

**EFFECTIVENESS OF SCHOOL BOARDS IN ENHANCING QUALITY
EDUCATION IN SONGEA MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLIGY STUDIES (MED-APPS) OF
THE OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

The undersigned certifies that she has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled: ***“Effectiveness of School Boards in Enhancing Quality Education in Songea Municipality”*** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (Med-Apps) of the Open University of Tanzania.

.....

Dr. Susan Rugano Gwalema
(Supervisor)

.....

Date

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DECLARATION

I, **Priscilla Mgalula**, do hereby declare that, this research report is my own original work and that it has not been presented and it will not be presented to any university for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my beloved husband Mr. Msafiri. My special dedication go to my beloved supervisor, Dr Susan Rugano Gwalema who contributed much in various ways up to the completion of this research report.

ACKNOWLEDGEMENT

Honestly, I would like to appreciate to my own God for giving me good health and energy, my lovely mother Veneranda Masawe and my husband Mr Msafiri for their encouragement. I would also like to give my special thanks to the Open University of Tanzania, particularly the Faculty of education for guidance. I also accept and appreciate the guidance and good support I received from my supervisor Dr Susan Rugano Gwalema, for her high-quality supervision. My appreciations are also directed to the respondents and my fellow students for their close cooperation.

ABSTRACT

This study was conducted in the Songea municipality, in Ruvuma region. The study investigated the contribution of School Boards in enhancing quality education. The specific objectives of the study were; to investigate whether or not School Boards had contributed to quality education in Schools, ascertain whether the involvement of the community through School Boards had contributed to quality education in schools and the perceptions of teachers, learners and the community towards the introduction of School Boards in schools as far as enhancing quality education was concerned. The study sample was 60 respondents. The combined approach provided an opportunity of using techniques such as questionnaires, observation and interviews. In this regard, four instruments were used for collecting data namely, questionnaires, interview guides, Focus Group Discussion guides and observation schedules towards promoting quality education. The study revealed that the School Boards were important in the schools. The research uncovered that school boards had direct impact on the deliverance of quality education in their respective schools. The study further revealed that teaching and learning materials were not adequate in the schools, for the School Boards to contribute to the quality education through effective teaching and learning processes. The research revealed problems of teaching and learning materials, but above all revealed that teachers hardly had time for learners and that the lacunae in earlier researchers in Boards and quality education is addressed by this particular research. The study recommended that each school should have the school board members as per standing regulations and not a wish.

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LIST OF ABBREVIATIONS

DAS	District Administrative Secretary
ETBs	Education and Training Boards
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
PT	Parent Team
RAS	Regional Administrative Secretary
SPMT	School Planning and Management Team
SSST	Student and Staff Support Team

CHAPTER ONE

INTRODUCTION

1.1 Background

Since independence Tanzania has shown its commitment in providing quality education to her citizens, especially the youth. Through the Ministry of Education and Vocational Training (MoEVT), the government has empowered schools for the responsibility of managing administrative and pedagogical issues to ensure Tanzania achieves its aim of providing quality education (MoEVT, 2009). To achieve that goal, the government re-established school boards after reviewing their responsibilities. Currently the school boards have a number of roles including that of sensitizing and involving all school stakeholders to play their roles in maximizing the benefits of schooling, approving the school development plan and presenting it to the respective organs, facilitating planning, budgeting and implementation of school funds, to name just a few (MoVET, 2009; Chediel, Sekwao, and Kirumba, 2000).

Education circular no 1 of 2008, empowers school board members to prepare or approve school development plan, conducting school parents meetings, maintaining school discipline and mobilizing the construction and innovation of classrooms. It is empowered in supervising school finance and its expenditure, teaching and learning in school and school environment and student hygiene (MoEST 20018, p3).

Looking at how those school boards are established and their roles as stipulated in Government School Board (Establishment) Order, 2002, Masue, (2011) commented that, “not outstanding but impressive achievement” has been gained from these

boards. Among the reasons for such an expression is the composition of the board members. School boards are formed by people from different cadres. School boards are normally supposed to meet four times in a year, yet they can still hold unlimited special meetings where necessary. This is commendable. Moreover, members of school boards are supposed to be close to their respective schools for advisory and supervisory purposes (MoEC, 2002).

School boards also have a role of monitoring schools' academic performance. According to Land (2002), school boards vitally are supposed to establish suitable policies and support programmes that will boost-up students' academic performance. In line with the establishment of those policies and support programmes, school boards should seriously oversee their implementation and evaluate their outcomes.

Despite the good intension of the government and marvelous efforts that have been shown by Tanzanian citizens to provide necessary and affordable schooling needs, up to now, the endeavors have yielded little harvests? Students in schools show little learning as far as literacy, numeracy and life skills are concerned, to the extent that only one out of three enrolled pupils passes standard two basic tests in Kiswahili, English and numeracy. It is also evident that two in every ten pupils in standard seven do not have standard two level literacy and numeracy competencies (Uwezo, 2012).

Under established school boards, secondary schools are also critically underachieving. A number of studies and papers have widely shown that many secondary schools are in bad shape as far as infrastructure is concerned (Hakielimu, 2009; Uwezo, 2011). It is also clear to many Tanzanians that in recent years public secondary schools have

been performing poorly in the National Examinations at both forms four and six levels compared to those in the private sector. In year 2013, for example 42.91 percent of those who sat for form four national examinations got division zero; among them were candidates who did not manage to answer any question (Mwananchi, February 22, 2014, MoEVT, 2014).

Superficially, one may argue that academic achievement squarely falls on students' and their teachers' shoulders. However, with the concept of 'appropriate overarching concerns' (Land, 2002), school boards have a crucial role to play in students' academic achievement. They are the ones who can exert pressure on teachers and students to raise the school academic performance.

With those important mandates vested to school boards, one eminent question arises among education stakeholders, as to whether school boards perform their roles efficiently. Although variation in degree of efficiency is accepted due to the varying context of their establishment and operational conditions (Shah, 2005), still it is evident that many school boards and committees, if not all, are ineffectively working. This study aims at finding out the reasons for the ineffectiveness of school boards in the provision of quality education in Tanzania.

1.2 Education and Training Policy

The government now see the importance of an education and training policy to guide, synchronize and harmonize all structure, plans and practice to ensure access, equity and quality at all levels as well as proper and efficiency mechanism for management and administration and financing education and training. Education act no, 25 of

1978, was passed to legalize education changes were introduced between 1967-1978.

The act including the following:

- (i) Institution restriction on the establishment by requiring owners of school to get approval of the commissioner of nation education and to have all public, private school registration
- (ii) The establishments of school boards and committees.
- (iii) The establishments of the inspectorate departments in the ministry of education
- (iv) All certificate, lincenced and non –lincenced teachers were required to be registered.
- (v) Boards/committee of education and training institution shall be responsible for management development, planning, disipline and finance of institution under their jurisdiction
- (vi) All education managers at regions, district and post primary formal education and training institution shall have university degree professional in education, management and appropriate experience. Education managers at ward and primary shall have certificate or diploma.
- (vii) All education managers shall be responsible for coordinating, planning, provision management, administration and quality control of formal education,

Education and training board (ETBS) shall established for every region, municipal and city shall be responsible for management and training, All education and training shall have school or college committees or boards.

