regular examinations are tools that make students active all the time and hence creating environment for passing the national exams* …" (Interview held with the primary head teacher of Iwambi

primary school on 14th September, 2018).

> *"... to ensure accountability we school committee members regularly attend meetings scheduled by the school management. We participate in school financial planning and implementation of various projects as well as discipline cases both to pupils and teachers..." (FGD held with the Juhudi primary school committee members on 12th September, 2018).*

On the other hand, the coefficient of civil society voice was positive (0.686) related to school performance level and significant ($p < 0.05$), suggesting that a unit change in civil society voice would result into increase in school performance by 68.6%. These findings were supported by the odd ratio of 1.811 which revealed that the likelihood of civil society voice to change school performance level was 1.8 times. From these findings, an alternative hypothesis was accepted following the fact that the coefficient of civil society voice was positive with high contribution school performance as shown by odd ratio.

Regarding civil societies' participation, the coefficient was positive (0.409) related to school performance and significant increase ($p < 0.05$), implying that that any unit change in participation would result into an increase in school performance by 40.9% which was a positive contribution to school performance. This has also been indicated by the odd ratio of 1.309 which revealed that the likelihood of participation to change school performance was 1.3 times. From these findings, an alternative hypothesis was accepted due to the fact that the coefficient of participation was positive with more contribution toward school performance as evidenced by the odd ratio. These findings also echoed in one of the FGD;

> *"... To be sincere we participate as members of school committees. We participate through attending meetings in our streets as well as participate through street and ward development committees which include the social*

services committee comprising of primary education among other social services ..." (FGD held with Ilemi primary school committee members on 16th September, 2018).

4.9.3 Summary of Ordinal Logistic Regression Results

The focus of this objective was to examine the link between school structure, accountability, public sector management, open entry, civil society's voice, participation, and school performance level. The results of logistic regression indicated that school structure, accountability, civil society's voice, participation, teachers' work experience and age revealed significant link with school performance level. Table 4.7 summarizes the results of ordinal logistic regression.

Table 4.7: Summary of Ordinal Logistic Regression Results

S/No.	Hypotheses	Results
H_{a1}	School structure has a link with school performance level	Accepted
H_{a2}	Accountability has a link with school performance level	Accepted
H_{a3}	Public sector management has a link with school performance level	Rejected
H_{a4}	Open entry has a link with school performance level	Rejected
H_{a5}	Civil societies voice has a link with school performance level	Accepted
H_{a6}	Participation has a link with school performance level	Accepted

Source: researcher, 2019

4.10 The Status of Actors' Opinions Towards the Role of Parents' Participation In School Performance In The Study Area

Among other objectives, this study aimed at determining the status of actors' opinions towards the role of parents' participation in school performance in Mbeya City Council. The mean score of the actors' opinion total scores was found to be

22.32 which was at low status. Therefore, it was the opinions of many primary school teachers as well as other stakeholders/actors that parents' participation in the fore said school performance are not promising. This is evidenced by the field data where by 63.1% of all actors had negative opinions as opposed by 29.5% of all respondents who had positive opinions towards the current role of parents' participation in school performance. It was only 7.4% of all respondents who neither had positive opinions nor negative opinions towards the same phenomenon.

This alarm is not healthy for Mbeya City Council since education activities in school which results in outstanding performance include provision of instruction materials, attendance of parents at meeting, attending sports day, annual academic day commonly known as 'academic clinic day', parents seminars and participation in different groups like parent teachers association. These results are not contrary to many studies such as that of (Mwirichia, 2003) conducted on the involvement of parents towards school performance who came with the findings that working parents are often unable to attend school events during the day.

In addition, evenings are the only time these parents have to spend with their children, and they may choose to spend time with their family rather than attend meetings at school. Consequently, parents' participation in school activities may contribute to school performance is jeopardized. Therefore, parents' participation needs to be strengthened for better school performance since peoples' participation promotes good governance practices in many organizations (Mashenene, 2018).

