

**APPRAISAL OF THE PERFORMANCE OF SCHOOL MANAGEMENT
COMMITTEES IN PROVISION OF QUALITY PRIMARY EDUCATION IN
MBOGWE DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled **Appraisal of the Performance of Primary School Management Committees in Mbogwe District, Tanzania** in partial fulfilment of the requirements for the Degree of Master of Education in Planning, Administration and Policy Studies of The Open University of Tanzania.

.....

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.....

Date

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I, **Makoye Ngwegwe**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Signature

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Date

DEDICATION

This work is dedicated to my lovely wife and parents who supported me in everything I wanted to realize my dreams.

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I thank the almighty God for giving me strength and health throughout the time I worked on this dissertation. The first person I would like to thank is my supervisor Dr. Cosmas Mnyanyi for his guidance, suggestions, tolerance, understanding, encouragement, and useful inputs that contributed to this dissertation's accomplishment. Secondly, I appreciate Alex Nyakire, Sida Shalali, Mr. Shija Wambali, Kaiza, and Mayalu to proofread this work. I also express my thanks to the DED of Mbogwe district council for permitting me to attend this programme. Frankly speaking, I am indebted to other numerous people who assisted me in one way or another, though not explicitly mentioned in this brief acknowledgment. I would kindly ask all of them to accept my sincere appreciation for their support in this study's accomplishment. I gratefully acknowledge my profound and heartfelt appreciation to my family members, namely my lovely wife Susana Timothy and my lovely children Bertha, Masuka, Daud, Paul, Daniel, Musa, and Mapesa for their tolerance, prayers, and encouragement during my studies. I also express my thanks to all my respondents involved in this study: parents, teachers, school committee members, heads of schools, and experienced teachers. Without their cooperation, this dissertation would not have been possible. Lastly, I wish to express my thanks to my sisters and brothers for their encouragement. I alone, however, remain solely responsible and accountable for inconveniencies and weaknesses that may be found herein.

ABSTRACT

This study investigated the appraisal of the primary School Management Committee (SMC) performance in Tanzania, Mbogwe District. Three objectives guided the study. Firstly, to analyse the performance of SMC. Secondly, to determine challenges facing SMC in implementing their duties in primary schools. Lastly, to identify measures to be taken to improve the performance of SMC in Mbogwe District. The study employed a qualitative design involving a sample of 51 participants from six primary schools selected through purposeful technique. Data were collected using interviews and documentary review and analysed using content analysis. The findings revealed that most school committee members failed to implement different responsibilities due to various factors, including the shortage of training to provide management skills. Further, it was revealed that local community participation in financing education was low because they considered it a government role. The researcher recommends that MoEVT should provide a guideline on procedures on how school committees can operate effectively. Orient with their working environment. Further, it is recommended that society work conjointly with the school committee to improve education quality. The school committee is very important since it enhances the quality of Education in Tanzania schools.

Keywords: *School Management Committee, performance of SMC, Mbogwe District.*

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LIST OF ABBREVIATIONS

CIPP	Context Input Process and Products
CP	Chair Persons
DEO	District Education Officer
EFA	Education for All
ETP	Education and Training Policy
HT	Head Teacher
IAE	Institute of Adult Education
MANTEP	Management Training for Education and Personnel
MCDGC	Ministry of Community Development, Gender and Children
MOEC	Ministry of Education and Culture
MoEVT	Ministry of Educational and Vocational Training
PEDP	Primary Education Development Program
SMC	School Management Committee
TAPA	Tanganyika Parent Association
UNICEF	United Nations International Children's Emergency Fund
URT	United Republic of Tanzania
WEC	Ward Education Coordinator

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter begins with background information about the problem. It familiarizes the readers with the performance appraisal of primary school management committees to deliver quality education in Tanzania. The chapter also provides a statement of the problem, mainly on justifying why the researcher conducted this research and the research questions and study objectives. In addition to that, this chapter points out the study's significance, definitions of important terms, and the study's scope, which describes what will be covered in this study. Finally, this chapter puts forward possible limitations and delimitations.

1.2 Background to the Research Problem

The attainment of quality education is a function of many factors related to improving fiscal, physical and human resources to provide children with knowledge, skills and interpersonal competencies required for their development, adult life, and contributions to the economy and society (Heckman, 2008; Heckman, 2011). Quality education is about supporting schools with an increased supply of teaching resources, improved pedagogical practices, qualified teachers capable of evaluating learning outcomes, implementing quality teaching and learning process, have a mastery of the medium of instruction (Language), and integration of technology in teaching and learning process (Fiszebein, 2001; UNESCO, 2007; Hannun & Buchmann, 2004; Herz & sperling, 2003). Sanguinetty (1983) suggested that to determine the quality

of an individual school, it is usual to observe the facilities of the schools and the characteristics of the teaching qualifications, data on pupil achievement, access to reading materials or textbook availability, the class size, teacher-student ratios, size of the staff, and location of the school in managing provision of Education.

Education has been an important tool for development and poverty alleviation and important for social welfare. Furthermore, the level of Education of a generation can and may reveal poverty in a particular society. However, investment in education yields returns in poverty reduction, improved health outcomes, and economic growth (UNESCO, 2007; Hannun & Buchmann, 2004; Herz & sperling, 2003). It can be argued that Education is both foundation and cornerstone of development. Thus Education developed when it is the right kind. Primary Education occupies a pivotal role in the economy's functioning and the education system itself (URT, 2010) that requires community participation through school committees.

School committees contribute to the effectiveness of the decentralization of education management that reflects broader trends concerning public service delivery; decentralization reforms of one sort or another have been implemented in almost every country globally (Faguet, 2014; Parker, 1995). Decentralization has been advocated to increase citizens' voice and participation, improve government accountability and responsiveness, deepen democracy, improve economic performance, reduce bureaucracy, and increase policy stability (Faguet, 2012; Conyers, 2007). According to Yamada (2014), SMCs became popular administrative

often made compulsory – as an effective means of administrative and financial decentralization tools –and community participation.

Management is the process undertaken by an individual or more individuals to coordinate others' activities to achieve predetermined organizational goals. Management comprises planning, organizing, staffing, directing, leading, and controlling one or more people or entities to accomplish a goal. Management often embraces determining an organization's long-range goals, designing and developing the objectives, or short-range goals and determining both the human and material resources required to attain the predetermined goals. Therefore, it sets both the 'means' and the 'ends' in an organization (Okumbe,1998). School management committees (SMC) play a very important role in determining the schools' goals and strategic plans, resulting in high academic performance. School Management Committees also acquire both human and material resources, which are very vital aspects of teaching and learning activities, and they also create a link between the local communities and the schools hence enhancing the conducive atmosphere for learning (Dean, 1995). The SMCs help enforce discipline in pupils and teachers, which is a key factor in better National Examinations performance.

The SMC in Tanzania increases parental involvement in the management of schools and has a history before independence. In Tanzania, the Tanganyika parent association (TAPA) set up their own "Bush schools" in the 1950s that school had school committees. Missionary schools also involved parents, but rather as an outreaching arm into communities, racially segregated Government schools had no

Parental involvement. As TAPA was linked up with Tanzania's dominant Political Party TANU, The TAPA Approach to Parental involvement in school was cast in law in 1978 (GOT, 2002).

SMC in Tanzania, Local government bodies qualify as candidates for school committees, whereas the governments have profiled candidates for school committees by stipulating a list of personal requirements for candidates. Management of Education in Tanzania mainly done in the collaboration of some ministries, namely the ministry of education and educational training, ministry of community development, Gender and Children (MCDGC), the Prime minister's Office regional administration, and local government authority, among others, each of these ministries and other plays significant role of ensuring that education sectors operate in the right track. In local government authority, the administration of Education in primary schools (which is the focus of this study) is mainly under the school committees responsible for all issues concerning Education.

The School Committee is a legal organ established under the Education Act No. 25 of 1978 as amended by Act No. 10 of 1995 in section 39. The SMC is also available in the education policy No. 4 of 2014, which states that: there shall be established a school committee for pre-primary and primary school responsible for the management and maintenance of the school; and that in establishing school committees, the relevant authority shall ensure that community served by the school is represented (URT, 1995:5).

In Tanzania, SMC is legally required to keep minutes and send them to the District education officer (DEO) (GOT, 2002a; 1370). The 2001/2014 policy adds that SMC is also accountable to the village government and regulations for SMC in Tanzania provide details on the membership duration for four years. Both of the two aspects for defining the quality of education provision as per Education and Training policy and the UNICEF (2012) indicate a need for the reflection of the curriculum content that inculcates the acquisition of basic skills in literacy, numeracy and life skills, which can be cemented by the well-articulated teaching methodologies and supportive learning environments. According to Masue (2014), each school committee is supposed to have nine to eleven members, of whom seven must be from the school community. Five members represent parents and two represent the teachers, while the remaining two to four members can be ex-officio or co-opted members. While the establishment of a school committee is a legal requirement, the process for selecting members varies (Masue, 2014).

Different studies claim that quality education should be characterized by enabling the one who acquires it to become compatible with her/his local environment. To achieve all of these school committees are assigned to do the following: to mobilize voluntary community contributions to projects; to facilitate planning, budgeting and implementation at the school level; to provide information to the community on implementation and to indicate progress achieved and funds used; to prepare and submit accurate and timely progress and financial reports to the village council and LGA.; and provide general oversight of the day to day affairs of the school (URT, 2001).

