

**ASSESSMENT OF LOCAL GOVERNMENT AUTHORITY INTERVENTIONS  
IN MANAGING PUBLIC SCHOOLS' PERFORMANCE: A CASE OF ITIGI  
DISTRICT COUNCIL**

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**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: “*Assessment of Local Government Authority Interventions in Managing Public Schools Performance: A Case of Itigi District Council*” in partial fulfillment of the requirements for the Degree of Master Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

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.....

Date

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## DECLARATION

I, **Mustapha Akram Chilavi**, do hereby declare that, this research study is my original work and it has not been presented and will not be presented to Open University of Tanzania or any other university for a similar or any degree award”

.....

Signature

.....

Date

**DEDICATION**

This dissertation is dedicated to my beloved father Ally Akram Chilavi and my mother Asha Shabani Ding'ano who struggled for my up-bringing, as well as my family, that their sustainability has given me the passion to finish this study.

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## ABSTRACT

The study aimed at assessing the Local Government Authority Interventions in Managing Public Schools Performance in Itigi District Council. It intended to achieve the following objectives namely to assess the role and meaning of local government authorities intervention in school in various capacities. The study applied both qualitative and quantitative approaches in its analysis. The researcher made a pilot study so as to prove its validity in which he then revealed the weaknesses, changes were made before going to the field for actual data collection which is its reliability. In this study, Data were recorded and analyzed qualitatively and quantitatively. Whereby, qualitatively, data were recorded by taking notes and analyzed by using narrative and content analysis techniques. And quantitatively, data were calculated and computed into forms of frequencies and percentages, then presented in forms of tables and charts. Findings of this study show that, in the study area many respondents are aware of intervention, with few who claimed not to be aware, with the fact that most of them experienced these interventions from different levels of authority. Moreover, the findings show that there are some guidelines that govern the local government authority interventions, though the existing guidelines do not function as to achieve the set educational goals in these schools as they do not incorporate the school s' administration, not used as directed as well as they seem to be not open to both sides (local government authorities and schools). Lastly, with the actions taken by local government authorities in public schools during intervention, it shows on how the local government authorities are experienced in public schools in the study area, as well as their affects on education progress.

**Keywords:** Local government, assessment, performance and devolution



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## **LIST OF ABBREVIATIONS AND ACRONYMS**

DED	District Executive Director
DEO	District Education Officer
DSEO	District Secondary Education Officer
EFA	Education for All
LGAs	Local Government Authorities
LGRP	Local Government Reform Programme
MOEC	Ministry of Education and Culture
OUT	Open University of Tanzania
PEDP	Primary Education Development Plan
PMO-RALG	Prime Minister's Office Regional Administration and Local Government
PO-RALG	President's Office Regional Administration and Local Government
SEDP	Secondary Education Development Plan
UN	United Nations
UNICEF	United Nations International Children's Fund
URT	United Republic of Tanzania
VEO	Village Executive Officer
WEOs	Ward Executive Officer(s)
SLO	Statistics and Logistics Officer



## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter introduces the whole study; the study about the intervention of local authorities in schools' management and administration. Management and Administration are the processes that involve planning, organizing, leading, supervising and controlling available scarce resources to achieve organizational goal efficiently and effectively. They are the processes of deciding how best to use scarce available school resources to produce goods or provide services. Then this chapter presented background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, delimitations of the study and definitions of key terms.

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

The current situation of power and relations among different governance, administration and control agents may be traced back to the 1980's, and particularly to the introduction of the 1988 Education Reform Act in Great Britain in which most of developing countries have adopted. Till now, school administration had been largely occupied in hands of Local Education Authorities and few forms of centralized control are in existence, with government control in most cases than directly involvement in school matters (Cardini, 2001).

By 1980s, the rise of the Conservative government to power in Britain led to the development of concepts that insisted the need to make the public sectors more

efficient thus; public achievements would be achieved through a reduction of the state burden. In education, for example, it was argued that the education system to be part of the state was the main cause of its inefficiency, and therefore the monopoly of the state over education had to be cut off. Then, they ensured policies that promoted the devolution of administrative capacities directly to schools with the consequent reduction in the authority of Local Authority in Education. Not only were funds to go directly to schools, but the possibility of schools opting out of Local Authorities and acquiring grant-maintained' status was also introduced in such situation. Such transforms were justified under the idea that school-autonomy is the best method to increase educational efficiency and generate better educational outcome (Cardini, 2001).

The target on work efficiency developed from a New Public Management discourse which together with the minimization of the state, led not only to the increase of the self-management of schools, but also to developing private sector involvement and the introduction of market mechanisms in the administration and governance of schools. Then it came to the introduction of choice policies that thought to allow the parents to act as trade partners in a market and adapt to their demands. Such strategies involved the opening up of school selection policies beyond traditional catchment areas; therefore, parents would be able to decide which school they might send their children to, and also to promote the wider diversity to provide more possibilities from which school to choose (Ranson, Farrell, Peim, & Smith, 2007).

Alongside these strategies, there was a change within constitution of school governing bodies. In the time all schools were obliged to have individual governing bodies, also

they were reformed through removing the system of self-serving local politicians and increasing the representation of parents and local business interests. In turn, a more fragmented' form of public service delivery thought of an unprecedented increase in government control measures. While this was contrary to direct intervention in the delivery of policies, as the 1988 (Educational Reform Authority) ERA introduced a compulsory National Educational Curriculum, which can be termed as one of the policies that most radically altered the British education system.

Thereafter, the control of the curriculum and assessment was to be in the hands of independent educational agencies that are, nevertheless, appointed by government and directly authorized to it. Later, Government intervention extended to other areas related to education like teachers' training and inspection with the introduction of specific educational agencies like the Council for Accreditation of Teacher Education, and later renamed the Teacher Training Agency which in turn was called the Training and Development Agency for Schools and the introduction of requirements for teacher training providers and professional standards to be met by student and teachers (Power, Whitty, Gewirte, Halpin, & Dickson, 2007).

The study done in Mexico decentralization intended to improve education enrolment in the state, make plans and solve problems where they occur, improve the efficient and effectiveness use of resources and increase the participation and responsibility of the community in education (Prawda, 1984)

The study also put emphasis that inconsistent curricular and quality standards, resistance from teachers unions and the reluctance and inability of parents to make

technical decisions on education matters may in fact reduce not increase the effectiveness of education service delivery (Anila Chana 2015).

Thomas Welsh and Noel McGinn (1999) presents a case of the city of Chicago (450,000 students), parents and residents have authority over professional staff in the local school. The council can fire principals and teachers; school receives a budget allocation based on enrolments and has autonomy for how the allocation is spent.

Also in New Zealand, each school is managed by its elected board of trustees in which community members predominate. Board of trustees have complete autonomy in how they run their schools but, the ministry reserves the right to intervene if performance does not meet standards specified in the charter (Perris, 1998) as quoted by (Thomas Welsh and Noel F. McGinn 1999).

The fact is not to exclude the developing countries particularly African nations, as evidences from literatures have shown that Decentralization in Education system has been one among many other efforts taken by most African countries after they obtained independence, this was because colonial education system which was inherited by African independent states was central oriented in nature. Though African proponents had greater illusion but less progress has been made in ensuring that the education dispensed is adequate quality (Whitty, 2017).

In fact decentralization meant delegating functions of the Ministry to lower authorities like the Regional Council and authorities who works as agents on behalf of the ministry. The popularity of education decentralization over the past few decades

characterized and deepened reforms and enhanced focus on school decentralization interventions in Africa (Anila, 2015). The study suggests that decentralization has the potential to enhance educational quality.

Among several policies in 1967 Tanzania adopted Educational reform which introduced education for self reliance under umbrella of Arusha Declaration. Decentralization policy became later with the reason of increasing efficiency in the allocation and management of resources; improve effectiveness of coordination and flexibility among administration agencies and enhancing accountability (Shima Dawns, 2013).

In education sector, the local authorities were given a power to own and directly manage primary schools (URT, 2004). As the time passed, in 2009 these local authorities were given the mandate over secondary schools. Administratively, local authorities have the power of building infrastructures and improve teachers' living conditions in schools, by giving regular salaries, housing, water service, and reliable communication and health services among others.

Despite all those efforts of decentralizing public services like education, there experienced negative outcomes of educational decentralization policy in Tanzania in which very few of them show the positivity and prospects of decentralization. For example, under the decentralization system of management in schools some teachers were less promoted (Therkidsen 2000; Kayombo 2007). This policy is seen to lack support for teachers to develop their professionally (Sammons, et al. 2007) as well as

lack of enough teaching and learning facilities (Bal, Campbell, Steed, and Meddings, 2008).

In government schools, school leaders were categorized into three major categories, which are; senior school leaders, middle leaders and junior leaders. Senior leaders included the head of school, the assistant heads, academic master/mistress and Discipline mistresses/masters. The middle leadership included; the heads of departments, sports and cultural masters/mistresses and food masters/mistresses while the junior leadership included class masters/mistresses and dormitory masters/mistresses. Apart from that, schools also had student leadership, which comprised of head boy/head girl, the school secretary, heads of various departments like food, sports, finance and social welfare. In running the daily school's activities the head of school was assisted by the school bursar (school accountant) in financial matters, the store keeper for storekeeping and other supportive staffs like: the registry clerks dealing with the filing system, head cook for matters relating with student food, the librarian for the library, the office supervisor for office work and the watchmen(s). Tasks and responsibilities of a school head in government schools consisted of school community relations; implementation of curriculum; student services; and personnel (staff); finance and business management as well as research, evaluation and accountability (Babyegeya, 2002).

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

In Tanzania context, the basic education and quality of education is examined and maintained through three pillars which are management, supervision and inspection in

which it is managed, supervised and inspected by the recognition of the Education Act No. 25 of 1978 with the amendment of 1995 (Kuluchumila, 2014). Though various efforts were made by the Government of the United Republic of Tanzania to improve the access, equity and quality of education that led to the introduction of the decentralization of the administration and management of community schools, still there is a problem of its implementations in delivering of quality education. This might be the result from the frameworks which devolved decision making to local government authorities are not well followed, and ineffective and inefficient allocation of resources towards delivery of quality education and its performance. Hence, both community members and their local leaders including village chairpersons, village executive officers, ward executive officers and others responsible for ensuring improvement of the school environment and conditions through man power contribution or financial support are too difficult, thus their thought is the central government to provide enough facilities for those schools, the notion that goes against the aims of decentralization. Therefore, this study thought to investigate the effectiveness of those local government authorities towards public schools' performance.

#### **1.4 General Objective of the Study**

The general objective of the study was to assess the effects caused by intervention from local authority in Management and Administration of public primary and secondary schools. It is anticipated that the study is going to raise question how Heads of schools and their boards/ committee are free in addressing their ambitions of improving instructions within their schools for better performance.

### **1.5 Specific Objectives**

This study was guided by the following objectives:

- (i) To assess the role and meaning of local government authorities intervention in school Management and Administration for quality education.
- (ii) To identify the mechanisms used by local government authorities to intervene in school Management and Administration.
- (iii) To assess the guidelines of local government authorities' interventions that might be taken into account to improve the quality of education in community based schools.
- (iv) To assess the experiences of local government authorities' interventions among the education stakeholders.

### **1.6 Research Questions**

To realize the quality of findings, this study passed through and focused on the following research questions

- (i) How did local government authority intervention in management and administration affect performance of public school?
- (ii) What mechanisms were used by local government authority interventions in school Management and Administration for better performance?
- (iii) Are there, and what are the guidelines of local government authorities' interventions that might be taken into account to improve the quality of education in community based schools.
- (iv) What are the experiences of local government authorities' interventions among the education stakeholders?



### **1.7 Significance of the Study**

- (i) The findings of this study can assist managers of primary and secondary public schools to take appropriate responsibilities regarding job description to raise performance in their organization
- (ii) The local authority officials can understand that they should not only rely on directing, allocating available scarce resources and leading the schools beauracractically but they should also consider professionalism as possible factor that need to operate freely to solve the problem of poor performance.
- (iii) This study also can be a literature to other researchers who will conduct a study on the related topic.

### **1.8 Delimitations of the Study**

The study was based on only local government authorities in public schools performance. It was carried out in primary and secondary public schools in Itigi District only. Moreover, it involved teachers, heads of schools, WEOs and Councilors as the main participants who were involved in questionnaires and interview methods of data collection. Here, teachers and heads of schools were involved in questionnaires while WEOs and Councilors were involved in interview.

### **1.9 Limitations to the Study**

The accomplishment of this study encountered a lot of limitations/setbacks; many of which a researcher had tried to find the alternative ways of reaching to the final step of the data collection to data report writing. Among the many limitations were; the problem of the respondents not to give the full cooperation to the researcher; this was

because there was poor understanding of the research problem among the respondents and also fear of being interviewed. Poor cooperation from some of respondents in answering questions/questionnaires also was due to doubting of the outcome of giving out true data although the researcher tried to encourage and assure them that there was no problem which they were going to be accountable for.

Also, the researcher encountered with problem of failing to meet with respondents in time because some respondent were not available in working stations. And, lastly, was the problem of translation, which led to wrong interpretation of the message sometimes. This was due to the fact that, some people were illiterate in English so the researcher was to translate information from English to Kiswahili.

#### **1.10 Definitions of Key Terms**

**Public primary and secondary schools:** Are those schools owned by MOESTVT and TAMISEMI. A large part of their financing is done by the central government, District and Municipal council and the rest other sources are mostly by parents contributions.

**Intervention:** To interrupt the school management and administration when addressing programs for school performance.

**Management:** The process of designing, developing, and affecting organizational objectives and resources so as to achieve predetermined organizational goals of school.

**Administration:** The ability to mobilize human and material resources towards achievement of organizational goals in schools.

**Local authorities:** This is used in this study as the local councils in the country that are responsible for education within their jurisdiction. The term is used to identify which council is locally responsible for education in a system with several layers of local government.

**Head of school:** In this study the term is applied to mean a teacher who is in charge of a school day to day activities through directing, supervising, organizing. Coordinating, controlling and planning available scarce resources.