1.3 Statement of the Problem

School boards are considered as one of the keys to school development and students' achievement (MoEVT, 2009), especially when these school boards are representing school community and they are working on behalf of the respective community (Masue, 2011). The school boards are supposed to enhance discipline among the students and teachers. They are also expected to improve academic performance and ability of learners to manage life out of school by imposing policies and support programmes that will guide students and teachers to work accordingly. Generally, school boards are supposed to lay an acceptable schooling environment for their students.

A number of documents show that school boards are not that much effective (The World Bank (2006). What is recently happening in public secondary schools is contrary to the objectives of school boards establishment. The increase of disciplinary cases in secondary schools for both teachers and students, poor academic performance in National Examinations, poor infrastructure and insufficient teaching and learning materials and incapable school leavers in most life skills are more eminent.

Public secondary schools in Ruvuma region like all other public secondary schools in Tanzania, for a decade now, have been receiving some funds from the central government and other community organs for daily administration and those for development projects (MoEVT, 2010). Although those funds are not entirely enough for whole school development, observers expected to see a little better schooling environment that would result to better academic performance for those schools. Recently, Songea municipal ward secondary schools perform so poorly in National

examinations whereby some of her schools rank last positions National wide (Municipal Quality assurance officer, 2017). Therefore, the situation raises questions on the school boards' ineffectiveness. Is it because members might be incapacitated academically and economically? Do they have enough say in school administration? Once it had been said that, most of them are controlled by heads of schools (The World Bank, 2006). Are school board members well empowered and facilitated for them to execute their roles in terms of seminars and funds?

1.4 Objectives of the Study

1.4.1 General Objective

The study set to find out the factors affecting efficient performance of School Boards in Public Ward Secondary schools in Songea Municipality, in the provision of quality education for the Tanzanian youth.

1.4.2 Specific Objectives

- (i) To examine the extent to which school board members are aware of their roles in enhancing school academic performance.
- (ii) To assess board members' profiles and their suitability for school board membership
- (iii) To investigate the protocol followed when running school boards' meetings and the implementation of the decisions.
- (iv) To examine how the board members execute their roles in and outside the board meetings.
- (v) To assess the involvement of other stakeholders in the process of decision making and their implementation.

1.5 Research Questions

- (i) Are board members aware of their roles in enhancing quality education in their respective schools? What are they doing to ensure this?
- (ii) What are the social and academic qualifications of board members? Do they qualify to be board members?
- (iii) Which protocol is followed when running school board meetings?
- (iv) How do board members execute their roles in and out of school boards meetings?
- (v) To what extent are other stakeholders involved in the process of decision making and their implementation?

1.6 Significance of the Study

This study is expected to be of benefit in many ways. It will help policy makers to review the composition of school boards and qualifications thereof. The study will also give school board members broader understanding of their roles in enhancing quality education in Tanzania. Furthermore, the study will help heads of schools to enrich their knowledge and practices in establishing and running school boards in order to achieve the set objectives.

1.7 Limitation of the Study

Limitation of study is about coverage, the study focuses only some party of Songea town, since Songea town is broadly. And the shortage of financial is another factor considered to be challenge in doing this research. Also readiness of participants is another limitation; most of them are busy with their responsibilities especially head of schools.

1.8 Delimitation

The study conducted at Songea municipality in Ruvuma region, southern part of Tanzania.

1.9 Scope of the Study

The study confined itself to effectiveness of the school boards in secondary schools in Tanzania, particularly in Songea municipality. Songea municipality is the main focus because most of her secondary schools have poor infrastructure and are also performing poorly academically. This study involved ten public secondary schools to give evidence on the effectiveness of their school boards. The study dealt with public secondary schools because they are the, which are run by grants from central government and contributions from local people of the respective schools.

1.10 Definitions of Key Terms

1.10.1 Stakeholders

Stakeholders are people or group or institution who define constrain, influence or decide on planning option and all those affected through implementation of the plans. Recommendation to those using or receiving the result services in one way or the other.

1.11 Conceptual Framework

Is a group of concepts that are broadly defined and systematically organized to provide a focus, a rationale and a tool for intergration and interpretation of information.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews various studies and related literature about school boards. It also examines the way the school board involves other stakeholders in the process of decision making and their implementation.

2.2 Awareness of School Board Members

People carry out their duties effectively, when they are knowledgeable of the task they expect to do (Johnson, 2012). School board members are not different from other operational groups in other fields. All over the world, governments give their school boards orientations about their roles because they are new or they need to be introduced to what other boards or their predecessors did. The Ministry of Education of New Zealand (2013) provides guidelines as cited below.

“After a triennial election is a good time to take a fresh look at how your new governance team will operate, regardless of how many (or few) new trustees you have. It is an opportunity to review the way things are done, including the previous practice of your school’s board. This is also a good way to induct your new trustees into what governance is all about (p. 3).”

The New Zealand’s manual seems to be full packed with everything necessary for a board member. The manual covers detail on responsibilities of each board member, bearing in mind that the primary focus should be the student. It also has information

on structure of the board and roles of every component of the school board, how their meetings are supposed to operate and pointing out on major issues that each school board should give high priority. Issues such as reviewing performances, professional development programmes for board members, their support and other relevant information for board are well stipulated.

Different from what is done by the government of New Zealand which issues such guidelines annually, the government of Tanzania does not issue such a document in relation to the length of time set. Through its ministry of education, Tanzania provides only such guidelines in intervals according to situational need (MoEVT, 2013; MoEVT, 2009; MOEC, 2002). Although administration is contextual (Yu, 2007), it is expected that context would only decide the application of the concepts but not the general theories and principles. In other words, one could expect the Tanzanian government to issue such guidelines frequently due to their importance.

It is clear to many educationists that school boards have a crucial role to school effectiveness and students' academic achievement. Examining roles and effectiveness of school boards in the United States of America, Land (2002), acknowledges the importance of the board members to know what they are going to work on as board members right from the beginning. This enables them to know their responsibilities and become effective school board members with full responsibility for school improvement.

According to Harber (1993), the role and awareness should move beyond school board members for the benefit of the whole school community. The entire school community should know their positions and roles for them to work smoothly for the

school to improve and become effective. His study reveals that the success is within the reach only if all stakeholders are aware and agree with what is going on at the school.

2.3 Profile and Suitability of the Board Members

When designating board members, the officer concerned is directed to explain the level of education, of the appointee, his/her profession, his/her current job and other qualities that would exhibit his/her ability to advise the board (MoEC, 2002). From the document, it is definite that the government targeted to strengthen school governance. Inexplicably, the government wants people with high profiles to govern its schools.

The prospective board members should possess high intellectual properties as they formulate any policy or implement anything at their disposal. This is obvious due to the pressure exerted by the markets that receive the products produced by schools. In emphasizing it, Land (2002) says that “technological advances have transformed the workplace and increased the demand for a highly skilled, intellectually advanced workforce” (p. 233).

Although it is not explained directly to the boards of trustees, the ministry of education of New Zealand (2013) in its manual asks the trustees to make sure that everything they plan or implement should be student centered. Section of the manual which goes by the heading “focusing on student achievement” the board trustees are told that “Your board plays a vital role in: ... making sure that the focus is on continuously improving student progress and achievement ... All the tasks and

activities that you undertake as a board exist to support that end” (p. 5). In its instructions to the District Executive Directors, the Tanzanian government directs that one person should not be appointed in more than three school boards (MoEC, 2002).

