

**CONTRIBUTION OF SCHOOLS COMMITTEES ON MANAGEMENT
PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN BUTIAMA
DISTRICT, MARA REGION, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled, “*Contribution of Schools Committees on Management Performance of Public Primary Schools in Butiama District, Mara Region, Tanzania*”. In partial fulfilment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

Dr. Evaristo Mtitu
(Supervisor)

.....

Date

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DECLARATION

I, **Aloyce Werema**, 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 Administration, Planning and Policy Studies of the Open University of Tanzania.



.....
Signature

.....
Date

DEDICATION

This dissertation is dedicated to my late father Aloyce Marato Sereka. The work also, is dedicated to my mother Nyambura Jonas Sanawa, Mrs Elizabeth Wegesa Werema Aloyce, Aloyce Marato Sereka, Anthony Marwa Sereka, Albert Sereka Sereka, Alfred Juma Sereka and Annastazia Nyambura Sereka for their continued support, love and affection. This family has been very supportive and inspiring in my growth and carrier. To them I dedicate this piece of work.

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ABSTRACT

The study assessed contribution of schools' committees on the management performance of public primary schools in Butiama district, Mara Region, Tanzania. The study was guided by the following specific objectives; to assess the contribution of schools committee on the management performance in primary schools, to determine the roles of schools committee on school management performance in public primary schools and to find out, how school management performance in public primary schools was affected by schools committee. The study employed mixed research approaches. Data was analyzed and presented through thematic analysis and through frequency and distribution using tables. The study employed descriptive research design using a sample size of 95 respondents. Data was collected through questionnaire and interviews tool. The study concluded that, public primary school in Butiama had school committees which helped the school management to enhance school performance. The school committees were also active in fulfilling their duties. The study also found out some contribution provided by school committees which was to solve school problem, help to direct the available school resources and help to advise the head teachers on issues related with school. The study recommended that the government through the Ministry of Education and Vocational Training should ensure that every public primary school have school committee. The study also recommended that school committee and school management to produce joint action plan on how best to work as a team to improve school management performance in public primary school.

Keywords: *Schools committee, management performance, public primary schools,*

Butiama District

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LIST OF ABBREVIATIONS

FBE	Free Basic Education
SMC	School Management Committees
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
ZPD	Zone of Proximal Development

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The study was about contribution of schools committee on school management performance in public primary schools in Butiama District. Generally, schools committee is an advisory body of people comprising parent's representatives and teachers which play a great role in development of schools. This chapter presented the background of the problem, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, and significance of the study, limitations and delimitation of the study, operational definition of key terms and organization of the study.

1.2 Background of the Problem

School Management Committee (SMC) holds central responsibility in the performance of primary school especially in enhancing effective teaching and learning of pupils for quality basic education. Parvaiz, (2016) allude to the responsibilities of committees in education as to identify, predict, implement and monitor all learning activities and to raise the community's involvement. Consequently, the perception of the SMCs on their mandate and how they relate to the situations in their particular schools and community is crucial. Tuckman and Monetti (2011) explain the concept of 'perception' simply as a very important aspect in understanding human behavior in attempt to approach life problems. In the light of this explanation, the perception of SMC members in a particular context would

have a bearing on how they handle and carry out their responsibilities. In Tanzania, Chua and Mosha (2015) assert that the kind of school management available impacts the performance in a particular school by ensuring workable and agreeable strategies in providing effective teaching and learning.

In order to achieve Sustainable development goals and Education 2030 agenda (UNESCO, 2015), in Tanzania, the prime focus towards a greater education impact should be directed to the rural public primary schools where more than 80 percent of the population is concentrated (Hakielimu, 2017). Consequently, the United Republic of Tanzania, has enforced the Fee Basic Education (FBE) policy, whose main objective has been to lift the burden of fees from parents of the poor households to facilitate access of all children to school (Hakielimu, 2017). Accordingly, UNESCO (2015a) strongly envisaged it necessary to engage resilient local community participation to ensure sustainability in the implementation of Free Basic Education Policy (FBE).