### **1.11 Organization of the Dissertation**

This dissertation was organized into five chapters. The first chapter presented background to the problem, statement of the problem, research objectives and questions, significance of the study, scope of the study and limitations; the second chapter reviewed the theoretical framework and empirical literature, also it further discussed the research gap, statement hypothesis and summary of the literatures; the third chapter dealt with the methodology of the study, under this chapter there were research design, research approach, study area, target population, sample and sampling procedure, instrument validity, instrument reliability, data collection methods, ethical issues and data analysis techniques; the fourth chapter analyzed, interpreted and discussed the findings; the fifth chapter presented the summary of the findings, conclusions and recommendations for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter consisted of three sections; one presented the related studies on intervention particularly resulting from decentralization in education globally, regionally and locally, section two presented the research gap and section three presented the theoretical framework of the study. The purposes of reading related work were:

#### **2.2 Critical Review**

There are many strategies made by education boards, which are responsible for education and vocational training for the provision of quality education (Fullan, 2001). In Tanzania such strategies included the training of head teachers of school for three months that was arranged by the Agency for the Development of Education Management (ADEM). Between 2003 and 2005 about 500 head teachers have been trained. Also 228 out of 2522 education coordinators at ward level from some district education authorities were trained for about two weeks so that they supervise education in respective localities (Rogan, 2004).

Also, one-month short program was introduced for DEOs, SLOs academic masters and school inspectors. But the fact is that, little is known about the capacity of school management to use the skills acquired in these strategies (training) to support teacher's professional development and improvement of teaching processes. Therefore, there is poor knowledge regarding to the capacity of school management in

supporting teachers, who are the most crucial factor for the realization of quality education (Rogan, 2004).

On the context of the need for Teacher's Professional Development, teachers are expected to put new roles as among of the systemic reform efforts. Teacher's professional development gives opportunities for teachers to get new roles, to develop new directing techniques, refine their practice and widen themselves as educators and persons. It is significant that educators, parents, policy makers and the general public to know and realize the new expectations of teachers and the new roles and responsibilities, and current definitions of professional development. In this sense, the recognition by the entire community of the difficult nature of the changes needed is the fore most steps in creating the necessary support of ensuring that teachers can fulfill their important role in systemic reform (Rogan and Greyson, 2003).

However, teachers are isolated from one another and have learned to work alone, this is due to the fact that, schools are bureaucratic, and hierarchical in which principals usually have not been asked to support teamwork and leadership has been linked only to formal roles (Mosha, 2006).

The change process have four levels, there are active initiation and participation, pressure and support, changes in behavior and beliefs, and ownership. Without knowledge on the complex nature of the changes required, and without creating professional development opportunities for teachers and other educational stakeholders, school communities can end up adopting many innovations even without seeing any permanent improvement in the achievement of school set goals (Mosha, 2006).

All processes that involve the school administration reforms (the design, implementation, and evaluation) of professional development must ensure attention to all phases of the change process. Reform efforts that do not focus on teacher acceptance may fail. Therefore, Policy Developers must shift its emphasis from working on teachers to working with teachers for the purpose of ensuring improvement of teaching and learning for all students. As for the context of Tanzania, teacher's professional development means to the processes, organizational mechanisms and practices that are aimed at giving support to the teacher for the improvement and strong discharge of his/her duties. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may be in the form of planned and scheduled short term training programmes and seminars which aimed at meeting various professional needs of the teaching force (Mosha, 2006).

### **2.3 The Role of Local Government Authorities in Education**

One key role of local government authorities towards the quality education is to monitor the quality of teaching in its schools through a local education office. Inspectors from local education office are expected to visit schools and examine the teachings provided at regular intervals (Bernaciak, 2016). Then, their recommendations have to be followed up by the administration and the school itself. Here, the statistical information which is to be transformed into indicator should be of assistance to the monitoring process.

Though the reality is quite different, little inspection is exercised and this for several reasons, of which lack of staff and lack of resources are the most evident. The number

of teachers per inspector has increased; for instance in one Senegalese district, four inspectors supervise nearly 800 teachers. The profile of teachers has also changed, with many having less training and lower qualifications than was the case some years ago. This is coupled with a lack of resources, especially as regards to travelling (Bernaciak, 2016).

In Benin pedagogical advisors receive a huge allowance, but many do not have vehicles. The result is that inspectors visit few schools, and that these are generally short and superficial (De Grauwe et al., 2005). The situation is the same in Tanzania where by the small number of educational inspectors makes it difficult for them to handle a large number of secondary schools in the country especially schools in rural areas. In this case the school inspectors fail to accumulate relevant data which addresses the educational concern issues.

The role of a local government authority in Poland mainly comes from legal regulations. The Act on Municipal Government defines a catalogue of the basic activities of the municipal authorities, while detailed provisions state how these activities must be performed. The regulations are always very specific regarding activities related with educational planning. Procedures, protocols and task hierarchy are described; however, no specific operating guidelines exist for promotional and educational activities (Jutvik, & Liepina, 2007).

In Poland, local government authorities also have the power that comprehensively pursues the philosophy of sustainable development of education. They implement environmental management in education offices and also units subordinate to a local

government authority (Jutvik, & Liepina, 2007). They optimize the application of resources and proactively strive to maintain and improve the condition of education. Thus, their role can be described as multi-dimensional. Apart from direct actions related with improving the competencies of employees, educating the local community members, promoting predefined attitudes, there are number of actions which give the educational effect indirectly (Jutvik, & Liepina, 2007).

## **2.4 Empirical Reviews**

### **2.4.1 Empirical Reviews from Developed Countries**

Existing studies show that the trends towards the establishment of governance models in public institutions like schools have an international scope. Scoppio, (2008) compares educational developments in Britain, USA and Ontario and finds similarities in terms of the strategies towards standardization, accountability and devolution of local authorities' intervention. Again, Scoppio (ibid) finds similarities in terms of the impact of quasi-markets in education system, as in different contexts it appear to rise the inequalities through 'skimming' good from bad students in the competition for increased funding.

Also, other international studies compare the UN, New Zealand and the US policies towards the creation of quasi-markets in education. These study reviews are the evidence in relation to how such policies tend to increase inequalities through processes of cream skimming the most able, especially those from professional and managerial backgrounds. On top of that, the creation of quasi-markets in education transforms schools to greater homogeneity rather than diversity, something which is against the explicit purposes of such policies. For example, Whitty, Power and Halpin



(2017), through comparing the school reforms in English, Wales, US, Australia, New Zealand and Sweden, show how devolution policies have generally been associated by a strengthening of state control through measures of standardization, assessment and accountability. The study suggests that the emphasis on consumer rights as seen in the move towards the establishment of quasi-markets in education has raised serious problems for social equality and citizenship formation.

While the focus and the impact of policies are similar, there are notable variations in the specific arrangements through which the policies are instantiated. In the case of California, for example, together with the moves towards standards, assessments and performance-based funding, there has been a strong shift towards the creation of charter schools. Finally it emerges as community based initiatives and even if they offer public access but they are not responsive to most school district laws. In this sense they are not different from the UN grant-maintained schools (Scoppio, 2008).

As central government control tends to include also the allocation of funds to schools, in many cases, the common aim of increasing the government control while at the same time minimizing the power of local authorities by devolving capacities directly to schools has the aim of developing the idea of self-governance in schools which refers generally to the management and allocation of resources, with the aim in mind being that schools will have better knowledge of their needs and will then be able to allocate their resources. The study on this by Wallace, (2015) suggests that the shift towards self-governance is indeed accepted by head teachers, who may not prefer to go back to older centralized forms of administration.

International arrangements differ in terms of the composition of governing bodies, the working relationship between the head teacher and the chair of the governing body that determines the success of partnerships for example, in Australia favoring more voluntary forms of relationship than the UN, where the emphasis is on empowering parents and business partners. There is also evidence that show that, there is low parental participation in governance, this make them often feel that, they lack the capacities or the knowledge to contribute in meaningful methods. This increase the division between professionals and amateurs finally hinders better forms of participation (Ranson, Farrell, Peim, & Smith, 2007).

There is an agreement of opinion that the Local Government is an important and at the same time very inevitable point seen as the very source level of government whether in a federal or unitary arrangement. Normally, the systems over Local Government interventions vary. In Nigeria for example, it operates a single form, while in countries like Britain, USA, France and India there are multi systems. The UN Division of Public Administration (2009) views local government in school intervention as a political division of a nation, which is constituted by law and that has substantial control of local affairs, including the powers to impose any power of change for prescribed purposes (IJDES, 2015).

The study in Canada states that, Intervention of education by Local Government Authorities is usually entrusted to school boards, school districts, school divisions, or district education councils. Their members are elected by public ballot. The power delegated to the local authorities is at the discretion of the provincial and territorial governments and generally it consists of the operation and administration (including

financial) of the group of schools within their board or division, curriculum implementation, responsibility for personnel, enrolment of students, and initiation of proposals for new construction or other major capital expenditures (Canada Education Association, 2007).

Moreover, the Local Government Authorities interventions are experienced in schools' management systems due to their contributions in educational systems as argued by a number of scholars; Local Education Authorities as they became the controller of Education system, Education systems are probably the most affected by the introduction of governance policies in it. Fletcher-Campbell, & Lee, (2007) carried out a study on how the new role of Local Education Authorities is affecting the school standards and educational achievement. The study showed that, there is a strong level of acceptance of government policies among Local Education Authorities. Here the problems emerge from the various ways in which policies are being implemented. There is a much clearer definition of the role of Local Education Authorities in relation to raising standards of education; there is still notable scope for interpretation as to how the policies are actually implemented, with certain arrangements being a function of different variables like organizational dynamics and community composition, such differences affects much the establishment of educational partnerships.

Also, there is no evidence of trust between those involved in management and administration in which the situation of being underpinned by cooperation and trust seems to differ among sectors that indicate a variety of struggles for power and

recognition. Such differences come from cooperative arrangements to more typical contractual ones (Fletcher-Campbell and Lee, 2007).

The strict performance targets that educational partnerships are supposed to meet constrain the kinds of organizations that can enter such partnerships, with those in the voluntary and community sectors having much more difficulties. The balance of power is mostly skewed in favor of business partners in making the partnership model much more similar to quasi-market policies than the official policy rhetoric seems to admit (Farrell, & Law, 2009).

A study by Farrell, (2007) shows that many of the outsourced Local Educational Authorities had been under council control. This making changes attributable to Local Authorities and not only to the new agents. Besides, improvements seem to have taken place very fast in non-outsourced Local Authorities.

A research into large-scale reorganization of schools in England Wallace and Pocklington (1998) highlighted how the contradictory purposes of reforms lead problems in school management practices. While Local Authorities had the responsibility of redeploying staff after schools were shut down due to demographical changes, they lacked the authority to carry this out effectively. Heads of schools and governing bodies often differed from their educational views in relation to the redeployment of staff that had been displaced in the reorganization. Then, since schools now have autonomy from their Local Authorities, there were the different interests of displaced staff and school administrators. As the Local Authorities'

interest lay in redeploying staff, schools were much interested in selecting the staff that best matched their interest. The study therefore explains how the shift towards governance may have created ‘partially incompatible interests’ between such primary agents like Local Authorities and heads of schools.

Also, a study carried by Fite, Gorard, et al (2002) shows that while the 1998 *Schools Standards and Framework Act* considerably reorganized Local Authorities and increased their role in relation to standards and school development, it has proved to be very weak specifically in view of coexisting kinds of school administrations in promoting more equitable forms of access to educational services.

Report on a study carried out in Wales to look the influence of governance to school improvement. It was seen that, the emphasis of the report into governing bodies was based on the effect on decision-making and school management, and not on how governors can influence school improvement. The study came up with considerable differences in the organization of government bodies which have developed ‘different types of structures and practices on the basis of variety of definitions of their purposes and responsibilities or different relations of power between the head teacher and the chair of governance as well as the extent of cooperativeness of the governing body in its deliberations and decision-making. This led to the development of a typology of governing bodies in terms of governance as a deliberative forum; governance as a consultative sounding board; governance as an executive board and governance as a governing body. Differences arise in relation to either the governing body is a mere space for communicating information or it has a central role in school decisions.

Therefore, the governance may have a positive effect on school improvement where government bodies take the last two forms and show a greater degree of involvement in school decisions. The function performed by governing bodies is seen as positive, especially when it takes the form of a 'critical friendship' that does not undermine confidence and encourages reflection upon school practices (Pierre, and Peters, 2000).

A study done by Farrell (2007) found that governing board members are rarely involved in strategic planning and that it is difficult for them to challenge head teachers' decisions. Governors act in a reactive rather than in a proactive manner, limiting themselves to making decisions, but not getting involved in shaping strategies. They (school governors) get more involved in school activities, which are not educational. Then from this perspective, it better for the governors to focus more specifically in the areas where they are specialized, such as accounting or finance, leaving the more educational issues in the hands of school staff.

Where there is excessive government control in education, governors seem to have been strategically empowered to deliver policies, they are then effectively curtailed in their freedom of action. Again, limitations to governor involvement arise also from the fact that governing boards have been created on the basis of business boards of directors, which are often not involved, in strategic management. Hence, the leadership role of head teachers in this respect has often been neglected.

In another article, Taylor, Fite, and Gorard, (2000) explore the issue of the accountability of school governing bodies in which governing bodies are not very accountable; this is due to the lack of clear guidance from central government. The

role of governing bodies is seen to be one of giving support and advice more than one of accounting for school decisions. When these governing boards seem to have to account to a variety of actors, it is not shown clear as to whom exactly they are accountable to, or even how they may perform a role such alike. As the case among head teachers and co-opted members of governing boards besides, accountability issues only appear to appear when something in management goes wrong, and not being something permanent. For example, when the mandated annual reports and parent meetings give room for accountability, the reduced attendance of the meetings suggests a lack of interest on the part of parents, this is something which makes it difficult to establish relations of accountability, especially at the time when it depend both on the willingness to account and on the interest of existing management parties.

#### **2.4.2 Empirical Reviews from Developing Countries**

Channa (2015) conducted the study in Mexico, Indonesia and Kenya. The study reveals the relationship between decentralization and educational quality, also illustrate why different decentralization approaches can result in dramatic different quality outcomes. He argues that by taking decision-making closer to the people can increase relevance in decision making and enhance accountability which in turn translates into tangible improvements in the quality of education.

Therefore taking decision closer to the people in practice at local authority is what I call “intervention”; the essence was good but the study did not anticipate about the current increase tendency of politician to ignore position of professional potentials under school Managers, Administrators, Boards and stakeholders in deciding who has to do what and when at school levels. The remark was that capacity building and

training as well as enhanced transparency and horizontal accountability may then be useful in improving the quality of education (Chana, 2015). Despite all this effort aiming to improve the quality of education but still the performance in primary and secondary public schools is deteriorating considerably to date.

There is a large body of literature on experimental and quasi-experimental evaluations that assess on the effect of interventions in the education sector in Low developed countries in which most one is the reports from UNESCO whose reviews estimated general intervention effects on education and accumulating different types of interventions. The reports reveals that many researches were conducted, but without specifying impact types. The reports insist that, such arguments bring about challenges for policy-makers and stakeholders who are interested in comparing the effectiveness of interventions across results and among the participants.