In other countries, board members are elected by stakeholders in the given school community (Land, 2002). When one scrutinizes the two paradigms of obtaining school board members, different views may raise to defend or oppose one of them. It is better for the stakeholders to embrace the one that helps the board accountable to the school community.

2.4 Protocols Observed for School Board Meetings

School board meetings should be democratic (Trujillo, 2013; Hofman and Hofman, 2011; MoEC, 2002; New Zealand Government, 2013). Every board member should make sure he/she gives maximum contribution for the legitimacy of the board meetings (Land, 2002; Hunter, 2009). A head of school, who is the board secretary, work in line to his position instead of dictating other members for his position (MoEC, 2002; New Zealand Government, 2013). The same applies to chairperson. He/she is the central figure for the democracy of the board meetings (Johnson, 2012; Land, 2002). He/she should not use his/her position to disregard ideas of board members.

Sometimes democracy is minimized in the organizations where market is the priority. That means the school focuses on economic benefits above all (Trujillo, 2013). This may mostly happen in private schools, for the case of Tanzania. However, the school board should deal with that challenge by conceiving the concept of ‘no child is left behind’ (Hunter, 2009). That means the economic profit gained should not surpass that of individual students.

In Tanzania schools are poorly run as far as the concept of school boards is concerned. School boards are there formally, but they don't operate accordingly. According to Makwinya and Komba (2014), school boards are perceived by part of school community to be non-democratic in their operations. Their composition does not really represent the community around the schools. The school boards in many schools do not communicate their decisions to community around schools, especially parents; and when they communicate, they do not do it timely. The trend does not only end with public schools, they affect even private schools (Mrope, 2011).

2.4 Roles of Board Members

According to MoEC (2002) the school board members have to ensure that, their school has all necessary buildings, water, sports and games facilities. They have the obligation of ensuring the availability of teaching and learning materials, to involve parents in various decisions for the school development. Moreover, it is their role also to authorize school budget and raise funds for school development. They also have to deal with disciplinary issues of the school. The question is to what extend do those board members fulfill the above requirements. Where the school board effectively fulfills its roles, the student is the person who benefits most (Hofman and Hofman, 2011). This is because the board would put the student at the centre of every plan they think about (Hofman and Hofman, 2011; Land, 2002; Johnson, 2012).

2.5 Involvement of Other Stakeholders in the Process of Decision Making and their Implementation

Various scholars and organs using different words have insisted on the importance of involving different stakeholders in the school activities to maximize schooling

environment. MoEVT (2013) has outlined a number of stakeholders that a head of school should communicate with for the betterment of the school. MoEVT reminds heads of school to regard school community as serious partners for school improvement. According to the ministry “the relationship between schools and surrounding communities cannot be ignored. The surrounding community can often play a constructive role in ensuring that schools are operating effectively.” (p. 8).

Watkins (2005) discussing the concept of school as a learning community, points out the importance of not only involving all stakeholders in school development activities, but also the administration needs to link them as one group or band. Watkins suggests that a school as an organization needs its stakeholder to work as a family in its happy moments, the metaphor that might suggest that the school is an institution in which every member feels love, belongingness, peace, usefulness and happiness.

According to Ben-Avie, Steinfeld and Comer (2004) the involvement of the school communities can be put into three groups. According to them decision making should be done collaboratively without disrespecting any person or position. In their words they put it this way:

...school communities, decisions are made by the three teams that are the hall-mark of the Comer Process: the School Planning and Management Team (SPMT), the Parent Team (PT), and the Student and Staff Support Team (SSST). The collaborative process is essential in order not to paralyze the principal, who is the legal representative of the school (p. 54).

The idea of involving other stakeholders promises to push further its necessity to the school effectiveness. According to Mitchell and Sackney (2000) when all school community members are well brought on board the school should be effective because the stakeholders will facilitate personal capacities, interpersonal capacities and organizational capacities. MoVET (2013) also concur with Mitchell and Sackney on the significance of all stakeholders to be involved when it cautions school administrators not to leave out other stakeholders. The ministry warns the head of schools that “lack of parents’ involvement negatively affects students’ performance because students do not get correlated activities as regarding lessons while at home or away from school.” (p. 9).

When involvement is successfully processed in a given school, there is a big chance of managing a school smoothly, which leads to better schooling environment (Harber, 1993). Although Harber studied only two schools in Tanzania, which may not be good representatives of the population, its findings gives reasonable suggestions to be considered in school management. Among other issues the study found that, when students are totally involved discipline is generally easily controlled through students’ leadership. It also claimed that if the students are disciplined, their academic performance definitely advance and meet the national goal on education be achieved.

Through the case study Harber claims such involvement leads to school democratic management. In such situation schools must come with good polices, reduce discipline problems, right ways of preparing future leaders, to name just a few. The idea of democratic management of school concurs with what Bell and Kent (2010) who reported on the influence of the leaders upon the learning and the culture

responded that there should not be any individual who dictates decision on behalf of the school community.

From all the above observations, it is obvious that if the school involves all stakeholders in school activities according to their capacities, definitely the school achieves its goals. Moreover, from the government directives in its school improvement toolkit, schools should perform what is currently being experienced. This prompts one to find out what is happening in Tanzanian schools as far as school boards are concerned.

2.6 Education and Training Policy

The government now see the importance of an education and training policy to guide, synchronize and harmonize all structure, plans and practice to ensure access, equity and quality at all levels as well as proper and efficiency mechanism for management and administration and financing education and training. Education act no, 25 of 1978, was passed to legalized education changes were introduced between 1967-1978. The act including the following:

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- (ii) The establishments of school boards and committees.
- (iii) The establishments of the inspectorate departments in the ministry of education
- (iv) All certificate, lincenced and non –lincenced teachers were required to be registered.

- (v) Boards/committee of education and training institution shall be responsible for management development, planning, discipline and finance of institution under their jurisdiction
- (vi) All education managers at regions, district and post primary formal education and training institution shall have university degree professional in education, management and appropriate experience. Education managers at ward and primary shall have certificate or diploma.
- (vii) All education managers shall be responsible for coordinating, planning, provision management, administration and quality control of formal education,

Education and training board (ETBS) shall established for every region, municipal and city shall be responsible for management and training, All education and training shall have school or college committees or boards.

2.7 Empirical Study

In this fast changing society, the knowledge learns school should make learner compete in competitive world market. So quality education is very important to make secondary school students more active to compete in world market.

2.8 Knowledge Gap

Throughout the literature, membership to the school board is not limited to board member's profession. It only sets a minimum education level for board leaders and deputies. It does not precisely suggest a suitable education level for other board members. It does not even insist on a minimum number of board members with education profession. In developing professional programme, school board and other

stakeholders they should ensure money for conducting those professional development programme are available.

The gap of qualification of board members, it is supposed to have limit of education level, not all levels could be board member, this will led positive opinions and hence improve quality education.

Also review of curriculum could fill the gap of having quality education, where literatures explain about to improve students performance, but how to improve failed to be opened by authors.

The school board is directed to review students' performance, but it does not give instructions on how to do it. The literature also gives tips on the importance of the professional development programmes for board members. Still it does not, especially in Tanzania, instruct on how and when those programmes should be carried out. It does not as well, particularly in Tanzania, suggest a timeframe for performance review, or emphasize professional development programmes to be carried out.