Table 4.8: The Status of the Actors' Opinions towards the Current Role of Parents Participation in School Performance in the Study Area (n=149)

Opinion status	Frequency	Percent
Positive opinion	44	29.5
Moderate opinion	11	7.4
Negative opinion	94	63.1
Total	**149**	**100.0**

Source: researcher, 2019

These findings are in harmony with qualitative findings as indicated here under from the Mbeya District Education Officer;

> *"…the participation of citizens is through school committees which comprise parents representatives from each street. Also there are parents' meeting each academic year to discuss various issues in schools. At the level of streets, there are meetings to discuss school development matters. However, there has been unsatisfactory parents' attendance to the meeting..."* Interview with Mbeya District Education Officer on 13/9/2018.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents the summary, conclusion and policy recommendations based on the findings of the study. This chapter also reconnects areas for further research. It is organized into Summary, conclusion, policy recommendations and areas for further research.

5.2 Summary

The main objective of this study was to assess the influence of education governance on performance of primary schools in Tanzania: a case of government schools-Mbeya City Council geographical area. Specifically, firstly the study examined the current status of school governance in terms of performance in the study area, secondly, it aimed at determining the level of performance achieved in the primary school. Furthermore, it examined the link between governance status and school performance level in the primary schools. Lastly, it determined the opinion of actors on the current role of parents' participation in schools performance in the study area. Consistent with the research objectives, four research questions were developed.

5.3 Conclusions

In examining the current status of school governance towards performance in the study area, it has been established that high level of status was noticed followed by low level and finally with a small percent for moderate status. The, findings also revealed that there was a high performance level in the public primary schools

although this finding was much opposed by many secondary data from the documentary review findings.

With the aid of Ordinal Logistic Regression Model, a number of independent variables had a significant relationship with the dependent variable (school performance). Independent variables which where statistically significant were school structure, accountability, civil societies' voice, participation, work experience and respondents' age. It was concluded that the status of the actors' opinions on the current role of parents' participation in school performance in the study area was negative. This implied that parents do not fully participate in improving primary school performance.

5.4 Recommendations

Based on the findings and conclusions of this study, the following recommendations are presented:

5.4.1 The Local Government Authorities including Mbeya City Council in collaboration with village and street leaders should devise more effective mechanisms that will motivate and ensure parents and community participate in education activities of their children in order to achieve the desired educational outcomes.

5.4.2 The Ministry of Education, Science and Technology, in collaboration with PO-RALG should ensure that schools embark on reforms that lead to good governance which in turn will eventually translate into primary school performance.

5.4.3 The Ministry of Education, Science and Technology, in collaboration with PO-RALG should set good governance standards in the primary education sub-sector as well as devise guidelines for the same.

5.4.4 Development partners such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), World Bank (WB), NGOs and others should collaborate with the Local Government Authorities in prioritizing and addressing the various educational issues including schools governance.

5.4.5 The Ministry of Education, Science and Technology should integrate education governance in teachers' college curricula so as to prepare teachers to be well informed on education governance issues.

5.5 Areas for Further Research

There is need for further research to be done in the following areas:-

(i) There is a need to undertake research using a large sample employing non-parametric tests, to determine the relationships between governance and school performance.

(ii) There is a need to conduct a comparative study on education governance between urban and rural primary schools so as to establish differences, if any, and come up with proposed solutions for intervention.

(iii) The same study should be undertaken for secondary schools.