The experience of countries to date provides very little empirical evidence on the economic consequences of decentralization. Political context has been said to be among the critical factors under decentralization, which alter the distribution of power and leading to natural conflicts between educators and parents and between ministry and local officials. Decentralization is most successfully important if there is a tradition of self-reliance in local communities, local government have their own sources of tax revenues and voluntary contributions, administrative capacity at the local level either exists or is provided through training. The study shows that if the pressure for decentralization originates with the community rather than ministry planers, if all important affected political groups especially teachers-managers and



administrators are involved and informed there will be development (Donald R. Winkler 1989).

Another argument on the related study is from (Gilbert Ariemo 2014). He explains that decentralization has strengthened local governance, democratization and greater efficiency and equity in the use of resources and service delivery for development. The focus was in fiscal decentralization.

Basing on the study of governance policies and the changes in the role of Local Education Authorities by AleDander, (2001), the devolution of power to schools has not resulted to a minimization of state control over educational matters. But on the contrary, control has been strengthened, although there has been a move on its ways from the more traditional local authorities to central government. For instance, Lauder, et al (2009) analyzed the effects of current control measures and the emphasis of performativity on teachers' practices. The paper argues that when teachers are moved by targets and test results they are in much extent constrained in using their own criteria for judging student's progress, this undermines their professionalism. For example, on the issue of student setting, which is among New Zealand Labor's policies, they show that setting requires considerable professional autonomy and contextual knowledge, which is contradicted by the introduction of particular practices by external agencies. Hence, these policies of educational governance have a definitive effect on professional autonomy and judgment and lead problems because of the often contradictory demands placed on different groups like teachers (Walford, 2017).

On a more positive note, the ways in which volunteer members of governing authorities' progress from initial preoccupation of their own children to growing understanding of knowledge and commitment to the needs of the institution and the wider community, and when participation is achieved it therefore has a positive impact. And when participation has developed to strengthen institutions in the official world of the public sphere, it remains incomplete (Fite, Gorard, and Taylor, 2002).

On the research carried in Peru by Balarin, and Cueto, (2007), the authors argue the assumptions underlying the application of such educational reforms which often overlook the difference in national contexts as they seriously limit the ways in which increased parental and community involvement can lead to educational system improvements. This is the idea that within Peru arrangements shows considerable differences in relation to the broader policy frameworks. It is also assessed by Phillips (2000) in the United Nations context by highlighting how in Scotland and Wales strong traditions of autonomy and non-central intervention resulted to the development of less intrusive forms of central control over educational matters.

Chukwuemeka et al. (2014) note that Local Government authorities are featured in education systems through the influence/existence of notable guidelines; it is separate legal identity, has a range of powers and functions authorized by delegation from the appropriate central or intermediate legislature. Lastly, basing on such delegation, autonomy is accorded within its sphere of jurisdiction and competence.

Thus, in countries like Nigeria (to represent many other African countries), the LGA operates basing on the Guideline, in which Government at local level exercised through representative councils established by law to exercise specific powers defined

areas. These powers must give the council substantial control over local affairs as well as the staff and institutional and financial power to initiate and direct the provision of services and to determine and implement projects so as to complement the activities of the state and federal government in their areas, and to ensure, through devolution of functions to these councils and through the active participation of the people and their traditional institutes, that local initiative and responses to local head and conditions are maximized (Chukwuemeka, et al., 2014).

Today, Local Government Authorities' intervention of educational decision-making is becoming the common aspiration of many developing countries (De Grauwe et al. 2011). Some researchers argue that the involvement of Local Government Authorities in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the intervention of school management (Naidoo, 2005). In some Asian countries, like Malaysia, school management has improved because it involves communities in school decision-making. The same is true in South Africa (Africa) where the participation of Local Government Authorities in decision-making has played a role in the improved and expanded school-based management (Naidoo, 2005).

A research by Bush, and Gamage, (2001), found that there are some widespread problems in the composition of governing boards which seem to have low levels of parental involvement. The study go further by suggesting that class tends to mediate volunteer recruitment with women, ethnic minorities and disadvantaged classes are under-represented in governing boards. All these, they suggest, raise questions in relation to how democratic governing boards really are.

### **2.4.3 Empirical Reviews from Tanzania**

The study by Mmari (2005), examined the Tanzania local government's authorities functions related to the provision and management of primary and secondary education and their effects on local capacity. This is done through examining the government policies, strategies and actions related to education in pursuit of decentralization by devolution of powers and resources to local government against this background of fundamental change and its effects on quality education motivation.

According to Mbwapbo (2009), insisted that, the major duty of local government authorities is to deal with proportions of teachers working in public secondary school systems so as to ensure the quality of education. This was influenced by the experienced combination of low morale and job satisfaction, poor incentives, inadequate controls, and other behavioral sanctions among the teachers in local areas. Therefore, the systems and structures set up to manage and support teachers from losing their sense of professional responsibility and commitment. Thus, local government authority ensures teachers' accountability to school management, to parents and the community as a whole.

Mosha (2010) investigated the challenges that faces teachers in local schools in provision of quality education, his study came up with the revelation that poor teacher motivation and inadequate incentives have far reaching adverse impacts on the behavior and overall performance of local school teachers and thus learning outcomes. He further revealed that high rates of teacher attrition through resignations are a key indicator of low levels of teacher job satisfaction and motivation. Thus, local

government has the task to reduce such challenges in their area. Their role is to ensure high pay forces, conducive work environment, and increase motivation for the teaching profession.

## **2.5 Research Gap**

Most of the reviewed literatures focused primarily on outcomes related to positive contribution of such policy on education. They did not engage in the theory of change of interventions and qualitative of the decentralization policy as many of them included only experimental and quasi experimental designs. Some studies even went far that in negative way, the decentralization policy failed to plant a crucial supportive supervisory scheme in schools to guide schools in most of aspects of their improvement in the process of maintaining their autonomy and helping staff in realizing and utilizing their potentiality. This existing gap instigates this research to be conducted. The gap has led to major insights on increasing sympathy to politicians and other local authority subordinates to intervene greatly efforts done by heads of schools prescribed within their school development plan, school action plan and other strategic plans aiming to achieving better as an institution.

## **2.6 Analytical Framework Of Governance in Education System**

One of the major objectives of this dissertation is to ascertain whether deliberative politics can foster development and whether it has the potential to engender more critical discourse practices within the realm of school governance. Recently, in the world where there are two existing types of systems; the political-economic and the “institutionalism/culturalism”, there are different views on education administration, governance and management that form the leadership in general. Previous it was

argued that education restructured according to the requirements and demands of the economy this meant to make people and countries competitive in order to increase the profit of the transnational companies (Dale, 2000). While, current approach claims that, countries structure themselves and their education systems because of the cultural pressure from the external forces.

This is possible through the explanation of word model among others (globalization model). According to this model, globalization has direct as well as indirect effects on education system (Steiner-Khamsi, 2004). Among the global models, which are suitable to explain this context is the societal changes model, which explains that, the schools, teachers and students experience are related to globalizing economic and cultural features. Moreover, education is finally seen as a fundamental social as well as a core of institutions that links citizen to state.

Previously, a common strategy in education was decentralization (shifting of funding and authority from the central to the local level) and to privatize (shifting them from the state to the economic and civil spheres). This went together with the tendency of linking the measurement of knowledge production and distribution (curriculum) and of the outcomes (evaluation, assessment and monitoring) to the central state (Angus, 1994; Gurr, 1999).

Nowadays in the world, pro-active control and regulation of the education system and schools governance from the central level has been somewhat relayed and relaxed, while in turn, on another hand retro-active monitoring by the means of assessments and evaluations has increased. Also, the form of evaluating education and schools

management has changed; as the local actors are/or more involved than before, therefore in this context, self-evaluation has become a general feature among schools governance in different areas.

Apart from being used in different contexts like political science, economics, and political sociology, the term “governance” is also used in education system. The use of this may be traced back during the 1990s and early of 21<sup>st</sup> century when the book titles like “Governance without Government” were published and the development of normative concepts of “Good Governance” by international organizations like the World Bank and the OECD (Windzio, et al. 2005).

Traditionally, it was seen that, hierarchical regulation is the one characteristic of the state. But currently, however, inefficiencies and limits of authority of government became obvious, for example what we experience nowadays; the failure of planned economies in socialist countries. Whereas in those days the governance was characterized of state vs. market, that now is turned into the concept of administration and management.

Since governance is a perspective on global life, because of its function dedicated to foster a regard for the great complexity and diversity of global life.” The, due to such fact of conceptualization make people to conclude that, there is nothing that is not governance.

Regarding the goal of this study, therefore the term *governance is defined* as a specific form of coordination of social actions characterized by institutionalized, binding

*regulations* and enduring *patterns of interaction* as noted by Windzio, et al. (2005).

This may involve different forms in its function that may be grouped into two main groups which are the poles of institutionalized self-regulation of civil societal elements the authoritative decision-making by governmental actors among which may be intermediated by the cooperation of governmental, private, and other different collective actors.

These groups influence the formation of three main forms of governance which include; *market*/decentralized decision-making with a coordinating price mechanism; *state*/hierarchical with intentional steering as the coordinating element; and *network*/self-determination with associations and negotiation systems as coordinators (Windzio, et al. 2005).

All these forms of governance are occupied with the problem of effective coordination. Thus, a certain type of governance can be evaluated by considering the following aspects; its capacity for collective action, its ability to reach decisions jointly, its ability to solve shared problems, and its democratic legitimacy (Benz 2004).

The fact explained above is no different within the education systems, in which those forms are more complex as the result of the many various actors at different levels. Among the actors there are internal structures of interaction separate from the overall system like interactions between teachers and students (Windzio, et al. 2005).

An example mention of such an issue is the education system of the former German Democratic Republic (GDR), which is a pure centralist governance form (Lenhardt



1997). In this system, the state hierarchically had full control and determined all the actions of its teachers, who could merely only organize themselves in state-controlled unions. The impact of this was that, collective decisions were able to be reached by this form of governance, however, with a very low degree of democratic validity. On top of that, the educational resources were purposely kept in low supply, so as to manage the regeneration of power from parents and students towards the central state and that controlled teachers.

Some typologies of the governance systems in education can be explained according to national models of authority distribution, among the other models. This model tries to explain the shifting of academic/professional authority to political/bureaucratic authority. With this distinction, the demonstration is in a shift of governance authority from academic to political/bureaucratic forms (Rhoades, 1992). At this point is where this study pinpoints to seek the answer on such shift to a better academic progress and achievement.

## **2.7 Theoretical Framework on School Leadership, Management and Governance**

This study adopts two theories related to School Management and Leadership so that to detail enough the concept of governance in Public Secondary Schools. Among the theories to be discussed in this study are the theory of Distributed Leadership and the theory of Delegation perceptions, as detailed below:

### **2.7.1 The Theory of Distributed Leadership**

This theory explains the expansion of leadership or management roles in school beyond those, which are in formal leadership (administrative). Thus, distribution

theory deals with the responsibilities that are shared by different persons in a given organization (Bush, 2012).

In order to help school leadership and management to perform and meet challenges in their daily activities, the use of distributed ideas of leadership is very crucial. This theory does not suggest that, everyone is a leader, but it means active facilitating, and supporting the leadership of others (Harris, 2013).

Since a school is a social organization that consists of leaders, teachers, supportive staff and students, then, all these are fighting for a goal of providing education. And this goal differs from one nation to another, as the case of Tanzania, the educational goals are meant by Ministry of Education (ME) to be achieved if there is effective and efficient leadership from Ministry level to school level. In their achievement, policies are made and monitored at the Ministry of Education and being implemented at school level, and the supervision is done at regional, district and ward levels. These were made to ensure that, school cannot work alone in day to day activities, as to why the Education and Training Policy, 1995 realizes the existence of other supporting bodies like regional education office, district education office and the community (Ministry of Education, 1995).

Regarding the functions of mentioned organs, in Tanzania, the public primary and secondary schools' leaders are organized into three main categories which are; senior school leaders including the head of school, assistant heads, academic masters/mistresses and senior discipline master/mistress; middle leaders including heads of departments, sports and games teachers and food master/mistress; and the

junior leaders including class masters/mistresses and dormitory masters/mistresses (if present). Therefore, having seen such categories of school leadership in public secondary schools in Tanzania, the distribution of the responsibilities in school day to day activities lie under them. And that is the real meaning of distributed leadership theory. This theory is distinguished from Delegation theory that suggests that, staff members of a certain organization is required to fulfill certain task(s) by someone in a senior position (Harris, 2004).

### **2.7.2 Delegation Theory of Leadership**

Delegation theory of leadership involves the level of hierarchy in which a certain activity may be initiated. It is the process by which a supervisor of activity gives the subordinates the authority to perform his or her duty (Harris, 2004; Ansari, 2014). Therefore, delegation idea occurs when the manager gives an individual or group the authority and responsibility for making a decision; here the managers normally specifies the limits within which the final choice must be made, and prior approval may or may not be required before the decision to be implemented (Ansari, 2014).

The delegation leadership stands in the ideas that, on a cline of superior subordinate decision making authority, delegation is on the opposite end of autocratic decision making. Even if delegation is sometimes looked as a variety of participative leadership, it differs from other processes of decision making like consultation and joint decision in the following ways; first, it typically involves an individual subordinate decision making rather than by peers, a group of subordinates, or a supervisor subordinate dyad. Secondly, delegation emphasizes subordinates' autonomy in making decisions (Ansari, 2014).

In this idea, delegation involves a lot aspects which include; responsibilities, the amount of discretion or range of choice allowed in decision making, the authority to take action and implement decisions without prior approval, the frequency and nature of reporting requirements as well as the flow of information. Hence, a leader or manager who practices total delegation increases the amount and scope of responsibilities for his or her subordinates, allows discretion in decision making, gives authority to subordinates to take action without prior approval, requires minimal reporting from the subordinates, and gives performance information directly to subordinates (Ansari, 2014).

## **2.8 Chapter Summary**

This chapter dealt with the different forms of the concept of decentralization, especially education decentralization which involved de-concentration, devolution, school based management, and delegation. The basic assumption under the decentralization of education system as challenges to centralization were outlined, they included; participatory management, empowerment of stakeholders, and shared decision making. Others were provision of local administrators with greater autonomy, promotion of professional development and accountability of the implementers. Also, parental and community involvement, and enabled bottom-top administrative and management of education. All of these have been discussed in general ways.