2.7 Conceptual Framework

Effectiveness of school boards rely on some factors that seem to be crucial. Timely instructions and supervision from the Ministry of Education, Science and Technology stand out profoundly. Although the ministry is the remote factor but with direct impact to schools' improvement, the ministry has to be clear and strict on how the school boards should be established and conducted.

Another factor is the heads of school that are the fulcrum of the school boards. If they are professionals, genuine and committed, obviously the boards would be effective. Otherwise, the school boards will not meet the objectives of their establishment. One more factor is capability and commitment of the board members. Their capability and commitment will lead to the seriousness, creativity and communication skills, which are essential tools for the effectiveness of the school boards.

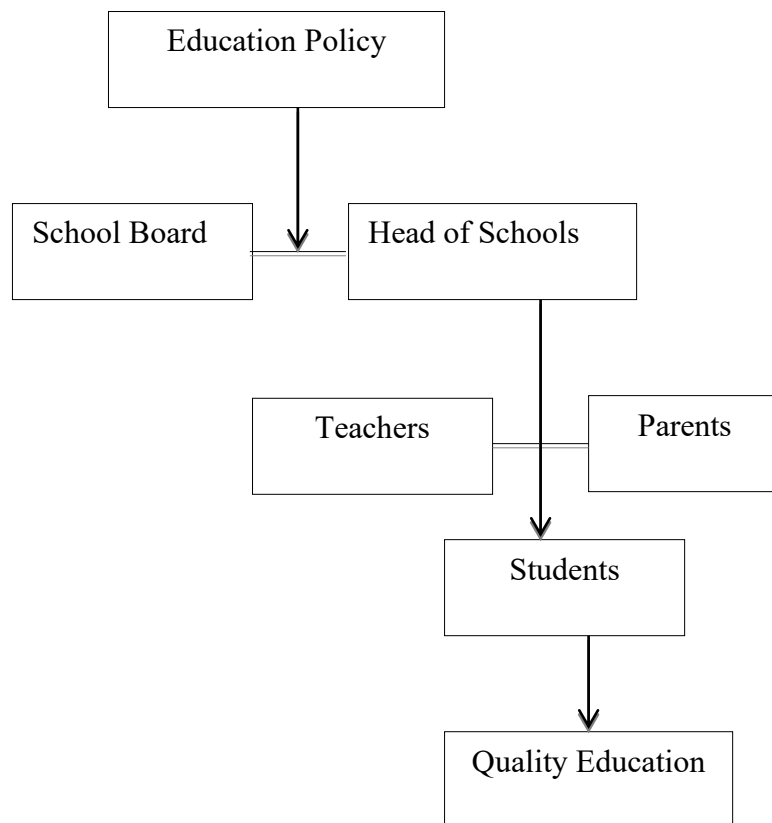


Figure 2.1: A Model for an Effective School Board for Quality Education

Source: Documentary Review (2015)

Moreover, the students are the focus of the school. They must be involved in all school plans. They are the ones who benefit from any school development plans, therefore they should be notified what is planned and implemented in their school. They should also be asked their input for the future arrangements and their role in a

proposed plan. Otherwise, students may feel to be outsiders and easily provoked to resist even useful changes. Lastly but not least is the involvement of all other stakeholders in decision making and implementation of the decided matters. The members of the school community must feel to own the plans and policies passed by their school board for those plans to be successfully implemented. Figure 2.1 represents the conceptual framework for the effectiveness of the school boards.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains about research design, study area, sample size, sampling procedures it's very important area where by give picture on how research can be conducted.

3.2 Study Area

The researcher chooses this area, SONGEA municipality, because it is easy reached and it's familiar to researcher. Hence it was relatively cheaper interims of money and energy to make data collection in Songea municipality than elsewhere. The study was conducted in Songea municipality in Ruvuma region. Ruvuma region is located in southern Tanzania. The region extends between latitudes 9°35' to 11° 45' South of Equator and longitudes 34°35' to 38° 10' E (The United Republic of Tanzania, 1996). It is bordering Mozambique in the south, Lake Nyasa in the west, Njombe region in the north, Morogoro region in the north east and Mtwara region in the east. Songea Municipal Council is one of the seven district councils in the region. Other councils are Tunduru, Madaba, Namtumbo, Mbinga, Nyasa and Songea District Council. Songea municipality is bordering Songea District council in the North West, West, South and South East, while in the North, North East and East Songea municipality is bordering Namtumbo district council.

The population of Songea municipality is estimated to be 127, 048 people. Among them 64, 105 are women while male population is 62,943 (NBS, 2012). Only ten

percent of the labour force is employed in public sector, while the 90 percent of the labour force is employed in the private sector. 93 percent of those who are in private sector are dealing with small scale farming, buying and selling agricultural crops and others with small mixed entrepreneurship. Songea municipality has 38 secondary schools. 15 are private schools while other 23 secondary schools are public schools.

3.3 Research Approaches

This study employed both qualitative and quantitative approaches, qualitative approach allow studying a phenomena in its real life situation ‘without any sort of manipulation of data (Creswell, 2009). In this study the researcher spent some time with participants creating rapport to obtain first hand information.

Qualitative approach allow mutual relationship between researcher and the participants during data collection, this mutuality allows the researcher to cultivate the inside of the participants to develop insight and ultimate generate bulk and wide information about the researcher problem under exploration, (Cohen et al (2000) in the light of this study the researcher directed involved the participations by use of questionnaire, interview and observation, Striving Since there is no single approach which is absolute perfect ,the researcher also used quantitative research approach which is largely statistical and numerical in nature.(Paton,(2000).

3.2 Research Design

A research design, according to Robson (2002) “...is concerned with turning research questions into projects” (p. 79). It consists of a blue print of gathering, measurement and examination of data (Mutai, 2000). It is about telling the reader on how one

conducted the study in regard to the objectives stated earlier. To understand the effectiveness of school boards, the study explored the experience of those who are involved in and affected by the school boards from selected schools, because it is known that schools are supposed to have active school boards that help school administration to run school effectively.

Therefore, this proposed study employed a qualitative case study design which according to Babbie (1999) gives detailed information that helps to enlighten on the stakeholders' perception on the roles of school board members; quality and commitment of school board members; the process of decision making; and the factors that influence the process.

Moreover, through a case study, that involves schools, the researcher was in a position to reveal how the phenomenon was working (Gray, 2009), and for this study the phenomenon is school board operation. Borrowing Creswell's (2007) propositions, a case study also enabled the researcher to get detailed information about activities that school boards mostly engage with. It also revealed contextual factors that facilitated the school boards' effectiveness and that in one way or another hinder that effectiveness. Furthermore, the case study revealed the general understanding of the school boards' role among stakeholders.

A case study was used direct, this design share something with evaluation studies in that they incorporate a wide range of data collection methods, including interview, observation and documentary review, (YIN 2009). According to Creswell (2009) a case study design was deemed appropriate in this study because the researcher

explored in-depth, effectiveness of school boards. A case study design allows understand of situation by focusing on the total picture rather than breaking down variables (Kothari, 2004). The case study looks generally on policy to describe and often evaluates an event an institution a process and programmed.

3.3 Target Population

The target population for this study comprised of heads of school, school board members, teachers, parents, and students of secondary schools, because they are the ones who experience positive and negative effects of the school board governance. Teachers are a crucial group of the population, who can observe the day-to-day operations of the school board. They were in a position to tell the frequency of board meetings and even the participation of individual board members.