1.3 Statement of the Problem

Education is the engine for the development of any country in the world. The government of the United Republic of Tanzania, after realizing this importance. It has put efforts to achieve this objective. Thus, the supervisory body was established at different levels, where the school committee was introduced in 1950. From this period to the present, many efforts have been made by Tanzania's government to make sure that the school committee becomes active as a supervisory body at the school level (URT, 1995; URT, 2014). The Education Circular No. 4 of 2014 about free Education also emphasizes every school to have a school committee for facilitating school management in the process of implementing curriculum for improving the quality of Education and the welfare of the school (Sebastian, 2010). This study aims at investigating primary school management committee performance in the Mbogwe district.

1.4 Research Objectives

1.4.1 General Objective of the Study

The main objective of this study was an appraisal of the performance of primary school management committees in the Mbogwe district in Tanzania.

1.4.2 Specific Objectives

Specifically, this study was guided by the following objectives

- i) To analyses the efficiency of SMC in the provision of quality primary education in Mbogwe District.

- ii) To determine factors affecting the performance of SMC in the provision of quality primary education in Mbogwe District
- iii) To determine measures implemented to improve the performance of SMC in the provision of quality primary education in Mbogwe District.

1.5 Research Question

In line with specific areas of investigation, four research questions are developed to guide this study. They are:

- i) What is the performance of SMC in the provision of quality primary education in the Mbogwe District?
- ii) What factors affect SMCs' performance in the provision of quality primary education in the Mbogwe District?
- iii) What measures should be taken to improve SMC's performance in providing quality primary education in the Mbogwe District?

1.6 Significance of the Study

The findings of this study may be beneficial in several ways. First, it was anticipated that the research findings would be of great importance to the work organization and especially the primary school learning institution. Secondly, the findings may provide information to assist the District Education Officers and other school management bodies at the district level in streamlining public primary schools' management to enhance primary school pupils' performance in class four and class seven national examinations provided by NECTA. The study may help the SMCs to lay down strategies meant to improve NECTA performance for their pupils. The

Ministry of Education may use the findings to formulate guidelines on making SMCs more effective in primary school management. The study may enable the development of new courses in Teacher Colleges and Education management colleges like the ADEM in Bagamoyo to develop new courses for SMCs to enhance their administrative skills. The current study may provide feedback on how the SMCs work at the local level to improve the school performance at primary school.

1.7 Limitations of the Study

The study was challenged by respondents' unwillingness to respond to the questionnaires and counter this; the researcher explained to participants the importance of the study and the confidentiality of the information. The study was only done in one district, Mbogwe district, in Tanzania; hence, this limited generalization of other districts' findings in Tanzania and beyond.

1.8 Scope of the Study

The study was concerned with appraising primary school management committees in the Mbogwe district with respondents, including the DEO, WEO, headteachers, SMC members and teachers. The study involved few schools in Mbogwe District in the Geita region. The individuals who participated in this study were directly involved in managing and supervision primary schools. In conducting this study the researcher assumed that: all schools have SMC; all public primary schools' SMC members would be aware of their duties and responsibilities; all public primary schools SMCs had adequate information on factors leading to poor NECTA performance in their schools; and that all head teachers, DEO, WEO and SMCs members had

knowledge on practices that could improve pupils' performance in National Examinations.

1.9 Definition of Terms

NECTA Performance refers to the measure towards a set standard or the act or process of performing a task at the end of a seven (7)-year course in a primary school.

Recognition refers to the appreciation or acknowledgment of an individual.

School management committee refers to a management body in charge of public primary school.

Quality education: in this study, quality education means the way the schools work to attaining the main goal of education that is the good implementation of curriculum, better well-being of the children, better-acquired skills in school such as reading, writing, counting and good citizenship to the nation. Well-established buildings and good service also explain the quality of education in schools.

1.10 Organisation of the Study

This study was organized into five chapters. The first chapter introduced the background to the problem and the general chapter arrangements. The chapter focuses on literature reviews related to the study ending up with a study gap. Chapter three describes how the study was conducted. In Chapter four, the researcher

presents findings and discussions. The last is Chapter five researcher presents a summary, conclusion, and recommendations for action and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains literature obtained from different related studies that have been conducted for the management of Education to local authorities. Moreover, the chapter consists of the conceptualization of decentralization of policies worldwide, followed by decentralization in Tanzania and ending up with primary Education in Tanzania as follows.

2.2 Conceptualizing the Term School Management Committees

A school committee is a group of elected members that includes both parents and teachers as the community representatives responsible for strengthening School governance, managing and overseeing the school management, and providing them with community support. According to PEDP (2000), school committee duties include mobilization of resources necessary for improving schools' learning environment, increasing enrollment in schools, and enhancing the quality of Education. The learning environment in schools focuses on increasing classrooms, desks and teaching and learning facilities. On the quality issues, PEDP (2000) in Tanzania focused on three components (a) improving teachers teaching styles and methods in the classroom, (b) ensuring the availability of good quality learning and teaching materials; and (c) ensuring the necessary support for maintaining educational standards, that calls for community participation through school committees.

The importance of school management committees cannot be underestimated. For example, to improve the effectiveness of Albania's education services, the system must focus on teaching and learning, building quality assurance and accountability, redesigning financing arrangements, and promoting resource equalization and school improvement (Fiszbein, 2001). Formerly, Albania's government had no tradition of involving Parents in decision-making; this may have led to the deteriorating quality of education provision that hampered her economic growth. The argument is that closest to school/institution and delivers basic social services, including education.

In Bulgaria, the need for changing the education provision system was found to be inevitable as the prevailing situation was found insufficient (Fiszbein, 2001). Although there were school boards, they were only to advise and not effectively involved in the decision-making and planning for the school. Thus, it was agreed that “Reforming the education system to make it more effective in pursuing equity, efficiency and quality will require a realignment of functions among participants.

According to OECD (2018), the key participants of education delivery in school are teachers, heads of school, parents, and the students. The parents' roles are to make management supervision and monitoring of the school and assure proper implementation of the curriculum through the school committees' meetings. In school committees, parents and teachers, education quality is enhanced. Personal experience in primary schools revealed that school committees appear to be ineffective in playing their roles due to several factors, some of which have been proved after investigation, by some research, particularly in their roles. However,

committees are very much popular and recognized by many people in almost all organizations, particularly in Tanzania Primary Schools.

Dubrin (1992) said a committee is a group of people brought to help solve a problem, usually by studying the problem and offering advice to some higher authority. In his book, he further noted that the committee is assigned to study, establishing better relations with citizen groups. Government and educational institutions rely heavily on the committee system to bring about important changes at various administrative levels.

The Agency for the Development of Educational Management (ADEM), formerly Management Institute for the Training of Education Personnel (*MANTEP*), is located in Bagamoyo town (*MANTEP*) sets it clear that a school committee as applied to Tanzanian school is defined as an advisory body of people not exceeding fifteen, comprising parents, at a school meeting. Consequently, the Education Act No. 25 of 1978 section 39 says in any school committee, the maximum number of the members shall not exceed fifteen and shall hold office for a period of two years from the date of their appointment.

According to Eshiwani (1993), the school management committees' functions include the preparation of initial proposals for the school's development, the reception and administration of funds collected for or granted to the school, tendering advice to the District Education Board and the local authority education committee,

provision of physical facilities required by the school and ensuring that discipline is maintained in the school.

2.2.1 The Roles of School Committees in Tanzania

Circular No. 14 of 2002 that school, a committee shall hold the office for a period of two years and the total number of school committee members to be eleven. These consist of a member's chairperson, ward councilor who is living near the school, Academic teacher, two teachers from the school teaching staff and a Ward Educational Officer (WEO). The Education circular No. 14 of 2002 for effective school management, the school committees were established to d perform among other things:

- i) To oversee school enrolment practices to ensure all eligible children are enrolled in schools.
- ii) To ensure that enrolled pupils attend the school regularly until they complete primary education.
- iii) To help the headteacher improve the welfare of the pupils and teachers in their school.
- iv) To make sure that the school boundaries are identified, demarcated and maintained.
- v) To make sure that the school gets full cooperation where the schools were built.
- vi) The school has enough buildings and facilities such as classrooms, chairs, tables, cupboards, staff quarters, offices, stores and latrines.

- vii) To see that the school funds rose from income-generating activities are used for improving the school.
- viii) To assist the head in collecting fees from parents and see that they are properly used.
- ix) To confirm or disallow the dismissal of the pupils from school (approve or disapprove).
- x) To plan the overall development of the school.
- xi) To advise the headteacher and the local authority on matters relating to the school's management and conduct.
- xii) To make sure that pupils are healthy by getting food and medical treatment. (URT, 2002).

The school management committees are supposed to procure the instructional materials needed with full involvement of the parents, selection of the relevant titles/items and booksellers' financial management and banking issues. Generally, there is a lack of the necessary capacities and skills in SMCs to provide the requisite management support and assistance to schools in terms of procurement of teaching and learning resources.

2.3 Theoretical Framework

This study was based on the Role Theory advanced by Goffman (1959) who holds that human behaviour is guided by expectation held both by the individual and by other people. The expectations correspond to different roles individuals perform in their daily lives. It explains that individuals have to manage many roles and that roles

specify what goals should be pursued, what tasks must be accomplished and what performances are required in a given situation. This theory contends that there are specific roles that a group or individual must perform for the organization to achieve its goals. Nevertheless, when role expectations are low or mixed, this may lead to role conflict, role confusion, and role ambiguity. Role conflict results when an individual encounters tensions due to incompatible roles, while role confusion is when an individual has trouble determining which role he/she should assume. In this study SMC members, teachers, education officials, and heads of the school have roles in enhancing the quality of Education in primary schools in Mbogwe. In performing their duties, each has to fulfill a role.