Also, this chapter dealt with the review of empirical studies. In the reviewed empirical studies, some of the noted negative effects of decentralization of education system from studies done by other researchers include; inadequate education quality, general

poor quality of leadership and management of education provision, inadequate numbers of qualified and knowledgeable teachers due to increased enrollments of students, and lack of information management system as well as low level of participation of the final users and hence small impact on achievement of set goals.

It was this chapter that showed that, main factors that cause educational decentralization inefficient include; lack of political accountability, corruption, shortage of financial capacity, and reluctance of National Education Ministries to release power to the schools (heads) with the reason that these figures lack the capacity to manage education. Also, the literatures explain that, the implementation of decentralization of education system is regarded as a short evolutionary process, instead of being a long evolutionary process. Review showed that, where some of the above mentioned impediments are overcome, education decentralization is of positive impacts, for example in the developed countries like United States of America and Canada.

In Tanzania, intervention of educational system by devolution is practiced through Secondary Education Development Plan (SEDP) and Primary Education Development Plan (PEDP). World Bank and national reports together with reviewed literatures show that, the implementation of the education policy is not encouraging in the case of schools' administration, management and academic performance; however, decentralization has facilitated secondary and primary education accessibility through increased enrolments. The chapter ends with an articulation of theoretical framework which links knowledge from different related theories.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

In order to achieve set goals of the study and come up with fair conclusion, in this chapter the researcher indicated how activities and strategies were used to collect data of the study at hand. Thus it included, research design, research approaches, area of the study, the study population, sample and sampling techniques, research instruments, validation of instruments and data analysis plan and ethical inspirations. Thus the researcher has used systematic collection of information from the area under the study.

#### **3.2 Research Approaches**

The study employed both qualitative and quantitative approaches. The reason for the choice of these approaches was because, in the combination of both qualitative and quantitative techniques there was an opportunity to address the objectives of the research topic. Since they respectively focus on the meanings of the concepts related to the problem of the study as well as use of charts and tables were necessary.

##### **3.2.1 Quantitative Approach**

This is the type of research method, which employs the use of graphs and tables in data analysis. This research used this method to express the information in forms of charts and tables so that to make them very scientifically.

##### **3.2.2 Qualitative Approach**

This is the type of research approach, which employs the use of explanation in data analysis. So this study used this method to obtain personal understanding and ideas

from the respondents about specific objectives under this study. Again researcher decided to use qualitative research approach as the means of understand nature of problem of local authority intervention in schools' management and administration (intervention) and impact and thought (advice) which is required in-depth study, as therefore qualitative method provided rich information about the world in which the teachers live in. In these areas, a case study was applied with the objectives of not only increasing knowledge but also bringing about change in the phenomenon being studied, example improving education or social care. In this study, the researcher used qualitative and quantitative paradigms in utilizing the description of the findings because it helped the researcher to comprehend the problem and view it holistically as the researcher was able to interview the respondents in their settings without inconveniencing their activities.

### **3.3 Research Design**

According to Kumar (2010:94), research design is the written plan, structure and strategies of investigation so conceived as to obtain answers to a research problem. A case study was used in this study. This study used a case study design in which it involved the study of a single instance of local government authority intervention of few selected public schools and its findings are not generalized to other schools out of the research boundary.

### **3.4 Area of Study**

The research was conducted mostly in secondary schools in Itigi District and in low quantity in Primary schools because the phenomenon of intervention has been something new to Secondary schools as compared to Primary schools since they have

been experiencing such intervention for a long period of time. The choice of the area was due to the fact that, it was among the areas with many public schools which were the victims of the intervention problems. Also, another reason for the choice was the fact that, the researcher is very aware and familiar of the area something which helped in collecting the required information at a friendly time.

### **3.5 Population and Sampling**

#### **3.5.1 Target Population TC "The Study Population" \f C \l "2"**

A Population is a group of individuals, objects, or items from which samples are taken for measurement. In this study, the population encompassed school teachers, headmasters/mistress, educational officers and other educational stakeholders especially those from local authorities like DED, Councilors, WEO's and VEO's. The researcher made this choice of population with reference to the objectives of the study.

#### **3.5.2 Sampling Size and Procedures TC "Sample and Sampling Techniques" \f C \l "2"**

##### **3.5.2.1 Sample Size TC "Sample" \f C \l "3"**

In this study the researcher used subset of the population to which the researcher intended to generalize the results from a finite part of statistical population whose properties were studied to gain information about the whole. This study used a total number of 150 respondents, including 106 teachers, 10 heads of schools, 12 WEOs and 14 Councilors. The list of respondents selected was clustered according to their type and level of occupation. In this case, two different groups of respondents were identified which included teachers and officers. The selection of the above



respondents was done by means of lottery—assigning each respondent a number from one 1 to the maximum and then randomly and purposively selecting respondents based on their stratum. From each and every stratum, respondents were selected according to their ratio. The 150 respondents selected were earmarked for interviews and questionnaires.

### **3.5.2.2 Sampling Procedures**

Sampling is defined as a process of selecting a number of individuals for a study in such a way that they represent a larger group from which they were selected. Sampling has the following advantage in research study: Less time is taken to collect data, it reduces the expenses in terms of time, money and effort, it is more accuracy for data collection due to its limited size and it is easy to control sample size. In this study the researcher use Stratified sampling and Purposive sampling.

#### **3.5.2.2.1 Stratified Sampling TC "Stratified sampling" \f C \l "4"**

A stratified sample is obtained by independently selecting a separate simple random sample from each population stratum. A population can be divided into different groups based on some different attributes from the desired population like income, gender, experience and educational level. In this study the stratified method of sampling was used to collect data from teachers. In this, the strata were the positions, which were common teachers and heads of schools.

#### **3.5.2.2.2 Purposive or Judgment Sampling**

This is the type of sampling in which the researchers will selects samples based on certain purpose. This involves selection of cases, which the researchers judge as the

most appropriate ones for that particular study. This was used to collect data from educational officers both of primary and secondary schools and other educational stakeholders in the study area.

### **3.6 Variables and Measuring Procedures**

In this study the researcher used two methods of collecting data. This included primary and secondary data collection.

#### **3.6.1 Primary Data**

These are the data that were collected from the research location through questionnaire, observation and unstructured interviews. They were arranged to be administered to different groups of respondents including WEO'S, DSEO and DPEO among them.

#### **3.6.2 Secondary Data**

Secondary data that were collected from different source that have already been printed and analyzed to suit other studies. These types of data include sources from library, internets journals and they should be related to the topic.

### **3.7 Methods of Data Collection**

In this study the researcher used the following ways as the methods of data collection.

#### **3.7.1 Interviews - Face -to -Face Interviews**

Researchers interviewed respondents to promote a dialogue between the interviewee and interviewer where detailed information and perception was captured regarding

concept of local authorities' intervention in schools' management and administration. This had a distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. This instrument was employed to collect data from WEOs, Councilors and DEOs because they were few in number and they were considered to have vital information for the study. In this study the face-to-face type of interview method was much used so that to allow the researcher to understand well the information from the particular respondents.

### **3.7.2 Questionnaires - Paper-Pencil-Questionnaires**

According to Kothari (2004), questionnaires are the number of questions which are printed or typed in a definite order or set of forms. It is mainly made up of list of questions with clear instructions and spaces for answers. This can be sent to a large number of people and saves the researcher's time and money. People are more truthful while responding to the questionnaires regarding controversial issues in particular due to the fact that their responses are anonymous. This method was used to collect data from teachers. The researcher used such a method so as to give enough room the respondents to express their feelings and attitudes towards the problem. The questionnaires were given to the teachers by the researcher and they were given the time to read and understand the questions, in which they were guaranteed enough time up to 2 days so that they were able to provide their answers.

### **3.7.3 Document Review**

According to Kaya, Man and Omari (1989), both primary and secondary sources of data are essential for understanding and contextualizing the research problem. In this study the researcher used primary sources. Primary sources of data were files of

trending of previous management and administration meeting records. These documents provided the information on what have been achieved in previous records and educational goals achievement in general by considering the development of intervention of local authorities in those schools.

### **3.8 Validity of Instruments and Reliability**

Kothari (2003) defined Validity of instruments as the quality of the data gathering instrument or procedure which measure what the instruments are supposed to measure. "Design and Validation of Instruments" To ensure validity of the instrument, the researcher conducted a pilot study. A pilot study was conducted to pre test the questions for the research instruments so as to know their weakness. Therefore, having revealed the weaknesses, changes were made before going to the field for actual data collection.

On another hand, reliability of the research instrument was conducted using test re-test method. Questions in the research instrument were pre-coded, pre-tested and modified in consonance to identified shortcomings during pre-test. This was done by management or gathering of data at different locations and time of travel. Recruitment of research assistance for instantaneous data collection and observations facilitated the cross-checking and enhanced the reliability of the outcome or judgment.

### **3.9 Data Processing and Analysis**

Data were recorded and analyzed qualitatively and quantitatively. The qualitative data from unstructured the instruments used were recorded by taking notes. The researcher analyzed these data by using narrative and content analysis techniques. This helped

the researcher to get in-depth understanding concerning the study topic. And quantitatively, data were calculated and computed into forms of frequencies and percentages, then presented in forms of tables and charts.

### **3.10 Ethical Considerations**

Ethics are values to consider before, during and after the whole process in research. Before starting collection of data, a researcher got an introductory letter from The Open University of Tanzania, Dodoma Center, which was submitted to the District Executive Director (DED) of Itigi District Council who guaranteed a notifying letter to the heads of specific schools from which data were collected. The researcher did not mention the respondents' names, also the researcher asked for respondents to participate willingly as they were assured with confidentiality of their responses. The researcher explained to the respondents about the purposes of the investigation as well as the benefits the respondents might gain in accomplishment of this research.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents analysis and discussion of the study findings basing on the information obtained from the respondents of the study through the methods of questionnaires, interview, documentation as well as observation done by the researcher on local authority intervention in management & administration to effective performance of public primary and secondary school. The results of the findings are presented in forms of both qualitative and quantitative, whereby they area qualitatively presented in form of tables, figures, and elaboration with regard to the research objectives and its research questions, and quantitatively computed and put into SPSS systems.

#### **4.2 Demographic Characteristics of Respondents**

This part gives the background of the used respondents during field data collection of the study. The ratio of respondents who were used in the study as the source of information were 150 from the representative schools in Itigi District Council, of which 50 were primary school teachers and 74 were secondary school teachers. Also, there were 26 administrators, including 10 WEOs, 12 Councilors and 4 other educational stakeholders. This makes the total number of respondents of this study to be 150.

##### **4.2.1 Distribution by Gender**

During the data collection, the researcher used both female and male genders of the respondents. This was much influenced by the reducing gender biases of the study.

The results show that many male respondents were involved in the study than their female counterparts. This was due to the fact that, there were a great number of male teachers in public schools as compared to females, in which, the Table 4.1 shows that there were 111 males compared to females who were 39.

**Table 4.1: Distribution of Gender**

<b>Gender of respondents</b>	<b>Frequency</b>
Males	111
Females	39
<b>Total</b>	<b>150</b>

Source: Field data, 2019

#### **4.2.2 Distribution by Age**

The respondents used in this study were public schools teachers, both primary and secondary in Itigi District Council. They were categorized into different age groups so as to get the views of different age groups of respondents on the research topic concerned. The study showed that respondents in a group age of 30-35 years were much involved in the study About 77; followed by those of group age between 24-29 years about 42, a group of 36-40 years about 20, and only 11 were in a group age of above 40 years. This fact brings into mind that, this study was mainly participated by teachers ranged in the age of 24-40 who were seemed to be many in public primary and secondary schools in Itigi District Council. Table 2:4 details more;

**Table 4.2: Distribution of Age**

<b>Age group</b>	<b>Frequency</b>
18-23	0
24-29	42
30-35	77
36-40	20
Above 40	11
<b>Total</b>	<b>150</b>

Source: Field data, 2019

### 4.3 The Perceptions of Educational Stakeholders on the Local Government Authorities in Public Primary Secondary School

Under this part, the researcher categorized it into two sub-categories namely, respondents awareness on the meaning of local government authority's interventions and the levels of local government authority interventions.

#### 4.3.1 Awareness on Local Government Authority Intervention

Table 3:4 below shows the number of respondents who were aware of local government authority's interventions in which among them, there were teachers, heads of schools, councilors and educational officers, in which few teachers seemed not to be aware of the meaning of local government authority's in schools. Therefore, their answers were helpful in determining the level of awareness on the respondents' perception of local government authority's intervention, mandatory authorities.

**Table 4.3: Awareness to Local Government Authority Intervention**

<b>Respondents</b>	<b>Aware</b>	<b>Not aware</b>
Teachers	106	8
Heads of schools	10	0
WEOs	12	0
Councilors	14	0
<b>Total</b>	<b>150</b>	<b>8</b>

Source: (Field data, 2019)

The findings show that, there is much awareness to local authority intervention among respondent, as the data indicate that, the concept is understood by 106 teachers, 14 councilors, 12 WEOs and 10 heads of schools, while only 8 respondents showed not to be aware of the local government authority intervention. One head teacher said:

*I normally receive a lot of visitors in my school from local government authorities whom in one way or another they act as educational development supports. To me, these are one of the local government intervene we are talking about.*



The above statement shows how much respondents have something to explain about local government authorities interventions in school levels. Therefore, taking account on the results in Table 4.3, it implies that, in the study area, heads of schools, WEOs and councilors are all aware of Local authority interventions, while of all teachers, some of them (8) are not aware of it. This may be because this group of participants is only regarded as implementers of the directions of the interventions while the rest participants are in one way or another involve fully in intervention activities.

In this objective, respondents were asked if they experienced any intervention from local government authorities in their areas of job, in which the results of the findings show that, many teachers (96) agreed of experiencing the local government authorities in their schools, while only (28) disagreed with the fact of experiencing the local government authority intervention in their school. On the same vein, 27 Heads of schools agreed of experiencing the interventions from local government authorities in their schools.

This means that, teachers in the study area are not all exposed to local government authority interventions as a sizeable number (28) of them were not sure of experiencing the interventions from local government authorities, and this group may be deduced from the same group explained earlier that they were not aware of local government authority interventions. Regarding the results of the study from teachers and heads of schools, it is clear that, there is the intervention of local government authority in administration, development and governance in public schools in Itigi District Council. Table 4:4 shows:

**Table 4.4: Experience on Local Government Authority in Public School**

<b>Items</b>	<b>Secondary schools</b>	<b>Primary schools</b>	<b>Total</b>
Experiencing interventions	56	40	96
Not experiencing interventions	15	13	28
<b>Total</b>	<b>71</b>	<b>53</b>	<b>124</b>

Source: Field data, 2019

The results from the Table 4.4 indicate that, there is the experience of local government authority's interventions in public schools in the study area, in which schools; administrations experience them with or even without information.