Parents are the ones who informed the researcher, about, how they were involved in school development by the school board. Pupils were in a position to tell what is available and what they lack as far as infrastructure and learning materials are concerned. Through pupils' list of haves and the have nots, the researcher was able to discern the effectiveness of the board in relation to the supplies provided by the board. Lastly but not least was a group of school board members. Board members informed about the process of decision making and implementation of decisions.

This group experienced the formation of the school boards. They are the ones who can tell the way board members behave toward their duties. They are also the ones who can testify on whether those boards can facilitate schools' improvement or not if they

are judged from the way they behave. The methods used are questionnaire, observation, and interview.

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size

This study involved a sample of three schools out of 20 public secondary schools in the municipality. It was about 15% of the population, which is enough to represent the population (Kumar, 2008). This study involved three heads of school, three chairpersons of school boards and other 17 board members. It also involved 22 teachers, 40 students and 15 parents; giving a sum of 100 respondents. The number met the requirement of the sample size (Creswell, 2007).

3.4.2 Sampling Procedure

The office of the District Education Officer was consulted to obtain names of schools in the municipality that facilitated to get five schools through simple random sampling. This technique helped to reduce bias (Creswell, 2007) on which school should be involved. The technique helped to pick any school despite its geographical location or its popularity. Simple random sampling also was used to obtain three board members other than chairperson from each school. This was done after collecting board members' lists from heads of schools of the said sample schools.

Stratified sampling technique identified group of respondents with respect to their different attributes, and randomly select, a number of people from each group to the part in the study (ARY, 2002 P. 568). In this study respondents were grouped into 3 categories, girls, boys, mixture of both sex, Simple randomly sampling procedure,

provide equal chance to every member in a population to be included in study, therefore a researcher choose randomly students from each form.

Heads of schools were involved in the study through purposive sampling. They are the participants who possess crucial information (Creswell, 2009) on how school boards operate in context. Heads of school also were the ones who prepared an establishment of the boards. The same technique also was used to obtain chairpersons of school boards.

Three teachers from each sample school were involved in the study. The researcher used stratified random sampling to select teachers who were going to participate in the study. Teachers were separated according to their gender. The technique helped to make sure both gender is represented in the study as it is asserted by Kumar, (2011) “In stratified random sampling the researcher attempts to stratify the population in such a way that the population within a stratum is homogeneous with respect to the characteristics on the basis of stratification are clearly identifiable in the study population” (p. 203).

Then from each stratum the researcher obtained two teachers through simple random sampling. For a teacher from each stratum to be involved in the study they had to pick a piece of paper written ‘YES’. The same procedure was also used to select pupils. The researcher asked any student or teacher at a given school to name any parent around the school compound who can participate in the study. This technique helped to reduce bias in parents’ involvement. The head of school did not have influence on picking respondents. The first parent led the researcher to another parent. The second

parent led the researcher to the third parent and so on. The snowball technique helps the researcher to get respondents whom he/she cannot identify on her own (Cohen, Manion & Morrison, 2000; Babbies, 1999). The scholars emphasize that if the researcher is not sure of the availability of the respondents it is better to use snowball sampling because the already identified participant may have the clue to other respondents.

Through parents, the researcher was able to find out whether the school board involved parents in the decision making process. The researcher also was able to find out parents' participation in implementation of the decisions made by the school board.

3.5 Methods of Data Collection

A range of sources of data collection methods was used for triangulation.

3.5.1 Interview

The semi-structured interview was used because of the nature of data; the study accommodates facts, opinions and attitudes (Cohen et al, 2000). A one-to-one semi-structured interview was conducted with the heads of school. The method facilitated collection of detailed information because these participants were key sources of information. The heads of schools were in a position to inform the researcher on how board members were obtained, the way board meetings were scheduled and the protocols governing decision making. The procedure was also used for chairpersons of school boards. Group interviews were conducted for teachers, who were able to give evidence on whether the board meetings were really conducted or not. The

students pointed out the services provided by their schools. They were able to tell if the school board affects them apart from disciplinary decisions. The group interviews helped to develop discussions among the group members that yield a wider range of responses than individual interviews; group interviews also saved time compared to individual interview (Cohen et al, 2000). Group interviews also helped to look less intimidating for students, minimize disruption and distraction when interviewing students. Moreover, it reduces data overload (ibid).

3.5.2 Questionnaire

A questionnaire is a written set of questions that are given to people in order to collect facts or opinions about something (Merriam – Webster, 2016). It consists of a number of questions printed or typed in a definite order on a form or set of forms. The respondents have to answer questions on their own (Kothari, 2004). Furthermore, the researcher administered questionnaires to parents who provided information on the way they were involved in school development through the school board. The technique also involved board members who had evidence about the procedure followed in decision making.

It also elicited their awareness of their roles and how they implement decisions agreed in board meetings. The technique helped the researcher to collect data from the respondents who were not obliged to meet at the given schools during data collection. The respondents were left to fill questionnaires at their own time and speed. The technique also provided the respondents with freedom to give their response without any kind of pressure or other people's influence. Although there was the possibility of the respondents not giving back the filled questionnaire, and sometime the

respondents would use someone else to fill the questionnaire, but the advantages surpass disadvantages.

3.5.3 Document Analysis

Document analysis as a source of data involved examination of minutes of school board meetings and any other relevant documents. The documents showed frequency of meetings, priorities of their discussions, initiators of those priorities, decisions reached and members' participation.

3.5.4 Observation

Where circumstances provided the opportunity for some of the meetings to take place during data collection, the researcher observed how those meetings were carried out. The method gave opportunity to see reality with comparison to questionnaires, interviews and documentary.

3.6 Data Collection Instruments

The researcher used semi-structured interview schedules to guide the questioning. An audio recorder was used to capture the discussions. Other instruments were questionnaires and documents, which enables the researcher to capture intended features in the analyzed documents. Furthermore, a researcher journal was used to capture incidents and reflections of the collected data (Creswell, 2009).

3.7 Data Analysis

Data analysis was done concurrently with data collection. Data was analyzed after every field visit, which helped to make meaning out of data collected. Creswell (2009)

advocates that “while interviews are going on, the researcher may be analyzing an interview collected earlier, writing memos that may ultimately be included as a narrative in the final report” (p.184). Only data that was collected through questionnaires was analyzed at the end of the process.

Recorded interviews were transcribed together with other written data; collected and read carefully to establish meaning. This was done in line with what Gay, Mills and Airasian (2006) explains, “...an analysis that allows field notes and interview data to be organized into a limited number of concepts or issues” (p.88). Data from questionnaires was interpreted using SSPS program, while data that involve quality of affairs was interpreted according to the themes. Data was also coded in line with objectives and questions, established meanings and emerging patterns in order to recognize themes.

According to Sarantakos (2005) emerging issues are very important because are brought in by respondents, who are “the experts” as far as the collected data meanings and make conclusions according to the data and theories in relation to my personal experience as Creswell (2009) affirms that these lessons could be the researcher’s personal interpretation, couched in the understanding that the inquirer brings to the study from her or his own culture, history and experiences. It could also be meanings derived from a comparison of the findings with information gleaned from the literature or theories (p. 189).

The data gathered were grouped and analysis according to researcher objectives, descriptive data from the questionnaire, interview and documentary. Review were

subjected to content analysis with important information synthesized to answer main research questions, responses to quantitative data were categorized and presented in tabular forms, graph and percentage to facilitate drawing up inferences that related to the study (Kothari, 2004).