The SMCs, when performing their duties, are likely to experience role ambiguity, which is a lack of understanding about the rights, privileges and obligations that a person has for doing the job. This role ambiguity occurs when roles are inadequately defined or substantially unknown because people are not sure how to act in certain situations. In Goffman's theory, job satisfaction and commitment are likely to decline where role conflict and role ambiguity exist. Role theory might explain the scenario when the SMCs are performing their duties might occur.

2.4 Contribution of SMC to Quality Education in Primary Schools

Under the basic roles of these committees' roles, the researcher expects the researcher to know their roles; how much their contributions are recognized and motivated for better achievement of goals. Education circular No. 14 July 2002 provided by the Ministry of education and culture portrays that effective school

management committees should form other small ones, which include; Planning committee, economic and financial committee, building construction committee and lastly, guidance and counselling committee.

It is expected that quality education can be enhanced in a situation where there is an improvement in institutional governance, proper implementation of curriculum, adequate educational inputs as well as good articulated mandatory supervision of these resources by the close stakeholder. Ayeni and Ibukun (2013) found that school-based management is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policy issues for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools.

To achieve this quality there must be capacitating of human resources that make the school management/ school committee in addressing both curriculums implement ability and evaluation of learning outcomes (Antaya, 2005; Trahan, 2002). The ability of these committees can guarantee the kind of product out of the schooling arena.

According to Fill and Robert (1969), SMC members should be both functionally; by presenting a specialized point of view or possessing certain technical knowledge necessary to achieve committee goals. Personally, should have analytical and social skills. Members should be able to communicate to relate to others and to analyze and

solve problems. On the other hand, Tillman (1960) asserts that committee members should be selected based on their knowledge, their responsibility and there in the areas in which the committee is to function; they should have the responsibility that is appropriate to the areas of committee concern.

They should be interested, active participants. In my view, the appointment of a man to a committee for the sole purpose of conferring some sort of status on him or building up his ego and prestige is bad. School committee members, however, are elected in represents the democratic process and do represents parents. This supports Kelsall's claim that these local institutions in Tanzania operate according to (quasi) democratic principles (Kelsall, 2004).

Profiling of the candidates in Tanzania must meet the following requirements a minimum level of Education (completed primary or literate), a prohibition of posts, no criminal records, no mental illness and ensure that at least one-third of members' simple criteria for age, citizenship and residency.

In Tanzania, education confirmed that the school committee's election process is left to the school and then (elected) village government. Whereby the community meets to choose the members who can be able to help to bring development to his/her school. But for those days, the school committee did not reform well until the new program started. They also confirmed that school committees' formal framework is due to the new primary education development program (PEDP) policy.

Primary Education Development Plan (PEDP broadens tasks for committees and makes them accountable to village governments. One person pointed out that in the 1970s, school committees were sub-committees of the village Government that suggested the new policy re-establishes a previous practice. In general, the PEDP is affecting school committees. If it were only for the fact, it led to a large-scale one-week training program in 2003 for all school committees, for example, in the same district covering 1876 members. 27 only school committee performed well and confirmed that District education officers (DEOs) did not play a role in the election process of school committee members. Neither was the ward educational coordinator identified as an important player in the election process (SAME District Council (2003:3).

School committees in Tanzania are legally required to “keep meeting minutes and send to DEO” (GOT, 2002a; 1370). The 2001 policy adds that school committees are also accountable to the village government and regulations for school committees in Tanzania provide details on the membership duration. It varies from four years and another election appears again. Tanzania regulations on school committees explicitly allow for the discretionary appointment of patrons in the committees.

Without further details, 22 of the 27 Tanzanian School committees had a Patron, something schools actively pursue. Most schools have parents draft a list of potential patrons. The principal selection criterion is a “link” with two villages that link usually meant being born or having a house or business in the village. Being wealthy to support the school material was important, though 6 of 22 (e.g., A priest) were not

in that position and were selected for their advisory skills. Then the school committees contacted the prospective patron with a request for some schools. SMC was a lengthy process because candidates refuse or simply did not reply to those that become patrons, half were residents and the other half lived in regional or national centers. In the end, however, only 6 of 22 committees with patrons said the patrons had contributed something material to the school, and very few took an actual interest (Olowu, 2003:86).

2.5 Decentralization and the Quality of Education in Tanzania

While more of the view is unanimous on the idea that decentralization concerns the shifting of decision-making authority and power from a central point (Central government) to its local units, there are some differences regarding the scope and specificity (Dyer & Rose, 2005). For example, while some definitions focus on the partial transfer of authority and power from the centre to the periphery (deconcentrating and delegation), others prefer total shifting of authority and power from the central point to its respective local units (devolution) (Masue, 2010).

The school committees are expected to strengthen education management and ensure effective administration at the school for quality education (URT, 2001; Policy Forum, 2009; Rajani, 2009). The general aim of having school committees is to make them responsible for the management and development of schools (Uwazi, 2010). Hallak and Poison (2007) assert that education provision and development management was decentralized from Central Government to Local Government Authorities and schools.

According to Mushi (2006), initially, public primary schools in Tanzania were centrally controlled and managed by the Ministry of Education through appointed regional and district education officers. Under the Regional Decentralization Act of 1972, village governments were also involved in managing primary schools through school committees (Therkildsen, 2000). As from 2002, each primary school has to establish a school committee which is accountable to the village council in rural area authorities and the street committee in urban authorities, whose broad aim is to enhance partnerships in the delivery of Education, broadening the financial base; enhancing cost-effectiveness in education delivery and streamlining education management structures through the involvement of local authorities to schools, communities and Local Government Authorities (LGAs) (URT, 2001) as well as to ensure the efficient governance of resources and facilities available in schools (Devas, 2002). It was for these objectives that primary school committees were established.

Decentralization was expected to enhance school committees' functions as they become in charge of the school's resources, and they foster accountability and transparency (Arcia et al., 2011). Generally, these school committees' functions are meant to promote the integration of schools in the life of the community and cooperate with teachers to solve local educational problems.

Developing countries, including Tanzania, have adopted decentralization policies to increase the community's participation in decision-making to enhance organizational efficiency (Smith, 1985; Saito, 2001; Brennen, 2002; Edquist, 2005; Heredia-

Ortiz,2007). Decentralization came about due to a lack of accountability and institutional capacities, which led to the developing countries' low growth. The appeal of decentralization has been rooted in its potential benefits, including political education, political leadership, political stability, political equality, accountability, responsiveness, improved decision making and inter-organizational coordination, and the promotion of competition (Smith, 1985; Kuliposa, 2004).

Like many other developing countries, Tanzania has recently embarked on major reforms in the education sector to enable local communities to play an active role in managing their schools (Naidoo and Kong, 2003). To achieve this goal, the government came up with the policy of decentralization by devolution (D by D) enshrined in the general government decentralization framework called the Local Government Authorities (LGAs) through the prime minister's office – Regional Administration and local government (PMO-RALG). These reforms envisage mainstreaming local communities into the management of Education that had been centralized for many years. Under the decentralization by devolution to manage the primary schools in their respective local (village and neighborhood) levels, the government's efforts to confer educational decision-making powers to the local communities through their school committees are meant to enhance local ownership, democracy, inclusiveness, accountability and hence effectiveness (Saito, 2001; Brennen, 2002; Edquist, 2005).

These management capabilities are vital, particularly at the school level, where the actors there are responsible for translating decentralization policies into concrete

actions by preparing and implementing school development plans. These skills are usually not naturally acquired by the local communities without proper strategies to enhance them. Rather, they are acquired and maintained through regular training and practicing. For example, members of the school committee need to be constantly trained to enable them to acquire some basic school management skills (Baganda, 2008).

2.6 Management of Primary Education in Tanzania

Like other developing countries, Tanzania decentralized its more education provisions in the system and made local authorities more autonomous in planning and running their primary schools (URT, 2002; URT, 2014). The reforming of Education and school management in Tanzania is consistent with the assumption that schools based decision making is likely to be an appropriate school management structure that will help to effectively address most of the education problems related to education quality, access and equity” (Nguni, 2005), Regions, districts and local communities formed the educational hierarchy in their areas of jurisdictions under the prime minister’s office, Regional Administration and local governments. The Ministry of Education and Vocational Training (MOEVT) at the centre remains with the task of policy making, monitoring and evaluation of educational provision at all levels. It is therefore stipulated in the Education and Training policy document of 2014 that “Attempts to involve regions, districts and communities in the management and administration of educational institutions in their areas of jurisdiction are wanting, yet effective management of education and training necessitates community involvement” (MOEC, 1995).

According to the 2014 school management committee's Education policy, parents, teachers, headteachers, and pupil representatives are assumed that increases accountability and quality education is enhanced. The head of school becomes answerable to the school committee and he/she is secretary of that committee. Regardless of school committees' presence in various primary schools with its stipulated functions, there is the poor quality of Education shown by primary school levels. The justification has triggered the researcher's interest to investigate the problems that face the school committees in making sure that the quality of Education in Primary Education is well achieved.

2.7 Execution of Duties by the School Committee for Quality Education

UNESCO contends that Quality Education should encourage learners' creative and emotional development to support peace citizenship and security objectives, promote equality, and pass global and local cultural values down to future generations (Anomahetal, 2005). It should encourage the learner to unfold his/her innate potentials in terms of knowledge, skills and attitudes capabilities. Improving quality in Education requires rational institutional management of both human and physical resources to help achieve tangible learning outcomes.