Pandey (2019) argues that school committee on school management is crucial for sustaining quality education. Thus, the school committees ought to contribute toward quality education. Community development programs which are initiated by school committees have been thought of as an outcome driven approach to shared responsibilities and resources in primary school. School committee's participation is more viable and gradual when the strategies for community participations are reciprocated with the needs of the community (Khan, 2011). Much of the study has been done on importance school committee on school management and their role in

sustaining quality education, but did not focus on what this current study intends to investigate on the contribution of schools committee on school management performance in public primary schools in Butiama District focusing on the contribution of schools committee management performance in primary schools. Other areas that are not covered include; the roles of schools committee on school management performance in public primary schools and how school management performance in public primary schools is affected by schools committee.

1.3 Statement of the Problem

School committees and school management performance are inseparable. Thus, in the context of the current study, school committees play a duo role of orchestrating perception and activities both the school management committee and performance of pupils in primary schools. Though, school committee play a great role on the school management performance, but it has been reported that the school committees face many challenges in enhancing school management performance.

This notion is supported by Tieng'o (2018) who conducted a study in Rorya District and noted that, there are factors that proved to magnify the ill environment of school management performance in primary school including; lack of awareness on the roles and responsibilities of the school committees parents as well as members of the committees; poor means of communication and information sharing between school administration and school committees; lack of management capacity among members of the committees; and lack of financial resources for intended activities in their locality as the major challenges that faces school committees on school

management performance in Rolya. Despite efforts made by education stakeholders to address the challenge such as; increasing awareness to school committees to participate effectively in school management and increases the financial resources in public primary schools but still there are challenges that affect the school committees to manage primary schools. In this regard, this study intended to investigate the contribution of schools committee on school management performance in public primary schools in Butiama District, Mara Region.

1.4 Objective of the Study

1.4.1 General Objective

The main objective was to investigate contribution of schools committee on the management performance of public primary schools in Butiama District, Mara Region.

1.4.2 Specific Objective

Specifically, the study sought to:

- i) Assess the Contribution of Schools Committee Management Performance in Primary Schools;
- ii) Determine the roles of Schools Committee on School Management Performance in Public Primary Schools;
- iii) Investigate, how School Management Performance in Public Primary Schools was shaped by Schools Committee.

1.5 Research Questions

The following were research questions,

- i) What is the Contribution of Schools Committee on School Management Performance in Public Primary Schools?
- ii) What are the roles of schools committee on School Management Performance in Public Primary Schools?
- iii) How school management performance in public primary schools is affected by schools committee?

1.6 Scope of the Study

The study was focused on the contribution of schools committee on school management performance in public primary schools in Butiama District, Mara Region. Specifically, the study assessed the contribution of schools committee management performance in primary schools, to determine the roles of schools committee on school management performance in public primary schools and to investigate, how school management performance in public primary schools is affected by schools committee.

1.7 Significance of the Study

The study contributes in three major areas:

1.7.1 Theoretical Contribution

The study findings would be of great potentialities to school committees and school management in understanding their contribution toward the performance of public primary schools. This study, also would add knowledge to school management to enhance school management performance in primary schools.

1.7.2 Practical Contribution

The study findings might be of great contribution to school committees to work on challenges that face school committee to manage school performance in primary school. The study might also assist school committee and school management to find out the solution on challenges arises in school hence to increase the school performance.

1.7.3 Policy Contribution

The study might also be useful to policy makers to reviews education policy that provide the guidelines on the task of school committee and school management in schools. Also, it might be useful to policy makers in understanding school committees and management of school capability in school performance.

1.8 Limitation and Delimitation of the Study

1.8.1 Limitation of the Study

Firstly, one of the limitations of this study might be a rigid bureaucracy for the release of study permit from the Mara regional authority to the district level. This made researcher to delay in collecting data. The researcher dealt with this limitation by remaining patient and waiting official permission from these authorities.

Secondly, the study was carried out during working hour's days. Therefore, it became difficult because some committees' members, teachers and parents were unwilling to fill the questionnaires. Despite of these challenges the researcher still convinced respondents to provide enough co-operation in order to achieve the intended goal of this study.

Last, in some schools, committees' members were hesitant to respond to some questions worrying that their responses might be disclosed to the public. Researcher solved this challenge by informing respondents that their responses would remain confidential and their names would not be disclosed publicly because the study is only for academic purpose.

1.8.2 Delimitation of the Study

The study was carried out in Butiama District in ten (10) public primary schools out of ninety-one (91) public primary schools in Butiama district. The study did not include the schools committee contribution on school management performance in private primary schools.