3.8 Validation of Instruments

Validation refers to the degree to which an instruments measures exactly what is supposed to be measured and nothing else, et al (2000). In order to archive a good result the instruments for data collection were prepared under the guidance of the supervisor. The data result were refined and made valid in terms of relevance consistence.

3.9 Reliability

(JOPPE, 2000) Define reliability as the extent to which result are consistence overtime and accuracy. The research instruments would be considered to be reliable.

3.10 Trustworthiness

The ongoing analysis was also help in planning the following field visits. It used various methods of data collection for triangulation in order to establish credibility of the study. The researcher engaged herself in constant reflection on whatever she recorded to make sure it did not bring in wrong interpretations or bias. She carried out member checks for participants after writing what she captured from the previous fieldwork. This enabled participants to confirm on what has been recorded on reporting. The researcher clearly explained what was done, when it took place and the reason for it to be captured, to ensure audit trail (Creswell, 2009; Gray, 2009).

3.11 Ethical Considerations

The researcher obtained a clearance letter from the Open University of Tanzania to conduct research according to the set principles. The researcher also sought permission from the Regional Administrative Secretary (RAS) to carry out research in the sample schools. The permit from the RAS enabled the researcher to negotiate permission from the Songea District Administrative Secretary (DAS) to work with the identified research settings and school community within his/her jurisdiction.

Thereafter, the researcher had to communicate with participants, individually, the nature and purpose of the study before they could participate in the study through filling questionnaires or interview sessions to communicate. The information to participants and their willingness to participate is crucial as Denscombe (2003, p.138) asserts;

“People should never be forced or coerced into helping with research. Their participation must always be voluntary, and they must have sufficient information about the research to arrive at a reasoned judgment about whether or not they want to participate. These are premises of ‘informed consent’”.

In securing informed consent from the research participants, the researcher had to clarify to participants what the study is about and its purpose verbally and then give them time to go through the information sheets and consent forms. Subsequently, the researcher had to position herself to answer questions and/or clarify some points depending on participants’ needs, before they express their willingness verbally and by signing in the consent forms. The researcher had to consider herself as an outsider

researcher because she is working as a tutor at Songea Teachers' College. Hence she was familiar with some of the teachers in the sample schools. To avoid to be seen as one challenging their ways of engaging in establishing and running school governing boards, not even to be seen as being judgmental and criticizing their ability to organize those boards; she had to behave with accordance in order to make the participants to be sincere and honest with what they were about to communicate.

The researcher used pseudonyms in documenting findings and reporting of the study to protect the research participants from any harm due to their participation. She also avoided discussing issues about the research and the participants with anyone else apart from my supervisor. She also had to be cautious not to expose the raw data. Furthermore, to keep data safe, she kept the audio recorder and hardcopy materials in a locked case, and used password to protect soft copy files in my computer. All those measures were taken to maximize confidentiality and anonymity. Moreover, she shared a summary of research findings with the research participants after data collection for the purpose of reciprocity. This is important because it was an opportunity for the schools to get to know their strengths and weaknesses as far as school board establishment and its running. Reciprocity also helped to strike a balance of the benefits from the study, because the schools might also find the study advantageous to them.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter the researcher presents, analyses and discusses the study findings. The information was collected through questionnaires and interview. Discussion and analysis correspond to specific objectives of the study which examined the extent to which school board members were aware of their roles in enhancing school academic performance, assessed board members' profiles and their suitability for school board membership, investigated the protocol followed when running school boards' meetings and the implementation of the decisions and assessed the involvement of other stakeholders in the process of decision making and their implementation to the quality of education. The analysis is based on the mentioned objectives.

4.2 The Extent to which School Board Members are Aware of their Roles in Enhancing School Academic Performance

Under this objective respondents were asked to indicate the position and responsibility in improving the academic performance of their respective schools. Board members were asked to indicate the efforts made to improve an academic performance of the students. Their responses were shown as in Table 4.1.

Table 4.1: The Role of Board Members in Improving the Academic Performance of Schools

Response	Frequency	Percentage
School board constructed classes and authorize school budget for the students to study	6	60
Encourage the head of school to have academic meetings with his or her teachers	3	30
To encourage parents to show cooperation with teachers on students' development	1	10
Total	10	100

Source: Mfaranyaki, Matarawe and Lizaboni Schools

Six (60%) of respondents from Mfaranyaki, Matarawe and Lizaboni Secondary schools who had different educational levels reported that the school board supervised the construction of classes and authorized school budget.

Additionally, three (30%) the respondents reported that school board encouraged the head of schools to hold academic meetings with teachers so as to facilitate good performance of students. It was only one (10%) board member who argued that the school board encouraged cooperation among parents and teachers to raise morality of teachers in performing their duties at school as well as to settle the disputes, which arise among teachers.

Also the study interviewed forty (40) students argued that the school board was good because it encouraged the construction of school infrastructures as well as to ensure the availability of teachers in schools who could improve the performance of students and control the discipline of students.

The findings concurred with MoEC (2002), which stipulates that the school board members have to ensure that, their school has all necessary buildings, water, sports and games facilities. They have the obligation of ensuring the availability of teaching and learning materials, and to involve parents in various decisions for the school development. Moreover, it is their role to authorize school budget and raise funds for school development. They also have to deal with disciplinary issues of the school.

The board members participating in providing data to the researcher had different education levels as given in Table 4.2. When designating board members, the officer

concerned is directed to explain the level of education, of the appointee, his/her profession, his/her current job and other qualities that would exhibit his/her ability to advise the board (MoEC, 2002). From the document, it is definite that the government targeted to strengthen school governance. Inexplicably, the government wants people with high profiles to govern its schools.

Table 4.2: Board Members' Profiles and their Suitability for School Board

Membership

Board Member Qualification	Number	Percentage
Heads of school were masters holders	3	15
Degree holders	6	30
Diploma holder	5	25
Secondary education	4	20
Standard seven education	2	10
Total	20	100

Source: Mfaranyaki, Matarawe and Lizaboni schools

4.2.1 The Attendance of Members in Board Meetings

Board members were asked to indicate their attendance to the meetings for discussing school academic development issues. The responses were as given in Table 4.3.

Table 4.3: The attendance of Board Members in School Board Meetings

Responses	Frequencies	Percentages
All meetings	13	65
Some of them	6	30
When I am asked	1	5
Total	20	100

Source: Mfaranyaki, Lizaboni and Matarawes schools

The findings show that majority (65%) of school board members attended the board meetings in discussing the school academic development. This entails that a good number of School Board members participated in the discussion of matters that meant to improve the academic performance of students.

4.2.2 Notice for the meeting is issued.

Board members were asked to indicate whether they were invited to attend meetings for discussing school academic development issues. The responses were as given in Table 4.4.

Table 4.4: Notice for the Meeting is Issued

Responses	Frequency	Percentage
Notice issued several days before the meeting	16	80
Notice given few hours before the meeting	4	20
Invitation given in the meeting	0	0
Total	20	100

Source: Mfaranyaki, Lizaboni and Matarawe Schools

Eighty percent of respondents reported that the school board was well organized and had been informing the members to attend meetings few days before the meeting. This enabled members to prepare well for the meeting thus being active in the discussion of school issues.

Generally, the provision of time interval helps the board member to be ready for meeting, reviewing the development of student so as to be aware with some school challenges, which affect the development of student as well as to provide wide range for discussing them.