However, Masue (2010), in his study at Morogoro Municipal and Mvomero district council found that the members of the school committees in primary schools lack adequate knowledge, skills and experience to manage the primary schools efficiently. It is no doubt that accomplishing the school committee members' roles in executing

their duties depends much on the requirements of the knowledge and skills that they possess.

As stipulated in the Education and training policy of 2014, this policy's major objectives are to achieve, increased enrolments, equitable access, quality improvements, the expansion and optimum utilization of facilities, and operational efficiency throughout the system. All these are possible only if the school committees work collaboratively with school leadership. In Tanzania, the regulations stipulate the school committees have seven elected members (five from parents and two from teaching staff) plus two to four Ex-Officio or co-opted members. Authorities do not formally approve the members (GOT, 2002a; 1369). Also, for the Education officers.

Profiling of candidates in Tanzania must meet the following requirements a minimum level of Education (completed primary school or literate) a prohibition of candidate dates that hold simultaneous elective political posts, no criminal records, no mental illness and ensure that at least one-third of members are women (GOT, 2000;17; GOT,2002b;1472; GOU,1998;7). It also adds simple criteria for age, citizenship and residency. In Tanzania, education officials confirmed that the school committee's election process is left to the schools and then (elected) village government. The community meets to choose the members who can help bring development to his / her school, but for those days, the school committees did not perform well until the new program started.

They also confirmed that the legal framework for school committees is due to the new primary education development program (PEDP) Policy and Free education policy No.4 of 2014. Free Education Policy broadens tasks for committees and makes them accountable to village governments. One person pointed out that the village government, which suggests the new policy, re-establishes a previous practice. In general, the PEDP is affecting school committees if it were only because it led to a large-scale one-week training program in 2003 for all school committees, for example, in the same district covering 1876 members. Only the school 27committee performed well and confirmed that District Education Officers (DEOs) did not play a role in the election process of school committee members. Neither was the ward educational coordinator identified as an important player in the election process (Same District Council 2003; 3).

2.8 The Responsibilities and Autonomy of School Committees

As found in the education Act of 1995 and circular No. 4 of 2014, every school committee shall advise the headteacher or other head of the school and local authority on school management and conduct matters. Following this mandatory of the school committee over the school's management, it is expected that each member of this committee's active involvement will make a positive endeavor for their school.

The regulations stipulate that a school committee should have nine to 11 members, of which seven are elected members (five from parents and two from teaching staff). The remaining two to four are ex-officio or co-opted members. There is no

requirement that authorities should formally approve the members. According to the establishing regulations, the school committee is led by the chairperson who is elected from among the committee members elected by the parents. In contrast, the secretary of the school committee is the school headteacher. The current requirements that the school committee chairpersons should have a minimum of ordinary level secondary school education.

2.9 Knowledge Gap

The themes contained in the literature reviewed focus on the appraisal of the primary school committee's performance in Tanzania. Other key thematic areas are the challenges school committees encounter in ensuring that quality education is provided in schools, especially in decentralization. Notably, much of the available empirical literature is not from Tanzanian researchers, which necessitates the need to conduct this study. In addition, the study of Masue (2010) pointed out that the school management committees in Tanzania are not skilled, not trained and lack competencies in many aspects of school management. While this was done in Mvomero in Morogoro, the current study intends to investigate the effectiveness of the school management committee in the Mbogwe District. Various studies have been conducted on SMC's challenges in different places of the world other than Tanzania. Despite constructive scientific reports, those findings could not be well generalized to the context of primary education in Tanzania. This fact signifies that there is an imperative missing link on how school committees operate in Tanzania. Therefore, this matter has not been exhaustively unveiled in our country.

2.10 Conceptual Framework of the Study

A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought. The conceptual framework is a descriptive outline of variables (Figure 2.1). School Management committees have responsibilities that require several skills including managerial skills, financial skills, administrative skills, roles and responsibilities, procurement role, maintenance of discipline, accountability level, involvement in budget making, and financial reports, relationship with the school community, provincial administration, and community involvement that might be needed in the independent variables. The types of variables shown in the conceptual framework are independent and dependent variables. The variable of primary interest to this study is the dependent variable. Some of the variables to be studied to explain the dependent variable are indicated in Figure 2.1 which explains the relationship between the dependent variable and independent variables clearly and simply.

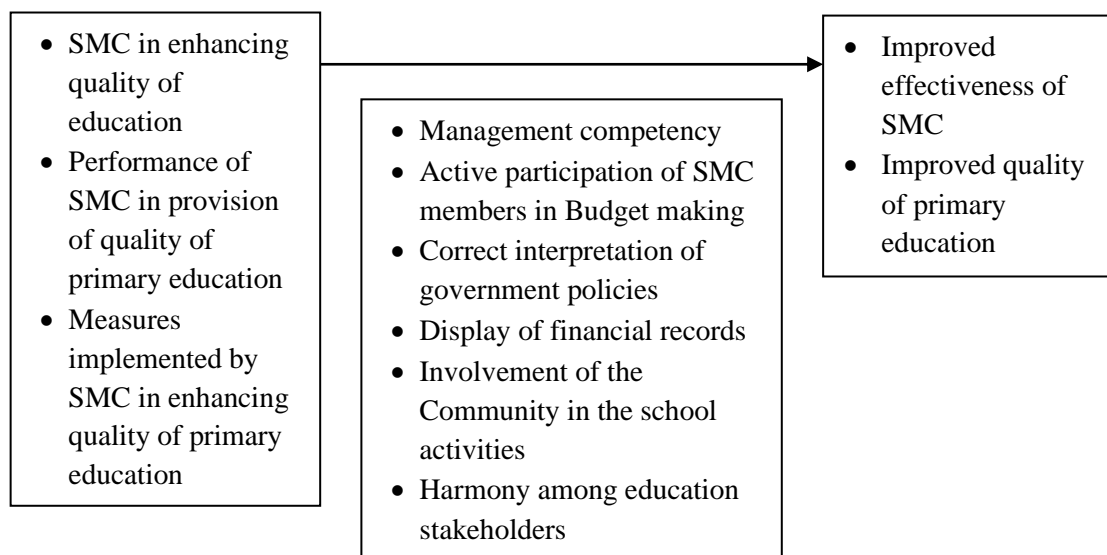


Figure 2.1: Conceptual Framework

Modified from Owino (2012:21)

The conceptual framework presented in Figure 2.1 above provides a visual representation of the relationship between SMC's different variables and performance in the Mbogwe district. It shows that implementation of SMC as a dependent variable is related to the independent variables, which are aware of the managerial skills, awareness on roles and responsibilities by SMC members, accountability of funds level by the SMC members and relationship of the SMC members with the community followed by the extraneous variables which are management competency, involvement of SMC in budget preparation, good interpretation of government policies, display of financial records, involvement of the community in school activities, harmony among the stakeholders hence the effectiveness of SMC members in Mbogwe district, Geita region, Tanzania, as dependent variables which are observable.

From reviewed literature, it can be generalized that decentralization in the education sector is aimed at making sure that local people are given the power to own and operate their Education. In the context of Tanzania, it is observed that different efforts have been employed to make sure that the society around school control education elucidated in their vicinity. This is done by vetting some members from the community to represent. Similarly, literates have on different matters entailing the wellbeing of the school. This has been one of the ponderable hindrances to their performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were followed in conducting the study. The chapter describes the research design, target population, sample size and sampling techniques, research instruments, instruments' validity, reliability of instruments, data collection, and data analysis techniques.

3.2 Research Approach

A qualitative research approach (paradigm) was employed in this study. According to Creswell (2013), qualitative research is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed informants' views, and conducted in a natural setting. Creswell (2012) defines the qualitative approach as the research paradigm used when the researcher intends to collect open-ended and emerging information to develop themes from participants' views and opinions.

The approach can explore a problem in its real context and respond to emerging questions about the situation based on views and opinions of participants using plain and everyday terms (Creswell, 2014; Hancock & Algozzine, 2006, p. 8; Yin, 2011). Concerning the present study, the approach helped in gathering informants' views and opinions. The qualitative approach's adoption became useful in collecting and analyzing information about SMC in the Mbogwe district. The aim was to collect

qualitative data/information for “understanding the situation under investigation primarily from the participants’ perspective.” Generally, the study was dominated by a qualitative approach due to ontological and epistemological stances (philosophical assumptions) held by qualitative researchers in their efforts to understand the social realities, in this case, realities about SMC's contribution to providing quality education in Mbogwe District. Furthermore, the qualitative approach was employed in this study because it helped the researcher to get first-hand explanations or experiences and views from respondents including SMC members. This method was useful for investigating the phenomenon in depth by entering into the respondents’ world.

3.3 Research Design

Kothari (2004) defines research design as a conceptual structure within which research is conducted according to overarching research questions. Furthermore, the research design is a blueprint for the collection, measurement and analysis of data, using methods appropriate for the research intent and questions. In this study, a case design using qualitative methods of data collection and analyses is used.

Case design studies in-depth a phenomenon as captures the viewpoints of participants and ask open-ended questions. Data can be analyzed by narratives, texts and experiences from participants (Creswell, 2005). In this study, data were analysed using a qualitative approach as qualitative data analyses commonly examine how participants think and behave through interviews, focus group discussions, observations, or other methods. When observations are used, participants typically

engage in their natural behaviour in their setting such as a teacher in a classroom (Wiersma, 2005).