Table 4.5 details that, most of these intervenes from the local government authorities are acting as the sub-leaders (helpers) in the areas of interventions. This was claimed by 74 teachers, in which 47 teachers said that those intervenes were acting as the main leaders. While, only 29 of them were unaware of the question. All 27 of heads of schools used in this study argued that, intervenes are acting like supervisors, as in deed to the administrators (WEOs and Councilors); All of them insisted that, intervenes had no fully mandatory in schools, thus they are just supervisors. This implies that, of all respondents, a great number of them (87) had no doubt of the mandate of intervenes despite some of teachers (37) to believe that intervenes have full mandate with 23.3% of them be unaware. The Table 4.5 narrates it in details:

**Table 4.5: The mandatory of the local government authorities**

<b>Item</b>	<b>Frequency</b>
Acting with full mandatory	37
Acting as sub-supervisors	77
Unaware	10
<b>TOTAL</b>	<b>124</b>

Source: Field data, 2019

The results from Table 4.5 imply that, school administrators have higher mandatory in school matters as compared to local government authorities.

#### **4.3.2 Local Government Authority Interventions Levels**

Again, under the same objective, the respondents claimed that, those local government authority interventions come from different authorities ranging from national to village levels. They added that, many of those intervenes come from ward level rather district level as claimed by 76 respondents. Other levels of authority as mentioned by the respondents were district level 73, regional level 14 and national level 9.

On top of that, these respondents said that, the local government authority interventions come even from village level, as said by 11 as well as from private sectors in very low quantity 4. Table 4.6 details.

**Table 4.6: Local Government Authority Interventions Levels**

<b>Levels of authority</b>	<b>Frequency</b>
National	9
Regional	14
District	73
Ward	76
Village/street	11
Private sector	4

Source: Field data, 2019

The results from the Table 4.6 indicate that, in most cases, local government authority intervention experienced in public schools in the study area come from ward level (76), followed by district level (73), regional level 14, village level 11, national level 9

and few (4) from private sectors. This means that, the intervention is done mostly by the people from local areas where schools exist.

In generally the results of this study on the perception of respondents on local authority interventions show that, in the study area many respondents are aware of intervention, with few how claimed not to be aware, with the fact that most of them experienced these interventions from different levels of authority, mainly be from ward level.

The findings are in comparison with a study carried by Fite, Gorard, et al (2002) that shows that while the 1998 *Schools Standards and Framework Act* considerably reorganized Local Authorities and increased their role in relation to standards and school development, it has proved to be very weak specifically in view of coexisting kinds of school administrations in promoting more equitable forms of access to educational services.

#### **4.4 The Mechanisms through which Local Government Authorities Intervene the Public School Management and Administration**

Table 4.7 indicates the ways through which these local government authorities intervene in public schools in the study area. The finding from this study show that, among the mechanisms used by these local government authorities to intervene, were through meetings with school administration as argued by 90 teachers, 9 administrators and 5 heads of schools; funding/donating in development project as argued by 11 teachers, 6 heads of schools and 5 administrators; and inspecting the development projects as claimed by 5 teachers, 10 administrators and 9 heads of schools.

These results show that in the study area, the most mechanism used by local authorities to intervene schools is through meetings with school administration as argued by 104 respondents, while the less used mechanism is through funding or donating in development project as argued by 22 as shown in the Table 4.7.

**Table 4.7: Mechanisms through which Local Government Authorities Operates in Public Schools**

Mechanisms	Respondents frequency		
	Teachers	Heads of schools	Administrators
Meetings	90	5	9
Funding development projects	11	6	5
Inspecting the school projects	5	9	10
<b>Total</b>	<b>106</b>	<b>20</b>	<b>24</b>

Source: Field data, 2019

The data presented in Table 4.7 on the mechanisms through which local government authorities intervene the public secondary and primary schools in the study area revealed that, conducting meetings among the schools' administrations and local government authorities is the most common used way, as addressed by a great number of respondents of the study. One respondent said that:

*“... Despite using unexpected inspections and funding the schools' projects, the most common method used by these authorities to intervene the school is conducting the meetings among the members of school board...”*

These findings enhance the fact that, in most cases, these local government authorities use cooperative methods in intervening the schools' matters.

Also, Table 4.8 gives the details on the areas of influence where the local government authorities' interventions were experienced in public schools in the study area. Respondents in this study stated that, they experienced local authority interventions in school development projects as argued by 38 teachers, 3 head teachers and 20 administrators; school administrative matters as argued by only 2 teachers; discipline matters as argued by 10 teachers, 4 heads of schools and 3 administrators; school security areas as agreed by 1 teacher, 2 heads of schools and 2 administrators; fund uses as argued by 10 heads of schools and 8 administrators. This indicates that, of all areas of interventions, School development projects are the most areas of interest by these interventions, whilst sports and games area is the less visited area by these authorities as detailed in Table 4.8.

**Table 4.8: Areas of Local Government Authority Interventions in Public Schools**

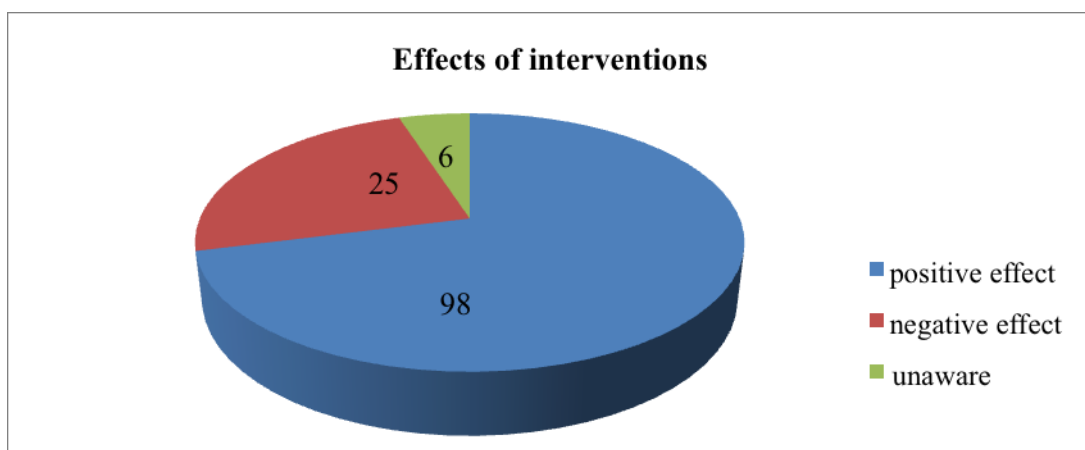
<b>Areas of interventions</b>	<b>Teachers</b>	<b>Heads of schools</b>	<b>Administrators</b>
School development projects	38	3	20
Administrative roles	10	4	3
School discipline	2	0	0
School security	1	2	2
Sports area	2	0	0
Uses of school fund	0	10	8
<b>Total</b>	<b>63</b>	<b>19</b>	<b>33</b>

Source: Field data, 2019

Therefore, from the data on Table 8:4, this study revealed that, the local government authority intervention in Itigi District Council is much experienced in the area of School development projects since it is argued by a greater number of teachers, heads of schools and administrators (61) as compared to any other areas of influence in public primary and secondary schools, in which it was followed by Uses of school fund (18), Administrative roles (17), School security (5), School discipline (2), and lastly, Sports area (2). As one of the respondent said;

*“... In most cases, we experience the interventions in supervision of government sponsored development projects like school buildings and furniture’s’ repairment from local government authority, whereby sometimes it is not necessary for them...”*

The findings imply that, the local government authority interventions operations in public schools aim to fulfill schools based developmental goals rather than destructive functions. In this, respondents were asked if they think that, those interventions had the negative impact in their work efficiency. The findings revealed that, 93 including 75 teachers, 10 heads of schools and 8 administrators believed that, these interventions had no negative impact of their duties, whilst 25 of them agreed with the fact that, the local government authorities interventions affect their work efficiency, and 6 of them were unaware of the impact, thus, by comparing with the responses on positive impact, this study hence reveals that, in the study area, interventions impact positively. This means that, if interventions from local authorities are done in a proper manner will bring positive changes in particular area, as the Figure 4.1 explains:



**Figure 4.1: A Chart to show the effect of Local Government Authority Interventions**

Source: Field data, 2019

The data from the chart above reveals that, in most cases, the local government authority interventions in public secondary and primary schools in the study area do not affect the work efficiency of the teachers in respective schools, in which only 6 of the respondents were unaware of the impact of local government authority interventions towards their work performances.

In summary, the results of the study on mechanisms used by local authorities to intervene schools indicated that, in most cases the most used mechanism is through meetings as argued by respondents including 90 teachers, 5 heads of schools and 9 administrators. Also, the data show that, the major area of influence of these interventions is in school development projects as argued by 22 respondents including 11 teachers, 6 heads of schools and 5 administrators. While that is the case, almost the heads of schools (10) agreed with the area of fund uses with many administrators (10 of them) agreed with development projects. Hence, these two areas are the most one among the others.

These findings on a more positive note are similar with the notes on the ways in which volunteer members of governing authorities' progress from initial preoccupation of their own children to growing understanding of knowledge and commitment to the needs of the institution and the wider community, and when participation is achieved it therefore has a positive impact. And when participation has developed to strengthen institutions in the official world of the public sphere, it remains incomplete (Fite, Gorard, and Taylor, 2002).



#### **4.5 The Guidelines which Local Government Authorities used to Intervene the Quality of Education in Community-Based Schools**

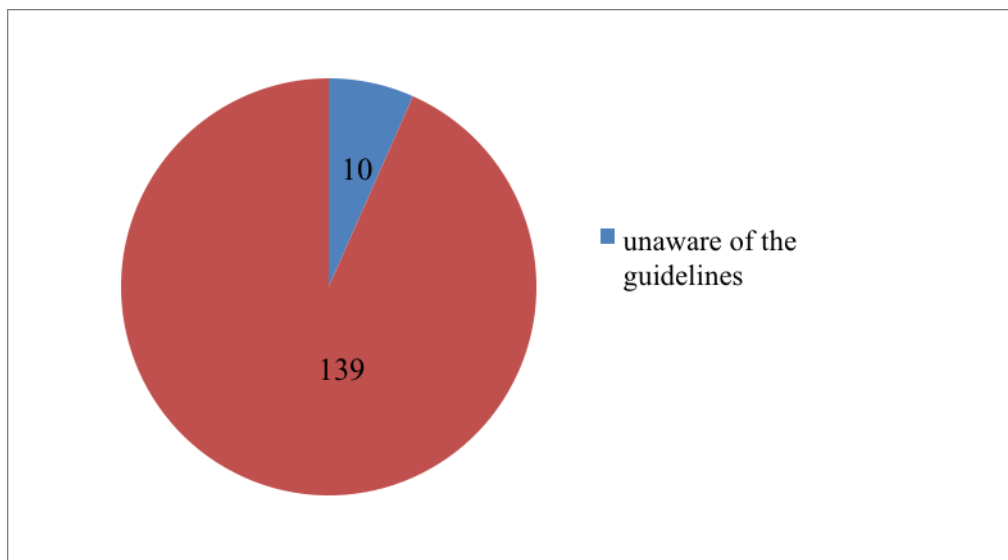
This part concerns with guidelines that guide the local government authorities to intervention public schools. It dealt with the presence of the guidelines towards interventions from teachers. The findings of the study show that, all 150 respondents who responded to this study agreed of the presence of some guidelines that guide the local government authorities towards intervention in public schools.

An addition to that, most of respondents 103 claimed that, those laws do incorporate with schools' administrations, including teachers 67, head of schools 10, councilors, WEOs and other stakeholders (all 36), while 47 teachers said that, the guidelines do not incorporate the schools' administrations, and 10 teachers were unaware. This fact brings into mind that, there is existence of guidelines regarding the local government authorities interventions as guidelines in public schools in which give these authorities the mandatory to intervene.

Furthermore, the drama is that, these guidelines are not available in schools or in administrators' offices. Teachers/ schools' administrators are not exposed to such laws in their schools in the study area. This was revealed by 23 head of schools out of 27 who participated in this study, they had no any copy of these laws as the guidelines to their administrative activities while in the same issue, all 36 administrators reported not to see or to have such guidelines.

Therefore, this study reveals that, in the study area, there are unknown laws among the teachers and schools administrators regarding the local government authority

interventions in public schools (both secondary and primary). In which **Figure 2:4** shows that, all most 139 of respondents believed that these guidelines were not available in their schools, while 10 of them were not aware of the existence of the guidelines.



**Figure 4.2: A Chart to show the Existence of the Laws Regarding Local Authority Interventions**

Source: Field data, 2019

### **Training on school governance**

Table 4.9 details on the participation of respondents (teachers) in training concerning school governing and administration in local government authorities' levels. The results from respondents show that, there were a very little number of teachers in the study area who ever participated administrative learning from the local government authority level.

**Table 4.9: Respondents Opportunities to Training in Local Government**

<b>Authorities</b>	
<b>Item</b>	<b>Frequency</b>
Opportunity to training	2
No chance to training	121
<b>Total</b>	<b>124</b>

Source: Field Data, 2019

The findings from the Table 4.9 show that, only 2 of teachers get the chance to training and school developmental opportunities, while a large number (121) of them had no opportunities to training. This reveals the fact that, in the study area, teachers do not get opportunities to come across with the laws that guide the local government authorities' interventions in public schools.

Table 4.10 narrates the respondents' views on guidelines regarding local government authority intervention in public secondary and primary schools in the study area. According to them, these principles; should incorporate with school administration, they should be used as directed and not otherwise, local authority government should make follow up those guidelines and insists on its applications as required, they should be modified as per the world changes to as to fit with the present world, they should be open to both sides (local government authorities and schools), people must be educated on the principles, they should push on academic progress and they should be removed since they have much negative impacts rather than positivity.