1.9 Organization of the Research Report

This research report consisted five chapters. Chapter one presented the background of the study, statement of the problem, research objectives, research questions, scope of the study, significant of the study, limitation of the study, and operational definition of the key terms, Chapter two presented literature reviews, the work of other researchers who have done their work but it has relationship with this study. Chapter three presented research methodologies, the methodology that was used in this study. Chapter four dealt with data presentation, analysis and discussion. Chapter five presented summary, conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents definition of key terms, theoretical literature reviews on the contribution of schools committee on school management performance in public primary schools. It included theoretical literature and its related literature, empirical literature on schools' committees on school management performance to see how others researchers have discussed about contribution of school committee on school management performance globally and Tanzania, research gap and conceptual framework of the study.

2.2 Definition of the Key Terms

School Committees: Is an advisory body of people comprising parent's representatives and teachers. The members of school committee who represent parents are elected in the annual parent's school meeting, while representatives of teachers should be elected by the teacher (khan, 2011).

School Management: Is an organ, a group of people with decision- making in a school with the purpose of supervising, monitoring, evaluation of Curriculum implementation, and management. School management, should make a follow up in order to discover the factors that lead to an irregular curriculum implementation which can lead to poor performance (Dills, 2006).

Primary School: Is also known as junior school, grade school, or elementary school.

It is for children who are 4-11 years old. This school comes after preschool, and before secondary school. Education occurs in a single phase that designs fundamental skills such as writing, learning, and reading (Dills, 2006)

2.3 Theoretical Literature Reviews

2.3.1 Concept of School Committees

A school committee can be defined as an advisory body of people comprising parent's representatives and teachers. The members of school committee who represent parents are elected in the annual parent's school meeting, while representatives of teachers should be elected by the teacher. The function of school committee is to improve pupil achievement and to enhance the accountability of the education system to parents and that, the role of school committee is to ensure that parents have an active voice in their children's education, and that school committee builds effective communication between the school and committee so as to strengthen the relationships that would enable a conducive climate in teaching and learning environment at the school. This in turn enhances the education of all students in the community. A school committee must be responsive to sensitive diverse needs of all learners, an advocate for students and learning before the people of the community and, as such, a vigorous ambassador for public education before all citizen (URT, 2001).

2.3.2 School Management

School management, is an organ, a group of people with decision-making in a school with the purpose of supervising, monitoring, evaluation of curriculum

implementation, and management. School management, should make a follow up in order to discover the factors that lead to an irregular curriculum implementation which can lead to poor performance (Dills, 2006).

2.3.3 The Community Supervision Theory

The community supervision theory states that, there should be a covenant of ideas and ideals that education supervisors such as school committees and school management as well as followers would be tied together the consensual understanding. Paparozzi (2005) Teachers are pedagogical leaders in the classroom while supervisors are pedagogical leaders in the support. Further, within the community perspective supervision is moral agency.

In order to build a covenant for school community, there must be a foundational moral leadership that emphasizes the ethics of caring and accountability of each actor. Through community supervision theory, head teachers, parents and school committee, are supervisors who have to work closer with the school so as to enable students improve academic performance in primary school leaving examinations.

The transformational leadership theory focuses on organizational interactions, where leaders and followers raise one another to higher levels of motivation and morality as founded by Fairholm, (2001). In this context, due interactions close school supervision, becomes a transforming endeavor to education leaders such as school committees and school management. Through interactions of school supervisors' results into ultimately moral development and ethical aspiration. As a result, such

relationship helps to improve the students' academic performance due to close monitoring of school development. Moreover, other scholars such as; McGinn & Welsh, (1999), argue that it is important to involve different education stakeholders in decision-making and assisting students to acquire the necessary knowledge and skills so as to improve their academic performance.

The theory by Zone of Proximal Development (ZPD) states that, every learner has got learning potential which can enable him or her to learn without any assistance from the teacher. This learning potential can be highly increased when the student receives an aid from other person who has greater learning potential than him /her such as; parents, school committee members and alike. Thus, this helper should be a trained and qualified teacher (Wood,1998). This theory can effectively work if the environment of a learner is supportive. According to Walberg (1981), home environment affects the academic performance of students that means educated parents can provide such an environment that suits for academic success of their children, on the other hand uneducated parents and guardians have a narrow opportunity to orient their children to education. Apart from that Marzano, (2003), view that school authorities such as school committees can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work. (Barnard, 2004; Shumox & Lomax, 2001) assert that, academic performance of students/pupil highly depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

Waters and Marzano (2006) state that there are range of factors that affect the quality of performance of students. The students in public schools belong to various backgrounds depending upon their demography. This diversity is much vast and complex. Keeping in view all these discussions, researcher conducted this study to investigate the contribution of schools committee on school management performance in Butiama District public primary schools.