In this study, the researcher used interviews, and focus group discussions as data collection methods. This research took place in five primary schools. The researcher gathered detailed, qualitative data on SMC by learning about participants' perspectives, including attitudes and perceptions, through interviews and focus group discussions.

The case study research design was most appropriate for this study as it provided an in-depth understanding of the problem and allowed for understanding multiple participants' perspectives. This study also dealt with social phenomena whereby SMC was involved in describing their role in implementing quality primary education. This research approach helped the researcher understand all participants' experiences and attitudes on SMC issues, including how they felt and how they participate in improving the quality of primary education. This study sought to investigate the performance of the SMCs, the factors affecting the performance of the SMCs and the ways to improve the SMCs these are experiences that seek to know how the SMCs function to improve the quality of schools in primary schools. So, these are experiences that the study intends to investigate. The best design that hosts the in-depth experience of the phenomenon is qualitative research design (Bogdan & Biklen, 1998).

3.4 Study Area

The study was carried out at Mbogwe District Council in Geita Region. Mbogwe District is one of the six districts of the Geita Region in Tanzania. It is bordered to the north by Chato District and Geita District, to the south by Kahama rural District and Kahama Urban District, to the east by Kahama rural District and to the west by Bukombe District. According to the Tanzania National Census of 2012, the population of Mbogwe district was 193,922. Mbogwe was established in 2012 and becomes part of the newly established Geita Region. Mbogwe was administratively divided into 17 wards.

As regarding primary schools, Mbogwe district has 84 public primary schools with a total of 61,406 pupils. The chosen schools in this district that participated in the field study included: School A; School B; School C; School and D; School E. These schools were selected as they are ample distance from each other to avoid duplicate participants, they represent all the teachers in Tanzania, as SMC roles are available in all schools. The schools were easily accessible. Also, time and financial constraints could not allow the researcher to visit other districts. The Mbogwe district is also easily accessible, and the distance from one school to another was minimal to enable the researcher to collect data as per the specified period.

Similarly, the accessibility of different schools in this district is impressive. The researcher also chose this district because of its geographical location, which allows easy accessibility of various data collection stations. Consequently, this helped in the process of data collection. Additionally, in the district of Mbogwe, its people are

pastoral keepers and Agriculturalists. These activities usually limit the participation of the community members on the school management committee, the interest in investigation of this area was rooted to see how the parents and members were involved in the school management committee so the area was chosen in that scientific aspect.

3.5 Target Population of the Study

A research population refers to all individuals or objects that meet certain requirements for membership in the group to assess a given research problem (Churchill & Brown, 2007). In this study, the population comprised of all SMC members, all teachers, Ward Education Coordinators (WEC) and District Education Officers (DEO) in Mbogwe District Council.

3.6 Sampling and Sample Size

3.6.1 Sampling Techniques

Sampling techniques refer to procedures or methods used for selecting the participants or sample to be included in the study from the population (Kothari, 2004). Purposive, Snowballing and Stratified sampling techniques were used to get the sample (participants) for this study.

Purposive Sampling Technique

Purposive Sampling Techniques are a non-probability sampling method, whereas research informants are deliberately selected based on the fact that they are uniquely considered to possess the required information (Creswell, 2014; Maxwell, 2012). For this study's purpose, the District Secondary Education Officer, Ward Executive

Officers, Head of schools and School Management Committee (SMC) members were purposively selected due to the virtue of their positions. These were expected to possess information regarding the factors hindering girls' completion of secondary education in their respective administrative areas because they are normally the main handlers of such cases.

The study sought to use the purposeful sampling technique. This is the technique where the current researcher uses the sample with the purpose (Patton, 2009). This is to say that the school teachers, the school committee management members and the parents were included in the sample because they were believed to provide relevant information about the performance of the SMCs and their effectiveness than any group could do so. So, they were purposely selected and included in the sample study.

Convenient Sampling Method

Convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available and ready to participate in the study (Saunders, Lewis & Thornhill, 2012). This sampling technique was used to select teachers and SMC members who were readily available and ready to provide the researcher's information.

3.6.2 Sample Size

A sample is a small proportion chosen from the population that participated in the study (Omari, 2011). Sampling techniques refer to the process of selecting the

participants of the study from the population. The sample of this study comprised of teachers who were carefully drawn randomly from each school depending on their number in each school. The choice was the head of school, academic master and the teachers, as indicated in Table 3.1. In the Mbogwe district, according to BEST (2016), there were 867 teachers, 46820 school pupils, and 544 classrooms. The study sample is as shown in Table 3.1.

Table 3.1: Study sample size (N=51)

Category of Population	Target Population	Study Sample Size	Sampling Technique
District Education Officer	1	1	Purposive
Ward Education Officer	17	2	Purposive
Head Teachers	84	6	Purposive
SMC Members	924	30	purposive
Teachers	867	12	purposive

3.7 Data Collection Techniques

These are the tools that were used in the data collection process. In this study, multiple methods of research were employed to meet the need of the study. The questionnaire was used to collect primary data from DEOs, WEOs, Head Teachers and teachers while the interview was used to collect data from SMC members.

3.7.1 Interviews

Interview technique particularly open-ended interview was employed to gather data from teachers and head teacher as well as academic teachers. It is a research instrument for data collection that involves a collection of data through verbal interaction between the interviewee and the interviewer (Cohen, Manion& Morrison,

2007). The use of this technique under this study is imperative because of the respondents' diversity. In addition, the interview is suitable for collecting data since it is a flexible tool and it allows the researcher to the problem for supplement responses from respondents as expressed in (Yin, 2003).

3.7.2 Documentary Review

The use of outside sources, documents to support the viewpoint or argument of research work. The method involves some or all conceptualizing, using assessing documents. The researcher used this method to obtain other data from books, seculars and other researchers' reports from libraries and other related organizations about the perception of community members on the low retention rate of the primary school committee in public schools. The method was used because of the availability of information from different authors who wrote different authors who wrote different related research.

3.8 Data Analysis Procedures

The data collected during fieldwork were analyzed through the following steps, first, was the transcription and translation of the raw data collected: All interview responses were recorded while recording was done with the permission of respondents during the interview session. These are carefully transcribed and translated. Coding data was the second step, which involves tagging important key concepts; content that answers the research question and the relevant information that shows similarity or differences in schools. Thirdly, categorization of unprocessed data was done during interpretation of the data to see the discrepancies and

similarities that existed and the relevance of this concerning answering the research questions. The main point was figuring out possible categories and themes which were known as open coding. Lastly, was presentation and discussion of the data: in writing up the report all the findings were presented based on the specific objectives of this study. It was anticipated that the data obtained from this study would answer the research questions previously put forward by the researcher.

3.9 Trustworthiness

The research in qualitative uses in trustworthiness (Bogdan and Bicklen 1998). This is all about the truth of the research results. Then how the truths on qualitative research are established? The current researcher used triangulation of methods, sites and samples to attain trustworthiness. For example, the study used multiple samples of the SMCs members, teachers, the parents to obtain data on the study. This enables true results to be strong than if the data were to be drawn from a single sample. The study also used interviews and focus group discussions to collect data to attain the trustworthiness, this type of triangulation enables the data to be more varied than if the data were to be drawn from the single method of data collected.

As documented by Best and Khan (2006), and Punch, (2004), trustworthiness means consistency and stability of the tool of data collection such as the interview guide. In this study, trustworthiness was ensured as the interview guide was checked by the supervisor reviewed and approved before they were administered to respondents.

3.10 Ethical Issues

According to Creswell (2003), ethics refers to the rules which are used for distinguishing between right and wrong. It is the branch of philosophy that deals with ones' conduct and serves as a guide to one's behaviour (Mugenda & Mugenda, 2003). Ethics in research refers to conduct and norms that can be distinguished between acceptable and unacceptable behaviors (Resnik, 2015). There are different ethical issues, which a researcher thinks about before commencing research to handle issues or avoid them before they arise. In this study, the researcher tried to gauge exactly the type of data needed and for what purpose.

Fraenkel and Wallen (2006) declare that the researcher's responsibility is to make sure that the participants are physically and psychologically protected from any discomfort or danger that might arise. All research ethics were observed, the researcher was given a letter from the Open University of Tanzania (OUT) that introduced to the informants and their employers to undertake the study at hand without causing any inconvenience from the respondents. Also, a researcher was given a research permit at the district of Mbogwe to conduct a study in the selected secondary schools. Moreover, the researcher observed the consent from respondents and assured them that the data collected from them would be used for the sole purpose of the study. Therefore, respondents participated voluntarily in the study. Lastly, all unethical attempts were avoided during the study because they could lead to loss of validity and reliability of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of this study. The first section presents the demographic information of the research participants. This is followed by the presentation of the findings collected through an interview guide and classroom observations. Data based on the three objectives developed in chapter 1, which focused on the notions of school management committee roles on quality of primary education in terms of efficiency of SMCs, factors influencing the performance of SMCs, and measures SMCs implemented to improve the quality of primary Education in Mbogwe district.

4.2 Respondents Characteristics

This part consists of the socio-economic and demographic characteristics of the respondents. Social characteristics such as gender, marital status, education level, and administrative position level affect the accessibility of data. In this study, a total of 49 respondents participated in the study of whom 6 were head of schools and 28 were school committee members, one District Education Officer, two Ward Education Officers, and 12 teachers (Table 4.1). Most of the primary school headteachers had a Diploma in Teacher Education. All headteachers were qualified to head their schools in line with Mutai (2003) who states that for effective school management, promotion of teachers to a position of responsibility should be pegged on having undergone through a pre-service training.