*One respondent said; "... if there must be the guidelines regarding the local government authority interventions in public schools, these laws must be modified and be of positive impact to the school development in all spheres, and if that is not a case, there is no need to have such guidelines which result to much affects rather than positive results..."*

**Table 4.10: Views on the Principles Regarding LGA Interventions**

<b>Comments</b>	<b>Teachers</b>	<b>Head teachers</b>	<b>Administrators</b>
They should incorporate with school administration	87	27	36
They should be used as directed and not otherwise	87	27	36
Local authority government should make follow up those principles and insists on its applications as required	57	10	36
They should be modified as per the world changes so as to fit with the present world	21	10	36
They should be open to both sides (local government authorities and schools)	82	27	36
People must be educated on the principles	37	4	36
They should push on academic progress	12	27	36
They should be removed	19	2	0

Source: Field data, 2019

Results from the Table 4.10 show that, most of respondents including; 87 teachers, 27 heads of schools and 36 administrators commented that, these guidelines should incorporate with school administration and be used as directed and not otherwise, while they should be open to both sides (local government authorities and schools) as argued by 82 teachers, 27 heads of schools and 36 administrators. 57 teachers commented that, the local authority government should make follow up those principles and insists on its applications as required as well as agreed by 10 heads of schools and 36 of respondents, people must be educated on the principles as agreed by 37 teachers, 4 head teachers and 36 of administrators, 21 teachers commented that the principles should be developed/modified as per the world changes to as to fit with the present world while it was also agreed by 10 heads of schools and 36 administrators, the principles should push on academic progress, was the view commented by 12 teachers, 27 heads of schools and 36 administrators. In which 19 teachers and 2 heads

of schools commented that, these guidelines should be removed since they have much negative impacts rather than positivity while no administrator agreed that.

This implies that, the existing guidelines do not function as to achieve the set educational goals in these schools as they do not incorporate the school s' administration, not used as directed as well as they seem to be not open to both sides (local government authorities and schools).

Of all results on guidelines of interventions, this study hence revealed that, these guidelines should incorporate with school administration and be used as directed and not otherwise as argued by 150 respondents of the study. This would give life to its existence by taking into consideration that, only 21 of all respondents wanted them to be removed.

The findings run parallel with the study of Rogan, (2010) in Tanzania, who insisted that, some short programs were introduced for DEOs, SLOs academic masters and school inspectors. But the fact is that, little is known about the capacity of school management to use the skills acquired in these strategies (training) to support teacher's professional development and improvement of teaching processes. Therefore, there is poor knowledge regarding to the capacity of school management in supporting teachers, who are the most crucial factor for the realization of quality education (Rogan, 2004).

#### **4.6 The Experiences of Local Government Authorities' Interventions among the Education Stakeholders**

Table 4.11 identifies the Actions taken by local government authorities in public schools during intervention. It gives more details on how the local government

authorities are experienced in public schools in the study area, as well as their affects on education progress.

**Table 4.11: Actions taken by Local Government Authorities in Public Schools During Intervention**

Action taken	Frequency
Providing indiscipline punishment	94
Shifting teachers	48
Refusing to accept the poor project	98
Reducing cooperation with school administrators	24

Source: Field data, 2019

The results from the Table 4.11 revealed that, normally local government authorities take steps ahead (actions) in areas of influences where they intended to intervene like administration, governance, development projects and many others. The people involved in interventions provide indiscipline punishment as agreed by 80 teachers, 7 heads of schools and 7 administrators; they also involve in shifting teachers as agreed by 30 teachers, 10 head teachers and 8 administrators, also by refusing to accept poor projects as agreed by 80 teachers, 8 heads of schools and 10 administrators; as well as reducing cooperation with school administrators as argued by 10 teachers, 10 administrators and 4 heads of schools. This means that, the local government authorities force administrators or teachers in schools to take responsibilities in areas where they are not satisfied with their progress in fulfilling/achieving their intended goals.

Moreover, not only local government authorities intervene the public schools, but also they even react on unfulfilled goals especially in government funded projects like

construction of buildings in those schools. These actions, which are taken forward by local government authorities, are both direct (incorporate school administration) and indirect (do not incorporate school administration). And the most fact is that, they are not much liked by the teachers in particular schools.

Table 4.12 shows how affect the local government authorities have during interventions in public schools in the study area. The actions taken by local government authorities in public schools like providing punishment 94, shifting teachers 48, refusing to accept development projects 98 and reducing cooperation with schools 24 had negative impact to teachers' job performance.

**Table 4.12: The effects of interventions**

Item	Frequency
Their actions affect my work performance	101
Their actions have positive impacts on my duties	20
Am not aware	3
<b>Total</b>	<b>124</b>

Source: Field data, 2019

Results from the Table 4.12 mean that, many of these actions were to be done by teachers/school administrators, but in turn, the local government authorities are the ones, which perform them. Therefore, they perform schools' duties as if they are schools' workers, in which 101 teachers claimed that, the intervention affect their work performance, while 20 of them insisted that the intervention had positive impact on their school duties and only 3 of them were not aware.

*Government funded projects in public schools*



**Figure 4.3: Tables and Chairs**



**Figure 4.4: School's Toilets**





**Figure 4.5: Classroom Buildings**



**Figure 4.6: Negative effects of Intervention**

The Table 4.13 identifies the affects of those actions of interventions done by local government authorities in public secondary and primary schools. Respondents (teachers) were able to mention different affects through questionnaires and interview.

**Table 4.13: Affects of Local Government Authority's Interventions in Public Schools**

<b>Affect</b>	<b>Frequency</b>
Reducing academic development in these schools	90
Creating classes among the workers in schools	88
Reducing learning morale among students	31
Creating fear of working among workers in schools	90
Reducing teachers' work efficiency	100

Source: Field data, 2109

The data in Table 4.13 identified the negative impacts of intervention in public schools education progress, in which they included; reducing teachers' work efficiency as commented by 100 respondents, creating classes among the workers in schools 88, reducing learning morale among students 31, creating fear of working among workers in schools 90 and reducing academic development in these schools 61. These data reveal that, in the study area, teachers are crying of only negative effect caused by local government authority interventions in their schools, as per table above, the most occurring affect is reducing teachers' work efficiency in the particular schools which is the result of many other effects like reducing academic development, fear among the teachers (school workers), reducing students' studying morale and classes among the workers.

This study is similar with that of Fletcher-Campbell, & Lee, who claimed that, Local Education Authorities as they became the controller of Education system, Education systems are probably the most affected by the introduction of governance policies in it. In their study on how the new role of Local Education Authorities is affecting the

school standards and educational achievement. The study showed that, there is a strong level of acceptance of government policies among Local Education Authorities. Here the problems emerge from the various ways in which policies are being implemented. There is a much clearer definition of the role of Local Education Authorities in relation to raising standards of education; there is still notable scope for interpretation as to how the policies are actually implemented, with certain arrangements being a function of different variables like organizational dynamics and community composition, such differences affects much the establishment of educational partnerships Fletcher-Campbell, & Lee, (2007).

On other hand, Table 4.14 identified the positive impact of such interventions as; creating discipline in schools 15, ensuring school security 3 as well as influencing schools' projects developments 2.

**Table 4.14: Positive Impacts of Local Government Authority's Interventions in Public Schools**

<b>Affect</b>	<b>Frequency</b>
Creating discipline in schools	18
Ensuring school security in school environment	3
Influencing schools' projects developments	2

Source: Field data, 2019

Hence, local government authority interventions were experienced in various ways in the study area, whereby many of these interventions were seemed to bring about negative impacts rather than positive ones as expected by the respondents. A greater number of respondents (80) believed that the experienced interventions had negative

impacts to their work efficiency while only 23 of them saw the positive side of the interventions with 47 being not aware.

In relation to the results of this study, while the focus and the impact of policies are similar, there are notable variations in the specific arrangements through which the policies are instantiated. This part of the study is against with the case of California, for example, together with the moves towards standards, assessments and performance-based funding, there has been a strong shift towards the creation of charter schools. Finally it emerges as community based initiatives and even if they offer public access but they are not responsive to most school district laws. In this sense they are not positively impacted (Scoppio, 2008).

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents summary, conclusions and recommendations on the findings in which the researcher arrived at after collecting, analyzing and presenting data from the field. The chapter is organized into three parts: part one presents summary of the study, part two presents conclusions, and presents recommendations for further studies for both action and further research.

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

This study aimed at assessing local government authority intervention in management & administration to effective performance of public primary and secondary school in Itigi District Council. The study was guided by four research questions. They focused on the perceptions, mechanisms, guidelines and experiences regarding local government authority interventions in public schools. The findings of the study are summarized as follows:

##### **5.2.1 The Perceptions of Educational Stakeholders on the Local Government Authorities in Public Primary Secondary School**

The results of this study on the perception of respondents on local authority interventions show that, in the study area many respondents are aware of intervention, with few who claimed not to be aware, with the fact that most of them experienced these interventions from different levels of authority, mainly be from ward level.

### **5.2.2 The Mechanisms through which Local Government Authorities Intervene the Public School Management and Administration**

The results of the study on mechanisms used by local authorities to intervene schools indicated that, in most cases the most used mechanism is through meetings as argued by respondents including 90 teachers, 5 heads of schools and 9 administrators. Also, the data show that, the major area of influence of these interventions is in school development projects as argued by 22 respondents including 11 teachers, 6 heads of schools and 5 administrators. While that is the case, almost the heads of schools (10) agreed with the area of fund uses with many administrators (10 of them) agreed with development projects. Hence, these two areas are the most one among the others.

### **5.2.3 The Guidelines which Local Government Authorities used to Intervene the Quality of Education in Community-Based Schools**

Of all results on guidelines of interventions, this study hence revealed that, these guidelines should incorporate with school administration and be used as directed and not otherwise as argued by 150 of all respondent of the study. This would give life to its existence by taking into consideration that, only 21 of all respondents wanted them to be removed.

### **5.2.4 The Experiences of Local Government Authorities' Interventions among The Education Stakeholders**

The results of the study show that local government authority interventions were experiencing in various ways in the study area, whereby many of these interventions were seemed to bring about negative impacts rather than positive ones as expected by the respondents. 93 respondents believed that the experienced interventions had

negative impacts to their work efficiency while only 25 of them saw the positive side of the interventions with 6 being not aware. While the focus and the impact of policies are similar, there are notable variations in the specific arrangements through which the policies are instantiated.

### **5.3 Conclusions**

On the basis of the findings, the research made the following conclusions:

Since there are experienced interventions from local government authorities in the study area on management and administration of public primary and secondary schools in study, there is indication that these interventions have not improved the quality of service delivery as expected since Local Government Authorities have gained more autonomy doubtfully if the guidelines address them. Whereas the mechanisms through which local government authorities operate their power of influence are not positively accepted by many teachers in public primary and secondary school. These ways interfere teachers' responsibilities in which intervenes found themselves performing duties out of their limits.

Moreover, there is lack of guidelines regarding the local government authority interventions in public primary and secondary schools in the study area, as these principles are not exposed to them and there is limited chances for training /seminars to various administrators and teachers concerning to such principles. Thus, the government through local authorities should ensure that, the guidelines made on regard of local government authority intervention should be followed as directed and they should be exposed to the very specific people whom in one way or another are

affected by the absence and poor understanding of such guidelines in their areas of work.

#### **5.4 Recommendations**

Based on the research findings, interpretation, discussion, summary and conclusions of this study, the following recommendations are suggested for action and for further research:

##### **5.4.1 Recommendations for Policy Action**

The government through local authorities should ensure that, the guidelines made on regard of local government authority intervention should be followed as directed and they should be exposed to the very specific people whom in one way or another are affected by the absence and poor understanding of such principles in their areas of work.

##### **5.4.2 Recommendations to Ministry of Education, Science, Technology and Vocational Training**

Government through Ministry of Education, Science, Technology and Vocational Training has the task to emphasize the specific people on training in the extent that they understand the guidelines regarding local government authority interventions in public schools, as well as ensuring that, these guidelines reaches to the school levels especially to the heads of schools.

##### **5.4.3 Recommendations for Further Studies**

Since this study covered only one District in Singida region, it is recommended that a study such alike be conducted focusing on a wider coverage like a region in Tanzania.



Such a study will provide more varied results that will provide a general picture of how effective the local government authority interventions in the administration and management of public primary and secondary schools has been done and what is yet to be done so as to improve the outcomes of such program.

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## APPENDICES

### Appendix I: Questionnaire for secondary school teachers (English Version)

I am MUSTAPHA A. CHILAVI, a student at **OPEN UNIVERSITY OF TANZANIA**, pursuing Degree of Masters of Education, Administration, Planning and Policy Studies. I am conducting a research on **the intervention of local authorities in schools' management and administration**, taking Itigi District Council as a case study.

These questionnaires aim to collect data from Educational stakeholders concerning **the intervention of local authorities in schools' management and administration**.

The idea is to seek information on knowledge, mechanisms, principles and experiences of local government authority interventions on school management and administration. You are involved in this study because you are offered an opportunity to share views from education stakeholders that will pour light on the persisting issues and how to solve them. I am kindly asking for your co-operation to make this work successful. All the information provided will be treated confidential.

#### **Instructions**

Put a tick (✓) in correct choice in the space provide

#### **A. Personal Particulars**

##### 1. Sex

Male (    )

Female (    )



## 2. Age

- i. 18-23 years (      )
- ii 24-29 years (      )
- ii. 30-35 years (      )
- iii. 36-40 years (      )
- iv. Above 40 years (      )

**B: General questions**

- 1) As per your profession as a teacher, does this school cooperates other education stakeholders in its administrative, management and development processes?

YES (    )

NO (    )

- 2) Are those stakeholders acting as the main figures or subordinators in school management?

- 3) Are those stakeholders coming from district office authority level?

YES (    )

NO (    )

- 4) What other levels of authorities do those stakeholders come from?

a) Regional (      )

b) Ward (      )

c) Higher government (      )

d) Other (specify).....

- 5) In which areas do you encounter the presence of local authority interventions in your school?

- 6) In which ways do you think the interventions from local government authorities take part through, in your school?

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- 7) Do the ways through which local government authorities' interventions operate through, in your school affect your work modalities?

YES ( )

NO ( )

- 8) Among the ways through which local government authorities intervene your school, which one is the most common (most affective one)?

- 9) Do you think there are laws regarding the local government authorities' interventions in public secondary schools?

YES ( )

NO ( )

- 10) What do you think of those laws; are they cooperative with school administration?

YES ( )

NO ( )

- 11) Have you ever been involved in any seminar regarding the principles of local government authorities' interventions in schools?

YES ( )

NO ( )

12) What is your suggestion on the laws regarding the local government authorities' interventions in school management?

13) Do you think there are any administrative and managerial interventions done by local government authorities in your school?

YES ( )

NO ( )

14) If YES, what might be the local authority interventions do you experience in your school?

15) For your point of view, do you think these interventions have positive impacts on school development?

YES ( )

NO ( )

16) What do you think are the effects of local government authorities' interventions in your school?