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APPENDICES

Appendix 1: Questionnaire for Mbeya City Council Primary School Teachers

SECTION A: Interviewer's introduction

Dear respondent,

I am.....…, a PhD student from the Open University of Tanzania. I am conducting a study on the"**ASSESSMENT OF EDUCATION GOVERNANCE ON THE PERFORMANCE OF PRIMARY SCHOOLS IN TANZANIA: A CASE OF GOVERNMENT SCHOOLS UNDER MBEYA CITY COUNCIL.** I kindly you to serve as a respondent to questions on this study. I assure you that your confidentiality will be maintained throughout the study (No identification such as your name will appear in any document). Hence your honest answers to questions asked will be greatly appreciated. I request for your kind cooperation to respond to this questionnaire. For more information please contact through the following means:

Email address:

Mobile phone:

Section B: Profile of Respondent

1.1 Sex……1. Male 2. Female……

1.2 Age group (i) 12-22 ☐ ii) 23-33 ☐ iii) 34-44 ☐

iv) 45-55 ☐ v) 56-66 ☐ VI) 67-77 ☐ vii) 78-88 ☐

viii) 89-99 ☐

1. 3 Designation……..

1.4 Ward……

1.5 Village/Street ……

1.6 School……

1.7 Teacher's experience (in years)……

SECTION C: Assessment of School Governance On Academic Performance of Primary Schools In Tanzania: A Case of Government Schools Under Mbeya City Council

2.0 To examine the current status of school governance in relation to academic performance in the study area.

2.1Please provide answers for each question as whether you strongly disagree=1, Disagree=2 Undecided=3, Agree=4, strongly agree=5 in the response poxes provided so as to determine your opinion as an actor on the current role of parents participation in school academic performance in the study area

Statements on school governance	**Response** 1	2	3	4	5
a) The school organizational structure allows each department(eg. Head teacher, deputy, academic Dept, etc) of the school independently to ensure school governance					
b) There is interference in the school organizational structure such that the departments (eg. head teacher, depute, academic dpt, etc) interfere with each other, thus disturbing school governance and academic performance of children.					
c) Political leaders around the school are held accountable when the school performance is not promising.					
d) Political leaders and government officials play their roles to corporate with school management in governing the school.					
e) The appointment of school management members is based on merit and not favoritism.					
f) There is no gender balance at this school. This hinders effective governance.					
g) The recruitment of teachers and school management is meritocratic					
h) There is no open entry and fair competition in the private sector when outsourced for services in this school					
h) Civil societies 'voice and participation helps to spearhead the governance of this school					
j) The school committee helps the school management in school					

governance

k) There is transparency in giving feedback on how the school is managed by head teachers

l) There is no transparency in giving feedback on how the school is managed by head teachers

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2.2 Please elaborate on the practices of this school that ensure good governance

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2.1 Is the primary school environment conducive for children's academic work performance in Mbeya City?

(a) Yes

(b) No

2.2 Please give reasons for your answer in question 2.2 above

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……

2.3 Is the school governance a hindrance to primary school children's performances in Mbeya City?

A. Yes

B. No

2.4 Please mention the hindrances in 2.3 above

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2.5 What should be done to overcome such hindrances (if any)

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To determine the level of academic performance in the primary school

3.1Please provide answers for each question such as "yes" or "no "response signifying your agreement or disagreement in each of the following cases of academic performance

Statements implying school governance	**Yes**	**No**
a) The school academic ranking is high regionwise		
b) The school has received various awards due to our children's outstanding performance		
c) We have a number of children selected to join special schools due to their outstanding academic performance		
d) We have a number of ex-students who provide their voluntary support to this school		
e) We receive many ex-students' appreciation and satisfaction		
f) Many ex-students show professional behaviour all over the country.		
g) Our children show high levels of responsibility in their activities.		
h) In caring for school resources and environments, our children show high level of concerns.		
i) Our children live in harmony despite their differences in tribes, religion etc.		
j) We do not witness abuse of power among children and/or administration		

3.2. Are there any indicators in this schools that show good academic performances by children?

a. Yes

b. No

3.3 If the answer for Question 3.2 above is Yes, please explain

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3.4 Kindly propose other facilities (if any) that you consider favorable for promotion of academic performance in Primary schools in Mbeya City

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5.0 To determine the opinion of actors on the current role of parents participation in school academic performance in the study area

4.1 Please provide answers for each question as whether you strongly disagree=1, Disagree=2 Undecided=3, Agree=4, strongly agree=5 in the response poxes provided so as to determine your opinion as an actor on the current role of parents participation in school academic performance in the study area.