Table 4.1: Respondent characteristics (N=49)

Characteristic	Description	Number	Percent
Questionnaire Return rate	DEO	1	100
	Head teachers	6	100
	Ward Education Officers	2	100
	Teachers	12	100
	School Committee Members	28	93%
Headteachers age distribution	30-35 years	2	33.3
	36-40 years	1	16.7
	41 -47 years	2	33.3
	48 years and above	1	16.7
Education Level of headteachers	Diploma	5	66.7
	Degree	1	33.3
Administrative Positions	Head of School	4	13.30
	Head of Department	10	33.30
	Ordinary Teachers	16	53.40
Headteachers Working Experience	5-10years	15	50
	6-10 years	4	66.7
	11 and above	2	33.3
Pupils' population	650-850 students	2	33.3
	Over 850 students	4	66.7
Number of Teachers per school	7-10 Teachers	3	50%
	11-14 Teachers	1	16.7
	Over 15 Teachers	2	33.3

Source: The field study January 2020

In terms of teaching experience, most headteachers indicated they have enough teaching experience, that had enough experience working with SMC. According to Howell (2000), organizational effectiveness can be achieved when there is a fit between the organisation and its environment and fits among various organisation components: task, individual staff, and managerial practices. Further, Okumu (1981) noted that the school, as an organization within a social system, requires an administrator. The chief executive in a school is the headteacher. In this study, the headteacher had a role in supervising day-to-day school activities and calling meetings at school and school management committees.

Eshiwani (1993) contends that the headteacher is responsible for the school's overall running and control in all aspects. Therefore, headteachers must be trained in managerial skills to enable them to function as leaders. The researcher in this study wanted to know the headteachers' teaching experience. As the survey investigated school committees, respondents needed to be the ones who participate in the day-to-day school management practices. In terms of teaching staff, most of the schools in this study had 7-10 teachers and a pupil population of 851 and above.

The Head of schools was asked to provide information on SMC in which provided several school committee members and their qualifications of the six schools that participated in this study. Findings indicated most members were males (68%) and that most of the respondents had primary-level education (71%). Within females, SMC 30% had secondary Education compared to within men, 29% had secondary education. According to UNESCO (2005), the school committee with less qualified members normally realizes poor-quality outputs in any educational setting. More findings of academic qualifications are in the responses related to research questions.

Table 4.2: Respondent characteristics (N=49)

Name of schools	Education level						Total SMC members
	Primary			Secondary			
	M	F	Total	M	F	Total	
School A	6	3	9	3	1	4	13
School B	6	3	9	2	1	3	12
School C	6	2	8	2	1	3	11
School D	4	3	8	2	2	4	12
School E	6	2	8	2	1	3	11
School F	5	3	8	3	1	4	12
TOTAL	35	16	51	14	7	21	72

4.3 Efficiency of SMC in Providing Quality Primary Education

To determine SMC's efficiency in providing quality primary education, SMC 4.3 members were asked to indicate how many times they met to discuss school issues. In responding to this question during the interview, responses were diverse. About 40% of the school committee members indicated they met once in a year, 30% said they met earlier in six months, and another 30% told they met more than once in six months. All heads of schools said the attendance of SMC was good. The committee members indicated good relations with the head of schools and that head of school provided information about a meeting in advance. The committee members stated a concern that they had not attended training on their roles and thus just attend like other meetings.

In short, the head of school is so cooperative with us. He calls us in advance if there is a meeting. The only challenge we face is that since we were appointed, we have not been introduced to training on our roles and responsibilities and especially how to implement our tasks (SMC Member from School E).

I am working with schools and rarely do I find a school report indicating all SMC members attended a meeting. I one school, I met all, but it was not a meeting, a graduation day. I think there is a need to do something so all attend meetings (Ward Education Officer).

Franklin (2002) defines management as a distinct process consisting of planning, organization, activating and controlling performance to determine and accomplish stated objectives with the use of human beings and other resources. Therefore, the members of SMCs are expected to work with and through the head-teachers, teachers, parents, and other educational stakeholders to enhance learners' academic achievement. In fulfilling SMC tasks, the meetings were generally inadequate.

According to the Dakar Framework of Action (2000), the decade's experience has underscored the need for better governance of school systems in terms of efficiency, accountability, transparency, and flexibility so that they can respond more effectively to the diverse and continually changing needs of the learners.

According to Adeolo and Olusola (2013), School-Based Management is the devolution of power and authority to significant stakeholders, so they perform statutory responsibilities. The statutory responsibilities include administering, monitoring, evaluating, and reviewing education policy issues for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools. On the other hand, Osei-Owusu (2012) adds that SMCs play and determine to a very great extent the academic achievement as they serve as a vehicle for promoting community participation in quality education. SMCs call for serious consideration of strategies to be adopted to achieve the improvement of quality learning for better learners' academic achievement to be realized. The provision of quality support systems in schools gives SMC the importance of being empowered to perform their duties and improve academic performance among students in schools.

Performance of SMC is important as School Management Committees (SMCs) are the managerial hand of basic education in Tanzania, and these are governing agencies of the school. Their roles are central to the main activities and operations at the school level. The SMC is supposed to work to enhance the school and its community by using it in the school's interest. By law, the SMC is the governing

body of basic education in the various communities in Tanzania. It is supposed to promote the school's appeal and its learners to receive the best education. In this study, every school had such a committee constituted based on state agreed-upon formation and SMC operations. According to Nsiah-Peprah and Kililiyang-Viiru (2005), weak supervision from district education offices tends to weaken school headteachers' and teachers' commitment to carrying out their duties. Thus SMC has to be effective in ensuring positive learning outcomes for their children.

4.4 Factors Affecting Performance of SMC in Primary Education

To determine factors affecting SMC's performance in the provision of quality primary education in the Mbogwe district, the researcher asked respondents a question "What are the factors affecting SMC's performance in the provision of quality primary education in Mbogwe District?". The respondents indicated factors to range from the committee members' education level, availability of training opportunities, and availability of resources to motivate teachers and SMC on improving attendance to school meetings.

4.4.1 Educational Qualifications of the SMC Members

In looking at the factors related to SMC's performance in the provision of quality primary education, one of the questions was SMC members' educational qualifications.

Table 4.3: Education level of SMC members (N=72)

Education level	Number	Percent
Primary Education	51	71%
Secondary Education	20	21%
Degree	1	1%
Total	72	

In this aspect, findings indicated members of SMC most had primary education in that they had less exposure and thus cannot provide much support to the school management team at the school level, including the head of school and school teachers' committees. The low level of education contributes to fewer discoveries, innovations, and awareness of what was supposed to be done on academic affairs as the major goal of primary school education, thus rendering ineffective services to schools on quality primary education. With the qualification level of SMC, it can be difficult to appraise school teachers and hence make teachers work independently or depending on only the head of school support.

Interviews indicated that most of the school committee members were ineffective in advising headteachers on academic matters. It does not mean that they did not want to do so, but they did not have such capacity as their education level was concerned. According to Santiago and Benavides (2009), when teachers are confronted with high-stakes consequences of the appraisal on their career and salary, the inclination to reveal weak performance aspects is reduced.

4.4.2 Training on Effective School Management

Through interviews, participants of this study were asked if they were provided with training after being appointed as school committee members and responded that none

were provided with the training. Findings revealed that this had been a big obstacle for them to execute well their roles towards the provision of quality education in primary schools. School committee members who are less qualified and work without being equipped with the necessary knowledge and skills fail to control and monitor quality education provision to clients. The respondents complained much that they always face many challenges on how to plan and manage school resources ending up with poor decisions on where to direct resources and how to control them.

One of the school committee chairpersons had this to say

“It is five years now since I was appointed as a school committee member. I have never been provided with training on how to execute my roles. The ineffectiveness of SMCs makes me be in a very difficult time ensuring the provision of quality education to pupils (SMC Member School E).

On the other hand, a Chairperson of School Committee in School E said

I hear our fellow SMC members and leaders in town attended a school management seminar and fulfilled their duties. They learned how to implement their duties as school committee members, especially regarding matters regarding school management. In this village, since I was appointed as an SMC member, I have not attended any training on anything. I depend on support from the head of school. My fellow members and I are just working through experiences.

This explanation implies that SMC leaders need the training to fulfill their duties. In some cases, descriptions showed that even those in the school committee, their opinions are not valued. Lack of gender consideration leads to many decisions made based on more represented gender. They were sometimes not considering gender balance, such as taking zero to measure early pregnancy for pupils and hospitality for female teachers.

A researcher also wanted to know if there is any training or seminar provided immediately after formulating an elected new school committee. The response given all respondents said a little training/seminar was conducted to school committees to educate on their responsibilities. One of the educational officials noted that: -

Seminars are conducted for Headteachers and ward Education officers on how to work with the school committee. However, school committees themselves rarely receive capacity-building seminars. There is a need to propose an organization of such workshops.

Most of the school committee members lacked training on how to manage the school as committee members. Through an interview with the head of schools, they informed that all school committees had not received training for building their capacities concerning the management of funds and day-to-day running of the school. One of the heads of school reported:

Provision of training for building capacity and competencies of school committee members at all primary schools is an important strategy for enhancing effectiveness in the primary education sub-sector [Head of School E].