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**THANK YOU VERY MUCH FOR THE COOPERATION**

## **Appendix II: Questionnaire for secondary school head teachers**

I am MUSTAPHA A. CHILAVI, a student at **OPEN UNIVERSITY OF TANZANIA**, pursuing Degree of Masters of Education, Administration, Planning and Policy Studies. I am conducting a research on **the intervention of local authorities in schools' management and administration**, taking Itigi District Council as a case study.

These questionnaires aim to collect data from Educational stakeholders concerning **the intervention of local authorities in schools' management and administration**.

The idea is to seek information on knowledge, mechanisms, principles and experiences of local government authority interventions on school management and administration. You are involved in this study because you are offered an opportunity to share views from education stakeholders that will pour light on the persisting issues and how to solve them. I am kindly asking for your co-operation to make this work successful. All the information provided will be treated confidential.

### **Instructions**

Put a tick (✓) in correct choice in the space provide

### **A. Personal Particulars**

#### **1. Sex**

Male (     )

Female (     )

#### **2. Age**

i. 18-23 years (     )

ii. 24-29 years (     )

- iii. 30-35 years (      )
- iv. 36-40 years (      )
- v. Above 40 years (      )

**B: General questions**

- 1) As per your profession as a head teacher, does your school cooperates other education stakeholders in its administrative, management and development processes?

YES (      )

NO (      )

- 2) Are those stakeholders having fully mandate on school management?

YES (      )

NO (      )

- 3) From which authority levels do those stakeholders come from?

a) Regional (      )

b) District (      )

c) Ward (      )

d) Other level (mention) .....

- 4) Do you think it is necessary for school management to involve local government authorities in its conduct?

YES (      )

NO (      )

- 5) In which areas do you encounter the presence of local authority interventions in your school as the head teacher?

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- 6) How do the interventions from local government authorities enter in your school?

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- 7) Do the ways through which local government authorities' interventions operate through, in your school affect your work modalities?

YES (    )

NO (    )

- 8) Among the ways through which local government authorities intervene your school, which one is most affective?

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9) Do you think there are laws regarding the local government authorities' interventions in public secondary schools?

YES (    )

NO (    )

10) Are those laws cooperative to school administrative?

YES (    )

NO (    )

11) Do you have a copy of principles of local government authorities' interventions in schools?

YES (    )

NO (    )

12) What is your suggestion on the laws regarding the local government authorities' interventions in school management?

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13) Do you think there are any administrative and managerial interventions done by local government authorities in your school?

YES (    )

NO (    )

14) If YES, what might be the local authority interventions do you experience in your school?

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15) For your point of view, do you think these interventions have positive impacts on school development?

YES (    )

NO (    )

16) What do you think are the effects of local government authorities' interventions in your school?

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**THANK YOU VERY MUCH FOR THE COOPERATION**



### **Appendix III: Questionnaire for Councilors**

I am MUSTAPHA A. CHILAVI, a student at **OPEN UNIVERSITY OF TANZANIA**, pursuing Degree of Masters of Education, Administration, Planning and Policy Studies. I am conducting a research on **the intervention of local authorities in schools' management and administration**, taking Itigi District Council as a case study.

These questionnaires aim to collect data from Educational stakeholders concerning **the intervention of local authorities in schools' management and administration**.

The idea is to seek information on knowledge, mechanisms, principles and experiences of local government authority interventions on school management and administration. You are involved in this study because you are offered an opportunity to share views from education stakeholders that will pour light on the persisting issues and how to solve them. I am kindly asking for your co-operation to make this work successful. All the information provided will be treated confidential.

#### **Instructions**

Put a tick (✓) in correct choice in the space provide

#### **A. Personal Particulars**

##### **1. Sex**

Male (     )

Female (     )

##### **2, Age**

i. 18-23 years (     )

- ii. 24-29 years (      )
- iii. 30-35 years (      )
- iv. 36-40 years (      )
- v. Above 40 years (      )

**B: General questions**

1. What is a time of your experience as a councilor?

- a. 1 year (      )
- b. 2 years (      )
- c. 3 years (      )
- d. 4 years (      )
- e. 5 years (      )
- f. Above 5 years (      )

2. What do you think is the duty of local government authority to public secondary schools?

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3. Do you think there are directives that local authority implement in supervising those schools?

YES (      )

NO (      )

4. What might be those directives?

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5. For the case of your area of influence, how does local authority operate over school management and administration?

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6. Do you involve in checking school management and administration? How?

Yes (    )

No (    )

If YES

how?.....

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7. What strategies does your office take to ensure that heads of school perform better in management and administration?

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8. What ways or modes of intervention do you prefer during your undertaking?

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9. What do you think is the reason for better or poor performance of secondary public school?

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10. What is your place for better school management and performance?

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11. Do you think there are made rules concerning the participation of local authorities in school management?

Yes ( )

No ( )

12. Do you think these rules are available to heads of schools as point of reference?

Yes ( )

No ( )

13. Do you collaborate with other councilors to support effective schools' management and administration?

Yes ( )

No ( )

14. Practically which scenario would you explain about local authority interventions in school management and administration?

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15. Are those interventions affect your duties in schools' management?

Yes ( )

No ( )

16. Have you ever received note from head of school in your area regarding local authority intervention?

Yes ( )

No ( )

**THANK YOU VERY MUCH FOR THE COOPERATION**

#### **Appendix IV: Interview guide for Ward Education Officers (WEOs)**

I am MUSTAPHA A. CHILAVI, a student at **OPEN UNIVERSITY OF TANZANIA**, pursuing Degree of Masters of Education, Administration, Planning and Policy Studies. I am conducting a research on **the intervention of local authorities in schools' management and administration**, taking Itigi District Council as a case study.

This interview guide aims to collect data from Educational stakeholders concerning **the intervention of local authorities in schools' management and administration**.

The idea is to seek information on knowledge, mechanisms, principles and experiences of local government authority interventions on school management and administration. You are involved in this study because you are offered an opportunity to share views from education stakeholders that will pour light on the persisting issues and how to solve them. I am kindly asking for your co-operation to make this work successful. All the information provided will be treated confidential.

#### **QUESTIONS**

1. For how long have you been Ward Education Officer in this area?
2. Does local government authority take part in public secondary schools management and administration in your area?
3. Which areas of supervision do you involve in school management and administration?
4. As Education Officer within your area, did you attend any capacity building seminars or courses in school management and administration?

5. How do you think local authority operate over school management and administration?
6. How do you involve in checking school management and administration?
7. How do your office support/help heads of schools perform better in management and administration?
8. What ways or modes of intervention you preferring during your undertaking?
9. What do you think is the reason for better or poor performance of public secondary school?
10. Do you provide timely in service training to heads of school for the purpose of developing their capacity of management and administration of their school?
11. Do you think there are laws in place that justify the local authority intervention in schools management?
12. Are these laws available to heads of schools as point of reference?
13. Do you in-cooperate heads of schools in ensuring better school management and administration in your area?
14. Practically which scenario would you explain about interventions in school management and administration in your area?
15. How do you describe the situation of schools' management and administration in your area?
16. Have you ever been approached in any way by heads of school regarding local authority interventions in their management and administration?

**THANK YOU VERY MUCH FOR THE COOPERATION**



## **Appendix V: Interview guide for District Education Officer (DSEO)**

I am MUSTAPHA A. CHILAVI, a student at **OPEN UNIVERSITY OF TANZANIA**, pursuing Degree of Masters of Education, Administration, Planning and Policy Studies. I am conducting a research on **the intervention of local authorities in schools' management and administration**, taking Itigi District Council as a case study.

This interview guide aims to collect data from Educational stakeholders concerning **the intervention of local authorities in schools' management and administration**.

The idea is to seek information on knowledge, mechanisms, principles and experiences of local government authority interventions on school management and administration. You are involved in this study because you are offered an opportunity to share views from education stakeholders that will pour light on the persisting issues and how to solve them. I am kindly asking for your co-operation to make this work successful. All the information provided will be treated confidential.

### **Questions**

1. For how long have you been District Education Officer in this area?
2. Does local government authority take part in public secondary schools management in your District?
3. Which areas of supervision do you involve in school management and administration?
4. As Education Officer within your District, you may have no enough time to visit schools for supervision which means you might be using your team. Do they

attend any capacity building seminars or courses in school management and administration?

5. How do you think local authority operate over school management and administration?
6. How do you involve your team in checking school management and administration?
7. How do your office support/help heads of schools perform better in management and administration?
8. Say something about ways or mode of intervention you preferring during your undertaking?
9. What do you think is the reason for better or poor performance of public secondary school?
10. Do you provide timely in service training to heads of school for the purpose of developing their capacity of management and administration of their school?
11. Do you think there are the laws in place that justify the requirement and sympathy to heads of school to improve the quality of education through management and administration of their schools?
12. Are these laws available to heads of schools as point of reference?
13. Do you collaborate with heads of schools in ensuring better school management and administration in your District?
14. Practically which scenario would you explain about interventions in school management and administration in your area?
15. How do you describe the situation of schools' management and administration in your area?

16. In the manner of give and take, what is your comment on receiving note by heads of school regarding local authority interventions?

## **Appendix VI: Interview guide for District Executive Director (DED)**

I am MUSTAPHA A. CHILAVI, a student at **OPEN UNIVERSITY OF TANZANIA**, pursuing Degree of Masters of Education, Administration, Planning and Policy Studies. I am conducting a research on **the intervention of local authorities in schools' management and administration**, taking Itigi District Council as a case study.

This interview guide aims to collect data from Educational stakeholders concerning **the intervention of local authorities in schools' management and administration**. The idea is to seek information on knowledge, mechanisms, principles and experiences of local government authority interventions on school management and administration. You are involved in this study because you are offered an opportunity to share views from education stakeholders that will pour light on the persisting issues and how to solve them. I am kindly asking for your co-operation to make this work successful. All the information provided will be treated confidential.

### **Questions**

1. For how long have you been District Executive Director?
2. Does local authority works as supervisory body to secondary public schools?
3. May be there are directives that local authority implement in supervising those schools, would you describe them?
4. As Director within your District, you may have no enough time to visit schools for supervision which means you might be using your team. Do they attend any capacity building seminars or courses in school management and administration?
5. How does local authority operate over school management and administration?
6. How do you involve your team in checking school management and administration?

7. What strategies does your office take to ensure that heads of school perform better in management and administration?
8. Say something about ways or mode of intervention you preferring during your undertaking?
9. What do you think is the reason for better or poor performance of secondary public school?
10. Do you provide timely in service training to heads of school for the purpose of developing their capacity of management and administration of their school?
11. Do the laws in place justify the requirement and sympathy to heads of school to improve the quality of education through management and administration of their schools?
12. Are these rules, regulations and guidelines available to heads of schools as point of reference?
13. Do you collaborate with other heads of schools in management and administration?
14. Practically which scenario would you explain about school management and administration?
15. How do you describe school management and administration?
16. In the manner of give and take, what is your comment on receiving note by heads of school regarding local authority intervention?

**THANK YOU VERY MUCH FOR THE COOPERATION**

## **Appendix VII: Interview guide for other Educational Stakeholders**

I am MUSTAPHA A. CHILAVI, a student at **OPEN UNIVERSITY OF TANZANIA**, pursuing Degree of Masters of Education, Administration, Planning and Policy Studies. I am conducting a research on **the intervention of local authorities in schools' management and administration**, taking Itigi District Council as a case study.

This interview guide aims to collect data from Educational stakeholders concerning **the intervention of local authorities in schools' management and administration**. The idea is to seek information on knowledge, mechanisms, principles and experiences of local government authority interventions on school management and administration. You are involved in this study because you are offered an opportunity to share views from education stakeholders that will pour light on the persisting issues and how to solve them. I am kindly asking for your co-operation to make this work successful. All the information provided will be treated confidential.

### **Questions**

1. As per your views, do you think schools in-cooperates other educational stakeholders in its administrative, management and development processes?
2. What levels of authorities do those stakeholders come from?
3. In which areas do local authorities intervene in schools?
4. In which ways do you think the interventions from local government authorities take part through, in schools?
5. What do you think are the effects of local government authority interventions in schools' management?

6. Do you think there are laws regarding the local government authorities' interventions in public secondary schools?
7. What is your suggestion on the laws regarding the local government authorities' interventions in school management?
8. Do you think there are any administrative and managerial interventions done by local government authorities in school in your area?
9. For your point of view, do you think these interventions have positive impacts on school development? How?

**THANK YOU VERY MUCH FOR THE COOPERATION**

## Appendix VIII: Swahili Version

### DODOSO LA MASWALI KWA WALIMU

#### UTANGULIZI:

Mimi **MUSTAPHA A. CHILAVI**, mwanafunzi katika Chuo Kikuu Huria cha Tanzania, ninayesoma Shahada ya Uzamiri katika Elimu, Utawala, Mipango na Sera. Nafanya utafiti juu ya mada isemayo “**local authority intervention in management and administration to effective performance of public primary and secondary school**”.

Dodoso hili linalenga kukusanya taarifa kwa wadau wa elimu juu ya mada iliyotajwa hapo juu, wazo likiwa ni kutafuta taarifa kwenye maarifa, mbinu/njia, kanuni ama sheria na uzoefu wa kuzisimamia shule zetu.

Unakaribishwa sana kwenye utafiti huu na umepewa nafasi ya pekee kushirikisha mawazo yako na ya wengine kwenye mjadala na pia kusaidia kupata suluhisho bora, kwa unyenyekevu mkubwa naomba ushirikiano wako ili kufanikisha kazi hii. Nakuhakikishia kwamba, taarifa utakayotoa itakuwa siri na itatumika kwa madhumuni ya kitaaluma tu.

#### Maelezo:

Weka alama ya vema (✓) kwa chaguo sahihi kwenye mabano uliyopewa

#### Sehemu ya kwanza: Taarifa binafsi

##### 1. Jinsi

Me (       )

Ke (       )

##### 2. Umri

Miaka 18-23 (       )

Miaka 24-29 (       )

Miaka 30-35 (       )

Miaka 36-40 (       )

Zaidi ya miaka 40 (       )



### Sehemu ya pili: Maswali ya jumla

1. Kwa kuzingatia taaluma yako kama mwalimu, je! shule hii inashirikiana na wadau wengine wa elimu kwenye maswala ya usimamizi, utawala na maendeleo kwa ujumla?  
 Ndiyo (        )  
 Hapana (        )
  
2. Kama NDIYO Je! Wadau hao wanashiriki kama watendaji wakuu au wasaidizi katika usimamizi wa shule?  
 .....  
 .....  
 .....  
 .....  
 .....
  
3. Wadau hao wanatoka katika mamlaka ya wilaya?  
 a) Ndiyo (        )  
 b) Hapana (        )
  
4. Mamlaka zipi zingine katika serikali za mitaa wadau hao hutokea?  
 a) Mkoa (        )  
 b) Kata (        )  
 c) Serikali kuu (        )  
 d) Maeneo ..... mengine ..... (taja)  
 .....
  