	Response				
Statements measuring opinions	**1**	**2**	**3**	**4**	**5**
a) Parents have a role to promote children's academic performance in primary schools					
b) Parents do not see any reason why they should participate in improving performance in primary schools					

c) Improving children's performance in primary schools is the role of the government

d) Making follow up on children's academic development when they are at home is one of the parents' roles in improving performance

e) Parents' follow up of children's academic performance in school environments is not the role of parents

f) Women are not good at accomplishing their roles in improving academic performance in the primary schools

g) Men are more active in promoting improvement of children's academic performance while they are in home environments

h) There are many hindrances which hinder parents from participating in improving children's academic performance

h) There are no hindrances prohibiting parents from participating in improving children's academic performance

j) School administration does not cooperate with parents so as to improve academic performance of children.

4.2 In your opinion, do parents have any role to play to promote children's academic performance in Primary schools?

A. Yes

B. No

4.3 If your answer is Yes for Question 5.1 above, what are those roles?

……

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4.4 If Parents have roles to play in primary school performance, do they play those roles?

A. Yes

B. No

4.5 If your answer for Question 4.4 above is NO, what hinders parents from playing their roles? Please elaborate

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Appendix 2:

Focus Group Discussion & Interview Guide for Local Government Officials namely District Educational Officers for Primary schools, District Executive Council, District Commissioner, Village Executive Officer, Street Executive Officer, Ward Executive Officer and school committee members

SECTION A: Interviewer's introduction

Dear respondent,

I am……., a PhD student from the Open University of Tanzania. I am conducting a study on the "**Assessment Of Education Governance On The Performance Of Primary Schools In Tanzania: A Case Of Government Schools Under Mbeya City Council.** I kindly you to serve as a respondent to questions on this study. I assure you that your confidentiality will be maintained throughout the study (No identification such as your name will appear in any document). Hence your honest answers to questions asked will be greatly appreciated. I request for your kind cooperation to respond to this questionnaire. For more information please contact through the following means:

Email address:

Mobile phone:

1. What is the status of primary school governance for school under the Mbeya City Council?
2. In what way do citizen participate in primary school governance activities?
3. Are primary school environments conducive for students' performance in Mbeya City?

4. How do political leaders around this school participate in school governance?
5. Are there any hindrances to primary school students' performances in Mbeya City?
6. What should be done to overcome hindrances to primary school students' performances in Mbeya City
7. Are there any facilities available in primary schools that enable students' performances accountability?
8. Do ex-school students come back here, and do some voluntary assistances to this school?
9. Are the facilities in place favorable towards performance accountability?
10. Are there any other facilities that you consider favorable for performance accountability in Primary schools in Mbeya City?
11. Is there any linkage between school governance of school and primary school academic performance in the study area?
12. If there is No linkage between transparency of school management and primary school performance, what should be done to establish such link?
13. Do parents have any role to play towards students' academic performance in Primary schools?
14. If Parents have roles to play in primary schools performance, do they play their roles?

Appendix 3: Respondents' work experience

Work experience (years)	Frequency	Percent
2	1	.7
3	7	4.7
4	4	2.7
5	13	8.7
6	5	3.4
7	4	2.7
8	4	2.7
9	1	.7
10	11	7.4
11	4	2.7
12	5	3.4
13	11	7.4
14	14	9.4
15	13	8.7
16	4	2.7
17	4	2.7
18	5	3.4
20	4	2.7
23	2	1.3
24	4	2.7
25	6	4.0
26	5	3.4
27	1	.7
28	1	.7
29	2	1.3
30	4	2.7
31	2	1.3
32	2	1.3
33	1	.7
34	1	.7
36	3	2.0
41	1	.7
Total	**149**	**100.0**

Mean = 15.10, Mode = 14, Std. Deviation = 8.813, Minimum = 2, Maximum = 41, Range = 39