These explanations show that school committee members work by using experience. Still, they lack education on how to run schools required by the ministry of education and vocational training. As a result, they perform poorly in their duties.

Lack of training for school committee members affects the effectiveness of their performance. The education training policy (ETP) Clarifies (1995) that the provision of quality education and training is the ultimate goal of any education and training is the ultimate goal of any education system. These goals, however, cannot be achieved without well-established and effective management and administrative machinery”.

4.4.3 Resources

Respondents in this study indicated resources to be one of the factors affecting SMC in providing quality primary education. Head of school, SMC members and District Education Officials told resources to make SMC not fulfill their duties as required. Resources were said to support schools in motivating teachers and SMC members to fulfill responsibilities, also were told to support schools in ensuring the availability of teaching and learning resources.

In motivation, resources were needed to build teacher houses and pay incentives to meet participants. In such cases, lack of motivation demoralizes school committees' performance in primary school. As the researcher showed it, most school committees fail to exercise power to their maximum capacity due to lack of motivation.

Collected through questionnaires to head of school, committee their reasons, teachers, and ward education coordinators. All respondents believed that most committee members did not show much cooperation in participating fully in their roles due to lack of motivation, recognition, and poor relations between headteachers and committee members. Findings revealed that the lack of motivation contributed to poor attendance to meetings; on the other hand, the District Education Officer (DEO) agreed to the research question that lack of committee members' motivation during sessions was one of the factors that contributed to school committee ineffectiveness in the district. Through an interview with the District Education Officer (DEO) Said.....

Many schools, especially in Ward A and Ward D, lack teachers' houses, leading many teachers to seek transfer to schools with teachers' houses for accommodation.

School Committee Members were asked if they were paid allowance when attending meetings. All responded that they were given some token allocation. However, the budget was not consistent. Paid sessions increased costs in running the school. Meetings are generally expensive as there are some costs involved when calling such a big meeting.

We are paid a token when attending meetings. However, when the head of school claims to have no money, we still participate in the meetings. When some members attend two or three meetings, they drop. Less motivation makes SMC less effective as most members do not participate in the meetings (SMC member from School D)

The SMC meetings are not conducted at regular intervals leading headteachers to make decisions on their own. This is because it is too expensive to hold these meetings four times per annum. One meeting is estimated to cost almost Tsh 450,000. With the estimated amount, the meetings are conducted once in many schools, while a few other schools conduct up to two meetings per annum to avoid these costs (SMC Member from School B).

According to Oyollo (2008), school management committee members in some cases are not involved in day-to-day school administration. The headteachers then take all responsibilities to run schools on their behalf. The performance of SMCs varies as they meet irregularly and fail to reach quorum even when meetings take place; solving cases of indiscipline in the schools also occurs infrequently. SMCs are used primarily to secure compliance from parents with various initiatives (or to discipline parents who do not comply) rather than to represent parent interests or provide a venue for parents to voice their concerns as parents have delegated power to SMC

for monitoring school performance to the committee (Lieberman, Posner, and Tsai, 2014).

This situation makes community members/school committees fail to make operational decisions for the school's development. Through interviews, the researcher wanted to know how many meetings are conducted by the school committee. The respondents given by the chairperson from School E and School B Primary schools show that they have completed two sessions from July to December 2017 instead of four meetings. Those statements show that school chairpersons do not know – their responsibilities effectively instead of conducting four meetings below standard. Hence many development activities lack effective supervision from the school committee.

The study revealed that community financing of primary education was the major challenge due to their poor understanding of education's value. The school committee fails to execute their roles as per ETP as most of the majority of the local communities were unable to contribute to school development activities. One of the representatives of SMC had this to say;

Most of the local communities complaining that the school committee members use their money for their benefits as they believe that their pupils have nothing to contribute as the government has abolished the school fees (SMC Member School D)

Further information from the chairperson and headteachers as secretaries to the school committee said that the village and ward officers in the sample population did not participate fully in school development plans. Therefore, these were demoralized

because they miss close coordination from their officers who are expected to approve some committees' minutes on school development plans. Considering the importance of motivation as a management technique or process of giving people confidence so that they do things willingly, it was recreated from the finds that the process is not effectively implemented in Mbogwe District hence school committee ineffectiveness.

Besides, it was noted that capacity building at the school committees had not been adequately done. During the study, no single training was done to the school committees, though the government continues funding primary education. The main reason given by the head of schools as to why the capacity building had deteriorated was the shortage of funds.

4.5 The Measures to Improve Performance of School Committee

In this study, one of the research questions was “What are the measures that should be taken to improve SMC's performance in the provision of quality primary education in Mbogwe District?”. Respondents had different views, including SMC members' appointments, accountability of SMC members, training of SMC members, and increasing school resources.

4.5.1 Appointment of SMC Members

Respondents viewed the appointment to have been not much inclusive. Though there are guidelines on appointing SMC members, there is a need to consider the inclusion of gender and, if possible, members from other social groups, including disability. If there are experts in a village, there is a need to include them as co-opted members occasionally. For example, a committee member said:

In our SMC, we are 13 members. Only 4 are females. In such a situation, she talks about issues related to female children. Their issue cannot pass. After all, they are few and of the four, only one has secondary education. I feel we need to revive members' selection if possible, school appoint a member from a distance with pertinent knowledge about primary school education (SMC Member School A).

I feel we need some of the members to be with skills to create awareness to the community members on school contributions. If members are not aware and have not been trained, it is difficult to support schools in increasing resources to motivate teachers and children to learn better (Head School E)

The appointment of SMC members has to be careful; members appointed responsible for supporting school management practices. Some of the roles of SMCs include to assess teacher performance, identify and mobilize local resources, coordinate with stakeholders who might contribute toward the school's development (donor agencies, NGOs, government offices), develop and monitor school improvement plans, oversee regular audits of the school's financial management and motivate parents and community members toward greater ownership and accountability. Members appointed should have skills to create awareness to social members on their accountability issues, including school contributions to increase school resources. According to ETP (2014), running schools is a shared responsibility between the government and local communities.

4.5.2 Accountability of SMC Members

In responding to measures to improve SMC performance in schools, most members (54%) indicated a need to have members accountable. To the participating members in this study said accountability to SMC members to include participating in

meetings, fulfilling duties assigned during SMC meetings, linking school activities to the parents, so they are aware, participating in sub-committees as required and making contributions to improving school performance through supervising teachers and school children implementation. Some respondents said

After appointing them to attend the meeting, some members become an issue. Some members you call and sometimes send the invitation and never attend. As many members are doing the same, if you impose a rule on attending, you can be changing members every time. I think there is a need to appoint members committed to school improved performance [Ward Education Officer].

There are times we agree on an issue for some members to make a follow-up. What happens when we meet for the next meeting, some of those who decided to do the activity are not present and, in some cases, show no progress as agreed. In this case, I feel accountability have to be one of the criteria to be selected as an SMC member [SMC Member School E]

Members in the school management all have a role in implementing the Primary Education Development Plan that focuses on improving education standards by improving administration. SMC involves establishing relations and close participation of all stakeholders among teachers, pupils, parents, village governments, and the community to strengthen the management of schools. The main objectives are to develop democracy, transparency and responsibilities of various levels as the core for the primary education development plan. Through these school committees, the community people participate fully and have a voice or how the schools are managed. The government provides resources to build the capacity of school committees in supervising and developing schools. In that, SMC has a role in establishing democracy, transparency and accountability in the school administration.

4.5.3 Capacity Building to SMC Members

The role of school management committees includes planning and budgeting. There is a need for all SMC members to implement their functions, including planning and budgeting. In Primary Education Development Plan (PEDP), special emphasis is put so that the school committee should be regarded as the core for the primary education development plan. Through these schools, committees have a voice in how schools are managed. The government is required to give resources of funds and human resources to build the capacity of school committees in Supervising and developing schools. Some members said.

If we need to improve SMC performance for enhancing the quality of primary education, we require immediate training after the appointment. The training will guide SMC members on what their roles are and how they should work. If possible, each ward education officer should be capacitated to train SMC members so they contribute to the development of the school [Head of School, D]

I feel training can make us fulfil our duties well. We have many roles, including planning and budgeting. Lack of training has made some of our fellow members lament how I can attend a meeting while children are not eating when in school and sometimes many not attending school. Not providing training to SMC members I feel is wrong. If SMC member is trained can know that it is his/her role to improve school attendance and the provision of school feeding to the school children [SMC chair School B]

Seminars should be provided for those school committee members at least quarterly to know, especially on finances and administration, to enable them to perform their responsibilities well and monitor the school income and expenditure. Training is important because most SMC members are standard seven-leavers, so they do not

know matters concerning financial issues and administration. The provision of motivation could be one of the measures for improving the performance of those school meetings. A shortage of motivation causes poor attendance in the SMC meeting, resulting in poor performance for those committees.

Putting into consideration the importance of motivation and capacity building as management techniques or the process of giving people confidence so that they do things willingly is important. It was revealed from the findings that capacity development was not effectively implemented in the Mbogwe district.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusion, and recommendations of the study. The study's general objective was on the appraisal of school committee performance in public primary schools in Mbogwe District.

5.2 Summary

The study's purpose is to find out the appraisal on primary school committees' performance of Mbogwe district. Specifically, this study was guided by the following objectives

- i) To analyse the efficiency of SMC in providing quality primary education in Mbogwe District.
- ii) To determine factors affecting the performance of SMC in the provision of quality primary education in Mbogwe District.
- iii) To determine measures to be implemented to improve SMC's performance in the provision of quality primary education in Mbogwe District.