4.3 The Protocol Followed when Running School Boards' Meetings and Implementation of the Decisions

Under this objective the researcher wanted to know the protocol followed when running school boards' meetings and implementation of the decisions. In real situation the management of any institution to succeed depends on the way it had been running, especially in the decision making among the members who attend meetings.

4.3.1 Observation of Democracy in Meetings

Board members were requested to indicate how school board meetings were run, and the method used in decision making to enhance academic development. The responses were as shown in Table 4.5.

Table 4.5: Democracy in Running Meetings

Responses	Frequency	Percentages
Decisions of the board are provided by all members	16	80
Board members participate in contributing to the agenda provided	4	20
Total	20	100

Source: Mfaranyaki, Lizaboni and Matarawes Schools

Majority (80%) of respondents argued that the school board decisions were provided by all members. That was made possible by the presence of good leadership as well as the members who recognized their duties such that they freely participated in the discussion. Every board member should make sure he/she gives maximum contribution for the legitimacy of the board meetings (Land, 2002; Hunter, 2009). A head of school, who is the board secretary, work in line to his position instead of

dictating other members for his position (MoEC, 2002; New Zealand Government, 2013). The same applies to chairperson. He/she is the central figure for the democracy of the board meetings (Johnson, 2012; Land, 2002). He/she should not use his/her position to disregard ideas of board members.

4.3.2 Generation of the Agenda for the Meeting

In any meeting there are several principles that guide discussions in order to reach a certain goal. Board members were asked to indicate the way the agenda for the meeting were generated. The responses were as given in Table 4.6.

Table 4.6: How the Agenda for the Meeting are Generated

Response	Frequency	Percentage
Chairperson	15	75
Board secretary	5	25
Any board member	0	0
Total	20	100

Source: Mfaranyaki, Lizaboni and Matarawes Schools

All (100%) respondents indicated the agenda for meetings were generated by the chairperson and the secretary. Board members were thus merely contributing their views. The same applies to chair person. He/she is the central figure for the democracy of the board meetings (Johnson, 2012; Land, 2002). He/she should not use his/her position to disregard ideas of board members. Thus, what was happening in the study area was contrary to principles of democracy.

4.4 To assess the Involvement of other Stakeholders in the Process of Decision Making and Implementation to the Quality of Education

The researcher wanted to know the involvement of stakeholders in the process of decision making and implementation to the quality of education. Data were collected through interview of parents and other stakeholders.

4.4.1 Engagement to Support Quality Education

Some people were supporting the education system. This included involving creation of some environment, which will facilitate and enable the students to study hard as well as enable the teacher to implement the educational duties effectively. Their responses were as given in Table 4.7.

Table 4.7: Stakeholders' Engagement to Support Quality Education

Responses	Frequency	Percentage
Providing building materials	20	80
Providing money	5	20
Total	25	100

Source: Mfaranyaki, Lizaboni and Matarawe Schools

Twenty (80%) respondents said that the stakeholders were involved in the improvement of the education quality through providing building materials and such as iron sheet and cement. Others were involved in building school toilets. A fifth (20%) of respondents said that the stakeholders provided money for buying books and other educational facilities.

Watkins (2005) discussing the concept of school as a learning community, points out the importance of not only involving all stakeholders in school development activities,

but also the administration needs to link them as one group or band. Watkins suggests that a school as an organization needs its stakeholder to work as a family in its happy moments, the metaphor that might suggest that the school is an institution in which every member feels love, belongingness, peace, usefulness and happiness in regional and national level.

4.4.2 Reasons for Involvement

School board was asked the reasons for the involvement of the stakeholder in education improvement. The responses were as given in Table 4.8.

Table 4.8: Reasons for Involvement

Responses	Frequency	Percentage
I was asked by the school administrator	19	95
I felt to do that	1	5
Total	20	100

Source: Mfaranyaki, Lizaboni and Matarawe Schools

Ninety five (95%) of respondents indicated that the stakeholders supported education because they were asked by the school administrators to support various projects in the school so as to improve the academic performance. Only one respondent willingly supported school projects so as to raise the performance of students.

The idea of involving other stakeholders promises to push further its necessity to the school effectiveness. According to Mitchell and Sackney (2000) when all school community members are well brought on board the school should be effective because

the stakeholders will facilitate personal capacities, interpersonal capacities and organizational capacities. MoVET (2013) also concur with Mitchell and Sackney on the significance of all stakeholders to be involved when it cautions school administrators not to leave out other stakeholders. The ministry warns the head of schools that “lack of parents’ involvement negatively affects students’ performance because students do not get correlated activities as regarding lessons while at home or away from school.

4.5 Ways through which Board Members Execute their Roles in and Outside the Board Meeting

The researcher examined the role of the school board members within and outside board meeting so as to improve the quality of education. Teachers were interviewed to explain the changes which they have experienced since they were employed in school, responses are indicated in Table 4.9.

Table 4.9: Success Achieved in School Development

Responses	Frequency	Percentage
Encouragement of cooperation among the teachers in the school	5	25
Involvement of teachers in issues which concerned academic and school development	4	20
Involving villagers to contribute to school development	6	30
To supervise the school budget allocated by government for school development	5	25
Total	20	100

Source: Mfaranyaki, Lizaboni and Matarawe Schools

From the findings, a quarter of respondents explained that the school board encouraged cooperation among teachers in the school that made them to work as a team.

Moreover, another fifth of respondents portrayed that school boards involved teachers in some issues which concerned academic and school development through meetings which were conducted in schools. However, nearly a third of respondents argued that the board members were involving villagers to contribute for school development through providing equipment.

Top of that 25% of respondents explained that the school board was involved in supervision of the school budget, which allocated by government to the school development in order to facilitate the quality of education. Therefore, in Tanzania, schools should have strong permanent board member to ensure quality of education.

Watkins (2005) discussing the concept of school as a learning community, points out the importance of not only involving all stakeholders in school development activities, but also the administration needs to link them as one group or band. Watkins suggests that a school as an organization needs its stakeholder to work as a family in its happy moments, the metaphor that might suggest that the school is an institution in which every member feels love, belongingness, peace, usefulness and happiness.

Generally the data collected and analyzed by the researcher described the school boards to have a great role in school for academic development through playing various roles in the school and society at large.

4.6 Chapter Summary

The main propose of this chapter is to find out factors affecting efficient performance of school board in Songea municipality. Findings revealed that, board members play a big role of, authorized school bud jet for academic developments, Encourage head of school to have meeting with teachers for discussing education issues. Building infrastructure e.g. classes, encouraged parent's cooperation. Also board insure availability of teachers an learning materials which enhancing quality education

Also findings show that school board solve different disiplinary issues, for both students and teachers, by doing so encouraged good working condition among school community and enhance quality education. Also findings revealed that most of board members are educated enough, there are 3 masters holders, 6 degree holders, 5 diploma holders, 4 form four leavers and 2 standard seven.

Also findings indicate that, all meeting were runned democratically. Allow different of opinions from stakeholders, which led in enhancing quality education, THIS FINDINGS answer the following specific objectives,

- (i) To examine in which extent board members are aware of their role
- (ii) To asses profile and suitability qualification of board members
- (iii) To investigate protocol followed when running their meeting.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter aims at summarizing what has been discussed in the previous chapters and drawing conclusion using the obtained findings in relation to the study objectives and recommendation of the research report.