5. Ni eneo gani unakumbana au huingiliwa na serikali za mitaa hapa shuleni kwako?  
 .....  
 .....  
 .....  
 .....
  
6. Ni njia zipi unadhani hutumiwa na mamlaka za serikali za mitaa kwenye usimamizi wa shule yako?  
 .....  
 .....  
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 .....
  
7. Je! Njia hizo zinazotumiwa na mamlaka za serikali za mitaa kwenye usimamizi wa shule yako, zinaathiri kwa naamna yoyote utendaji wako wa kazi?

- a) Ndiyo (       )  
b) Hapana (       )
8. Miongoni mwa njia hizo zinazotumiwa na mamlaka za serikali za mitaa kwenye usimamizi wa shule, ni njia ipi imezoeleka?  
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.....  
.....
9. Unadhani kwamba zipo sheria zozote kama mwongozo kwa mamlaka za serikali za mitaa kwenye usimamizi wa shule za umma?  
a) Ndiyo (       )  
b) Hapana (       )
10. Una mtazamo gani juu ya sheria hizo, unafikiri zinashirikisha utawala wa shule?  
a) Ndio (       )  
b) Hapana (       )
11. Umeshawahi kushiriki kwenye mafunzo yoyote kuhusiana na usimamizi wa shule katika ngazi ya mamlaka ya serikali za mitaa?  
a) Ndiyo (       )  
b) Hapana (       )
12. Unatoa maoni gani juu ya sheria zinazoipa mamlaka za serikali za mitaa kusimamia shule za umma?  
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.....  
.....
13. Unafikiri kuna hatua zozote kwenye utawala na usimamizi wa shule hufanywa na mamlaka ya serikali za mitaa shuleni kwako?  
a) Ndiyo (       )  
b) Hapana (       )
14. Kama jibu ni Ndiyo, ni maeneo gani kwa uzoefu wako, mamlaka za serikali za mitaa hufanya maamuzi yanayohitaji shule kutekeleza?  
.....  
.....  
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.....  
.....

15. Kwa kuzingatia maoni yako, unafikiri kuingilia huko kuna madhara/athari chanya kwa maendeleo ya shule yako?

- a) Ndiyo (       )
- b) Hapana (       )

16. Unafikiri ni nini madhara/athari za hatua zinazochukuliwa na mamlaka za serikali za mitaa kwenye shule yako?

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.....

**ASANTE SANA KWA USHIRIKIANO WAKO**

## **Appendix IX: Dodoso la Maswali kwa Wakuu wa Shule**

### **UTANGULIZI:**

Mimi **MUSTAPHA A. CHILAVI**, mwanafunzi katika Chuo Kikuu Huria cha Tanzania, ninayesoma Shahada ya Uzamiri katika Elimu, Utawala, Mipango na Sera. Nafanya utafiti juu ya mada isemayo “**local authority intervention in management and administration to effective performance of public primary and secondary school**”, Itigi imechaguliwa kama sehemu ya Tanzania.

Dodoso hili linalenga kukusanya taarifa kwa wadau wa elimu juu ya mata iliyotajwa hapo juu, wazo likiwa ni kutafuta taarifa kwenye maarifa, mbinu/njia, kanuni ama sheria na uzoefu wa kuzisimamia shule zetu.

Unakaribishwa sana kwenye utafiti huu na umepewa nafasi ya pekee kushirikisha mawazo yako na ya wengine kwenye mjadala na pia kusaidia kupata suluhisho bora, kwa unyenyekevu mkubwa naomba ushirikiano wako ili kufanikisha kazi hii. Nakuhakikishia kwamba, taarifa utakayotoa itakuwa siri na itatumika kwa madhumuni ya kitaaluma tu.

### **Maelezo:**

Weka alama ya vema (✓) kwa chaguo sahihi kwenye mabano uliyopewa

### **Sehemu ya kwanza: Taarifa binafsi**

#### 1. Jinsi

Me (       )

Ke (       )

#### 2. Umri

Miaka 18-23 (       )

Miaka 24-29 (       )

Miaka 30-35 (       )

Miaka 36-40 (       )

Zaidi ya miaka 40 (       )

### Sehemu ya pili: Maswali ya jumla

1. Ukiwa mkuu wa shule, Je! Shule yako inashirikiana na wadau wengine wa elimu katika maswala ya utawala, usimamizi na mipango ya maendeleo ya shule?
  - a) Ndio (        )
  - b) Hapana (        )
  
2. Je! Wadau hao wana mamlaka kamili kwa maana ya maamuzi wanayopendekeza juu ya usimamizi wa shule kutekeleza?
  - a) Ndiyo (        )
  - b) Hapana (        )
  
3. Kama NDIYO je! Ni mamlaka zipi za serikali za mitaa wadau hawa hutokea?
  - a) Mkoa (        )
  - b) Wilaya (        )
  - c) Kata (        )
  - d) Maeneo mengine (taja)

.....
  
4. Unafikiri ni muhimu usimamizi wa shule uhusishe mamlaka za serikali za mitaa katika utendaji wake?
  - a) Ndiyo (        )
  - b) Hapana (        )
  
5. Maeneo gani unashuhudia uwepo wa mamlaka za serikali za mitaa katika shule yako?
 

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6. Eleza ni kwa namna gani mamlaka za serikali za mitaa hujitokeza katika shule yako?
 

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.....
  
7. Je! Njia hizo zinazotumiwa na mamlaka za serikali za mitaa kwenye usimamizi wa shule yako zinaathiri kwa namna yoyote utendaji wako wa kazi?
  - a) Ndiyo (        )
  - b) Hapana (        )
  
8. Je! Kuna sheria zozote zinazohusu uingiliaji wa maamuzi ya kiutawala wa shule unaofanywa na mamlaka za serikali za mitaa?

- a) Ndiyo (       )
  - b) Hapana (       )
9. Una kopi yoyote ya sheria hizo kama mwongozo kwako?
- a) Ndiyo (       )
  - b) Hapana (       )

**ASANTE SANA KWA USHIRIKIANO WAKO**

## **Appendix X: Dodoso la Maswali kwa Waheshimiwa Madiwani**

### **UTANGULIZI:**

Mimi **MUSTAPHA A. CHILAVI**, mwanafunzi katika Chuo Kikuu Huria cha Tanzania, ninayesoma Shahada ya Uzamiri katika Elimu, Utawala, Mipango na Sera. Nafanya utafiti juu ya mada isemayo “**local authority intervention in management and administration to effective performance of public primary and secondary school**”, Itigi imechaguliwa kama sehemu ya Tanzania.

Dodoso hili linalenga kukusanya taarifa kwa wadau wa elimu juu ya mata iliyotajwa hapo juu, wazo likiwa ni kutafuta taarifa kwenye maarifa, mbinu/njia, kanuni ama sheria na uzoefu wa kuzisimamia shule zetu.

Unakaribishwa sana kwenye utafiti huu na umepewa nafasi ya pekee kushirikisha mawazo yako na ya wengine kwenye mjadala na pia kusaidia kupata suluhisho bora, kwa unyenyekevu mkubwa naomba ushirikiano wako ili kufanikisha kazi hii. Nakuhakikishia kwamba, taarifa utakayotoa itakuwa siri na itatumika kwa madhumuni ya kitaaluma tu.

### **Maelezo:**

Weka alama ya vema (✓) kwa chaguo sahihi kwenye mabano uliyopewa

### **Sehemu ya kwanza: Taarifa binafsi**

1. Jinsi
  - Me (      )
  - Ke (      )
2. Una muda gani katika nafasi hiyo ya udiwani?
  - a) Mwaka mmoja (      )
  - b) Miaka 2 (      )
  - c) Miaka 3 (      )
  - d) Miaka 4 (      )
  - e) Miaka 5 (      )
  - f) Zaidi ya miaka 5 (      )

### Sehemu ya pili: Maswali ya jumla

1. Unafikiri mamlaka za serikali za mitaa zina wajibu gani kwa shule za umma?  
.....  
.....  
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.....  
.....
2. Unafikiri mamlaka za serikali za mitaa zina maelekezo katika kutekeleza usimamizi wa shule?  
a) Ndiyo (        )  
b) Hapana (        )
3. Kama NDIYO, unadhani maelekezo hayo yapo katika muundo upi? Eleza  
.....  
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.....
4. Kwa kuzingatia eneo lako la utawala, ni kwa namna ipi mamlaka za serikali za mitaa hufanya kazi kwenye usimamizi na utawala wa shule?  
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5. Je! Wewe unahusika kwenye usimamizi na utawala wa shule?  
a) Ndiyo (        )  
b) Hapana (        )  
  
Kama ndiyo, sema ni kwa namna gani?  
.....  
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6. Ni mikakati gani inayotumiwa na ofisi yako katika kuhakikisha wakuu wa shule wanafanya vizuri kwenye utawala na usimamizi wa shule?  
.....  
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 .....

7. Ni muundo/njia gani unayopendelea kutumia katika kufuatilia utendaji wa wakuu wa shule ili kufikia ufanisi?

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 .....  
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 .....

8. Unadhani, ipi ni sababu ya shule za umma za sekondari kufanya vizuri ama vibaya?

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

9. Ni ipi nafasi yako kama Mh. Diwani katika usimamizi mzuri wa shule kwa mafanikio ya shule?

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

10. Unafikiri zipo sheria zilizotengenezwa kuhusiana na usimamizi wa mamlaka za serikali za mitaa kwenye usimamizi wa shule?

- a) Ndiyo (      )  
 b) Hapana (      )

11. Unafikiri sheria hizo zinawasaidia wakuu wa shule kwenye maswala ya usimamizi wa utawala wa shule?

- a) Ndiyo (      )  
 b) Hapana (      )

12. Unashirikiana na waheshimiwa madiwani wengine katika kuunga mkono ufanikishaji wa usimamizi na utawala wa shule?

- a) Ndiyo (      )  
 b) Hapana (      )

13. Ni jambo gani unaloweza kuelezea kuhusu ushirikishwaji wa mamlaka za serikali za mitaa kwenye usimamizi na utawala wa shule?

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 .....  
 .....

14. Eleza mapokeo ya wakuu wa shule yakoje juu ya uhusika wa mamlaka za serikali za mitaa mashuleni?

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

**ASANTE SANA KWA USHIRIKIANO WAKO**

## Appendix XI: Dodoso kwa Mkurugenzi Mtendaji wa Wilaya

### UTANGULIZI:

Mimi **Mustapha A. Chilavi**, mwanafunzi katika Chuo Kikuu Huria Cha Tanzania ninayeoma Shahada ya Uzamiri katika Elimu, Utawala, Mipango na Sera. Nafanya utafiti katika mada inayosema “**local authority intervention in management and administration of public primary and secondary school**” nimechagua Itigi kuwakilisha sehemu zingine nchini Tanzania.

Dodoso hili linalenga kukusanya taarifa kutoka kwa wadau wa elimu juu ya mada iliyotajwa wazo likiwa ni kupata maarifa, mbinu/njia, kanuni ama sheria na uzoefu wa mamlaka za serikali za mitaa katika wajibu wake wa kuzisimamia shule zetu katika kuzifanya ziwe na ufanisi bora.

Unakaribishwa sana kwenye utafiti huu na umepewa nafasi ya pekee kushirikisha mawazo yako na ya wengine kwenye mjadala. Kwa unyenyekevu mkubwa naomba ushirikiano wako ili kufanikisha kazi hii. Nakuhakikishia kwamba taarifa utakayotoa itakuwa siri na itatumika kwa madhumuni ya kitaaluma tu.

### MASWALI:

1. Ni kwa muda gani umekuwa Mkurugenzi Mtendaji wa Wilaya?
2. Je! Mamlaka za Serikali za Mitaa hufanya kazi kama wasimamizi wa Shule za Sekondari za umma?
3. Unaweza kueleza nini kuhusu usimamizi na utawala wa shule?
4. Labda kuna maelekezo kupitia miongozo mbalimbali kwa mamlaka za serikali za mitaa katika kusimamia shule hizo? Unaweza kufafanua?
5. Ukiwa Mkurugenzi Mtendaji wa Wilaya, unaweza usipate muda wa kutosha kutembelea kila shule kufuatilia utendaji kazi wa wakuu wa shule badala yake ukatumia watendaji wako. Je! Huwa wanahudhuria mafunzo yoyote kupitia semina ama warsha kuwajengea uwezo katika usimamizi na utawala wa shule?
6. Ni kwa namna gani mamlaka za serikali za mitaa hufanya kazi zake katika usimamizi na utawala wa shule?
7. Ni mikakati ipi ofisi yako hutumia katika kuhakikisha wakuu wa shule wanafanya vizuri kwenye usimamizi na utawala wa shule?
8. Unaweza kusema nini kuhusiana na njia ama muundo wa ufanyaji kazi wa mamlaka za serikali za mitaa kwa maendeleo ya shule zetu.
9. Huwa unatoa mafunzo kazini mara kwa mara ili kuwajengea uwezo wakuu wetu wa shule kwenye eneo la usimamizi na utawala wa shule?

10. Ni kwa kiwango gani Sheria na taratibu zilizopo zinajitosheleza kuthibitisha utayari na mahitaji ya wakuu wa shule kuboresha ubora wa elimu kupitia usimamizi na utawala wa shule zao?
11. Unafikiri zipo sheria, taratibu na miongozo mbalimbali huko mashuleni kwa wakuu wa shule kuweza kufanya marejeo?
12. Unadhani ni zipi sababu za shule zetu za sekondai za umma kufanya vizuri au vibaya?
13. Kwa maoni yako mapokeo yakoje kwa wakuu wa shule kutokana na hatua mbalimbali zinazochukuliwa na mamlaka za serikali za mitaa kwenye eneo la usimamizi na utawala?

**ASANTE SANA KWA USHIRIKIANO WAKO**

**Appendix XII: Research Clearance Letter****THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF POSTGRADUATE STUDIES***

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**Our Ref: PG201708770**Date: 06<sup>th</sup> December 2019

DED, Itigi District Council  
P. O. Box 70  
ITIGI

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mustapha Akram Chilavi, Reg No: PG201705274** pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled **“Assessment of Local Government Authority Interventions in Managing Public Schools’ Performance: A Case of Itigi District Council”** he will collect his data in Singida Region from 10<sup>th</sup> December 2019 to 7<sup>th</sup> February 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

Prof. Hossea Rwegoshora  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

**Appendix XIII: Plagiarism Report**