5.2.1 Efficiency of SMC in Providing Quality Primary Education

SMC's efficiency in providing quality primary education was low as there were irregular meetings, and thus few decisions about school improvement were passed through SMC. The school management was more dependent on the head of the school alone. Therefore, headteachers were responsible for planning, organizing,

supervising, controlling, and managing school resources to accomplish school goals (Franklin, 2002; Nsiah-Peprah & Kililiyang-Viiru, 2005; Adeolo & Olusola, 2013).

Furthermore, school and community ownership were low as most of the school managerial functions were executed without community awareness through SMC members. The weak link created a mismatch between school and community members' goals, commitment to work, and less job satisfaction among SMC members, teachers, education officials, and head of school hence congruent with the role theory that guided this study (Goffman, 1959). Other issues related to SMC's efficiency the level of education of SMC members as many completed primary education, hence had a challenge on making decisions on academic matters in the school. Similarly, school committees less had more males as compared to female members. Gender inequality created a challenge on gender representation in the decision.

5.2.2 Factors Affecting the Performance of SMC in the Provision of Quality Primary Education

The study's second objective was to determine factors affecting SMC's performance in quality primary education in the Mbogwe district. Overall, the committee members' education level, availability of training opportunities, and availability of resources to motivate teachers and SMC on improving attendance to school meetings as major factors that hindered SMC in contributing to enhancing quality primary education. These findings are in line with role theory guided this study as if one cannot fulfill duties, it creates role conflicts and affects organization functions

(Goffman, 1959). Findings are also in line with ETP (1995; 2014) and Oyollo (2008).

5.2.3 Measures to Be Implemented to Improve the Performance of SMC in the Provision of Quality Primary Education

The study sought information from respondents on measures to strengthen SMC performance in quality primary education. Respondents indicated SMC members' appointment, accountability of SMC members, training of SMC members, and increasing school resources as important measures to be addressed when planning for improving the provision of quality primary education. The lack of motivation among SMC members and an educational leader like Ward and Village was not attending meetings. Thus, SMC misses the link between what is happening in the school and what happens in the general community. On the suggested improvement strategies, all respondents insist on training SMC members; provide incentive resources for SMC; build capacity for SMC in supervising and developing schools.

5.3 Conclusion

The study concludes that SMC's weak performance on the provision of quality primary education in the Mbogwe district. Weakness emanates from more members having low education level, few SMC meetings, few resources to improve education provision environment, few training opportunities, and mismatch of roles in the provision of quality primary education emanating from few capacity building sessions.

5.4 Recommendations

Based on the research findings and conclusions of this study, several committee members should be trained before carrying out their duties; in light of the study findings and confusions reached, the following recommendations are made: SMC are important organs in promoting education in the country. As such, in matters involving affairs like how pupils are enrolled, sufficient buildings such as classrooms, chairs, and tables.

5.4.1 Recommendations for Policy

- i) Appointment of SMC based on representation in the school and community at large and consider gender issues, where possible at least 40% by females and that special groups also be considered including experts and persons with special needs and disabilities if school enrolls students with disabilities.
- ii) SMC members are to be trained to support school management in the provision of quality education.

5.4.2 Recommendations for action

- i) Facilitate Ward Education Officers as a trainer for SMC in schools in their work area and supervise their work. Training of Trainers (TOT) on SMC aspects will increase community ownership and permeability of what is learned in schools to the community with ease.
- ii) The district budget includes an aspect of SMC to make available in schools for facilitating meetings.

iii) The District authority must prepare short courses to orient in fully appointed SMCs members on the rationale of the body in improving the school quality at the primary level.

5.4.3 Recommendations for Further Study

Several issues requiring further investigation emerged from this research. This study was based in the Mbogwe district and employed a case study design. Consequently, it will be difficult to generalize the findings to other areas because the sample was drawn only from the Monduli district. Therefore, another study should be conducted with a comparative approach to examine factors hindering the school committee's role using a wider area and large sample than what was used in this study.

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APPENDICES

Appendix 1: Interview Guide for School Chairperson

This information is confidential.

Please attempt the following questions by following the instruction provided.

1. Sex: Male Female (Put (✓) tick in a box provided).
2. Age:
3. Education level. (Put (✓) tick where necessary)
 None Primary education Form Four education Form Six
 Others (State)
4. Occupation:
5. How long have you been a school committee chairperson?

6. Have you attended any seminar after being selected as a school committee chairperson?.....
7. How many times do you conduct meetings within six (6) months?

8. Is there any allowance provided after the meeting? Yes No
 Can the school afford to provide the allowance allocated
 ?
9. What factors affect SMC's performance in the provision of quality primary education in Mbogwe District?

10. Give your opinion on what should be done in order to bring the effectiveness of the school committee to your school as a school committee chairperson.

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

Thank you for your cooperation

Appendix II: Interview Guide for The Head of School

- i. Please answer all questions.
- ii. Don't write your name.
- iii. This information is confidential.

Please attempt the following questions by following the question guidelines provided.

1. Name of school: Ward:
District:
2. The number of schools registered:
.....
3. Sex: Male Female (Put (✓) tick where required).
4. Education level. (put (✓) tick where necessary).
Grade B Grade A Diploma Degree Post Graduate
(Masters)
5. How long have you been a Headteacher?
6. How many teachers are there at your school?
Male: Female:
7. How many pupils do you have in your schools?
Boys: Girls:
8. How many school committee members at your school?
Male: Female:
9. Have you attended any seminar/ training about the school committee's
management for two years ago?
Yes No

10. How many school committee meetings conducted for the last 3 years?

11. Is there any allowance provided after the meeting? Yes No

Can the school afford to provide the allowance allocated
.....?

12. What is the attendance of school committee members when there is a meeting?

Very good Good Satisfactory Poor (Put (✓) tick only
once)

13. What are your views to improve the school committee's performance?

.....

14. What can you say about the performance of SMC in your school?

.....

15. What do you think might be the factors that affect the performance of SMC in
your school?

.....

16. Give your opinion on what should be done to bring the effectiveness of the
school committee to your school as a school committee chairperson

Thank you for your cooperation

Appendix III: Interview for School Committees Members

This information is confidential.

1. Sex: Male Female
2. Age: 18 – 30 31 – 60 Above 60
3. Education level. (Put (✓) tick where necessary).
 None Primary education Form four education Form six
 Others (specify)
4. How long have you been a school committee member?

5. Have you attended any seminar/ training concerning school committees?

6. How many meetings do you set every six months?

7. How do you get informed about any call for a school committee meeting?

8. How many committee meetings have you attended from January to June 2016?

 Is there any motivation given to the school committee? YES/ NO. If YES who
 determines the amount to be paid? What is the source of the funding? What are
 your views on such motivation?
9. How many times do you meet in a year.....
10. Do you think the number of meetings you conduct in a year are enough for the
 development of the school?

11. What are the problems facing the school? How has the school committee addressed each of the problems
12. Give your opinions on what to be done to improve the school committee's performance.....
.....

Thank you for your cooperation

Appendix IV: Questionnaire for Ward Education Officer

- i. Please answer all questions.
- ii. Don't write your name.
- iii. This information is confidential.

Please attempt the following question by following the guidelines provided.

1. Name of your ward:
2. Sex Male Female (Put (✓) tick where required)
3. Age:
4. Education level. (put (✓) tick where necessary).
Grade B Grade A Diploma Degree Post Graduate
(Masters)
5. How long have you been working as a Ward Education coordinator?
.....
6. Have you attended any seminar/ training concerning school committee
performance for the year 2014 – 2016? Yes No
7. Is it important for you to attend every school committee meeting in your ward?
Yes No
8. What are your responsibilities during school committee meetings?
.....
.....
.....
9. What is the attendance of school committee members when there is a call for a
meeting?

Very good Good Satisfactory Poor (Put (✓) tick only once)

10. Do you think the number of school committee meetings conducted in your ward is enough for school development?

11. What is the problem facing the school committee for running their activities?

.....

12. What are your views on improving school committee performance?

.....

Thank you for your cooperation

Appendix V: Interview for District Education Officers

This information is confidential.

1. Is there any training or seminar conducted for school committee members being elected?
2. What steps do you take to minimize or alleviate the problem?
3. How many times do you provide seminars/training to school committee members in your district per year? Explain whatever the way do you provide the seminar/ training
4. What factors are influencing the performance of SMC.....
5. From your experience, describe problems and claims that you normally face from your committee members in your district (what do they demand)
6. Suggest as many strategies you think will help to enhance the effectiveness of the school committee in your district.

Thank you for your cooperation

Appendix VI: Questionnaire for School Teachers

i. Please answer all the questions.

ii. Don't write your name.

iii. This information is confidential.

1. The name of your school
2. Sex Male Female (Put (✓) tick where required)
3. Age:
4. Education level. (Put (✓) tick where necessary).
 Grade B Grade A Diploma Degree Post Graduate
 (Masters)
5. How long have you been working as a teacher?.....
6. Your school committee members are elected by following procedures and
 rules.
 Yes No
 If your answer is yes, how are they elected?

7. School committee members have collaborated with teachers to solve the
 problems of your school?
 Very good Good Satisfactory Poor (Put (✓) tick
 only once)
8. Describe problems and claims of your school committee members that
 normally face from teachers and the community in general. What causes these
 problems.....

9. What are your opinions to improve school committee performance?

.....
.....

Thank you for your cooperation