5.2 Summary

The study assessed the effectiveness of school boards in enhancing quality education in Songea Municipal Council. The study was guided by the following objectives; to examine the extent to which school board members are aware of their roles and how they enhance school academic performance, to assess board members' profiles and their suitability for school board membership, to investigate the protocol followed when running school boards' meetings and the implementation of the decisions, to examine how the board members execute their roles in and outside the board meeting and to assess the involvement of other stakeholders in the process of decision making and their implementation.

The study was conducted in Songea municipality at Mfaranyaki Secondary School, Matarawe Secondary school, Lizabon Secondary school and Mashujaa secondary school. Respondents were selected both purposively and randomly. The research methods used were questionnaire and interview. Generally, school boards were seen to have a great impact on school academic development because it enhances good

performance of the students through creating good environments for study as well as involving stakeholders who support education program in schools.

5.3 Conclusion

This part provides a general view and the knowledge obtained from the research problem. The focus of these objectives is achieved.

The findings show that school boards made efforts to enhance the quality of education in schools through preparing classes and authorized school budget, which used by students for their study,

Also encourages the head of school to have academic meeting with teachers so as to improve academic performance in school. As well school board plays a great role in emphasizing parents to cooperate with teachers on students development.

Moreover this study investigated the protocol which was being followed when running school boards' meetings in implementing the decisions made by the board, the findings show that the decision are made by all members since the meeting involving democracy and participated by all members.

Findings disclosed that, some of the selected Public secondary schools did not have permanent school board members. The temporary board members could poorly fulfill their roles.

Lack of funds in schools make it difficult to conduct meetings as it is explained in the established Act that school boards should meet four times per year or more. In real situation, a board may meet once, particularly when there were serious disciplinary issues to discuss like students' riots or pressure groups.

5.4 Recommendations

Based on the research findings and through analysis of data, several recommendations have been made for improving effectiveness of school boards in enhancing quality education;

- (i) Schools should have permanent board members who are ready and willingly to fulfill their roles and work as education stakeholders not as temporarily hired experts,
- (ii) Schools need committed people. Some schools have no school board members to enhance the performance of students. It is recommended that each school should have the school board.
- (iii) Parents and other education stakeholders are not involved in decision making. The researcher recommends that, each school should design mechanisms through which all stakeholders would be involved in decision making.

5.5 Policy formulation

This study recommend that, government should review different policy which are responsible of establishments of school boards, to pass through qualification of board members to improve quality education.

5.6 For Further Studies

This study recommends that, further research should be conducted on the area of empirical study; EMPIRICAL studies should be conducted to investigate the contribution of parents to academic performance

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APPENDICES

Appendix A: Interview Guide for Head Masters (30-45 Minutes)

Brief introduction about myself and the study to the participants

1. In brief, could you tell me about yourself in relation to the teaching profession?
 - Duration that you have been in this position at this school (elsewhere).
2. As a school board secretary, how many groups of boards have you worked with?
 - Let us say, a number of intakes of school board that you have worked with.
3. Who are supposed to be school board members?
 - Criteria followed to get board members in various categories.
4. How do you get to know the prospective members of the board?
 - How is the process of identifying a person suitable to be a board member?
5. How do you orient them in the board activities?
6. How are school board meetings scheduled?
7. In your opinion, is the process of selecting board members effective?
8. After establishing the school board, tell me a bit about protocols governing the legitimacy of the board.
 - For how long do they operate? Their core business?
 - Source of agenda, How do you reach decision?
9. Who is responsible for overseeing the workability of the board?
10. What achievements has the current board made towards the improvement of the school?
11. How do you involve other stakeholders in decisions passed by the board?

Appendix B: Interview Guide for Board Chairperson (30-45 Minutes)

Brief introduction about myself and the study to the participant.

1. Briefly, could you tell me about yourself and your occupation?
2. For how long have you been involved in school board membership and chairpersonship?
3. How did you become oriented to school board activities?
4. How did you become a chairperson of the board?
5. What are your obligations as a chairperson of the board?
6. How are you involved in scheduling board meetings?
7. What efforts has your board made to improve the academic performance of the school?
7. In your leadership, have you ever faced any kind of conflict?
 - (i) Among the board members,
 - (ii) With other organs.
8. Which other stakeholders help you (as a board Chairperson) in day to day activities?
9. How do you incorporate other stakeholders in your decisions?
10. What challenges do you face in your position?

Appendix C: Interview Guide for Teachers (10- 20 Minutes)

Introducing myself and the study in brief.

A chance for participants to introduce themselves.

1. For how long have you been teaching in this school?
2. What changes have you experienced since you joined the school as far as school development is concerned?
3. What do you know about the school board?
 - (i) Do you know its members?
 - (ii) How often do they meet?
4. When last did you see them here for the board meeting?
5. How do you help the school board to generate effective decisions?

Appendix D: Interview Guide for Students (30 Minutes)

Introducing myself and the study briefly.

A chance for participants to introduce themselves.

1. For how long have you been in this school?
2. How do you rate your school, in terms of development?
3. Who are the initiators of the said development?
4. What do you know about the school board?
5. Do you know some of board members?
6. How are decisions made by the school board disseminated to you?
7. How are you involved in the implementation of school board decisions?

Appendix E: Questionnaire for School Board Members

Please put a tick (✓) to the expression that you agree with.

1. I have been board member in another school before:
 - a. Yes
 - b. No
2. At this school, my membership in the school board is for:
 - a. The 1st time
 - b. The 2nd time
 - c. The 3rd time
3. My attendance in Board Meetings. I have attended:
 - a. All meetings
 - b. Some of them
 - c. When I am asked
 - d. None
4. Notice for the meeting is issued
 - a. Several days before the meeting
 - b. Few hours before the meeting
 - c. In the meeting
 - d. I have attended training/seminar that prepared me for school board roles
 - e. Once in each term of my tenure
 - f. Only once
 - g. none
5. Who generate the agenda for your meetings?

- a. Any board member
 - b. Board secretary
 - c. Chairperson
6. Common agenda
- a. Discipline cases
 - b. School infrastructure
 - c. Academic issues
 - d. They vary for meeting to meeting
7. How do you rate your meeting in terms of democracy?
- a. Very democratic
 - b. Democratic
 - c. Not democratic

Appendix F: Questionnaire for Parents

Please put a tick (✓) where appropriate

1. Duration that you have been engaging yourself with school issues:
 - (i) Four years and above
 - (ii) About four years
 - (iii) Two to three years
 - (iv) Almost a year
 - (v) none

2. Kind of issues that you engage with: (you can tick more than one item if it applies)
 - (i) Payment of school fees
 - (ii) Money contributions for construction of buildings
 - (iii) Meals contributions
 - (iv) Other issue(s) _____ (please name it/them)
 - (v) Anything else?

3. Reasons for your involvement:
 - (i) I am asked by the school administration
 - (ii) I feel to do that

4. Your attendance in parents meetings: (you may tick all if they apply)
 - (i) Whenever I am informed
 - (ii) Not very often
 - (iii) None

5. Level of democracy in those meetings

- (i) Highly democratic
 - (ii) Somehow democratic
 - (iii) Not democratic at all
6. Productivity of those meetings
- (i) Very productive
 - (ii) Somehow productive
 - (iii) Not productive at all
7. Elaborate on your response in 6. Above