2.4 Empirical Literature

2.4.1 Contribution of Schools Committee Management Performance

Bolam (2016) studied on contribution school committees in management performance in primary school in Ghana. The study used descriptive research design and researcher used questionnaires, interviews tools to collect data. The study found out that, school committees played a great contribution in management performance in primary schools because school committees set out the activities directed towards efficient and effective utilization of organizational resources in order to achieve the set organizational goals.

Bush (2018) investigated the role of school committees in the management of school performance. Both qualitative and quantitative approaches were employed in the study and a survey design was used. The study used questionnaires and interview as the tools of data collection. The study found out that school committees played great contribution in the management of school performance and the school committees werere centrally concerned with the purpose or aims of education. These are the subject of continuing debate and disagreement, but the principle of linking school

committees' activities and tasks to the aims and objectives of schools remains vital. These purposes or goals provide the crucial sense of direction that school committees have obligation to ensure school management which should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Unless this link between purpose and management is clear and close, there is a danger of 'managerialism', 'a stress on procedures at the expense of educational purpose and values (Rajani:2018)

Rajani (2018) investigated the contribution of school committee in the management performance. The study used questionnaires as the tools of data collection. The study found that school committee is significant in enhancing school's management's responsibility and accountability. This has brought school committees in place to hold school management responsible and accountable towards meeting their responsibilities. They act as school governors by encouraging community oversight and participate to enhance education quality. The roles and usefulness of school committees are well recognized especially in rural and remote areas.

Masue (2017) investigated contribution of school committee in management performance. The study employed interview and questionnaire as the instrument in data collection. The study found that school committee has great contribution in management performance. This is because school committees make decision regarding management decision, thus increasing management performance in school.

Eshiwani (2018) studied how the school management committees contributed in management performance. The study deployed questionnaire as the instrument in

data collection. The study found out that school committee contribution in management performance in school. The contribution include the preparation of initial proposals for the schools 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 school and ensuring that discipline is maintained in the school.

2.4.2 The roles of Schools Committee on School Management Performance

Jonathan (2017) investigated the role of school committee on school management performance in Nigeria. The study employed questionnaires as the tool of data collection. The study found out that school committee play a great role on school management and they are active in improving pupil achievement and to enhance the accountability of the education system to parents. Furthermore, the study found out that, the role of school committee is to ensure that parents have an active voice in their children's education, and that school committee builds effective communication between the school and committee so as to strengthen relationships that will enable a conducive climate in teaching and learning environment at the school. This in turn it enhances the education of all students in the community. A school committee must be responsive to sensitive diverse needs of all learners, an advocate for students and learning before the people of the community and, as such, a vigorous ambassador for public education before all citizens.

Wedgwood (2017), studied the role of school committee on school management performance. The study used questionnaires and interview guide in data collection.

The study found out that school management, is an organ, a group of people with decision- making in a school with the purpose of supervising, monitoring, evaluation of curriculum implementation, and management. Therefore, school management, play a great role in managing school performance.

Peterson (2017) studied the role of school committee on school management performance. The study used questionnaires as the tool of data collection. The study found out that school committees played a significant role in enhancing school's management's responsibility and accountability. Through the school committees, local communities played an important role in decision making over various issues pertaining to development and day to day oversight of the schools. School committees enhanced accountability and responsibility of head teachers in delivering and ensuring that the quality of education remains high.

Karia (2019) investigated the role of school committee on school management performance in Kenya. The study used questionnaires as the tool of data collection. The study found out that school committees play a great role in managing public primary schools in Imenti South District, Kenya. This helped head of school to improve school management performance.

Kapen (2016) studied the role of school committee on school management performance in Uganda. The study used questionnaires as the tool of data collection. The study found out that school committees play a great role in the management of schools. A school committee is a group of elected members responsible for managing

and overseeing the activities of a primary school, and to provide it with community support. Each primary school is required by law to have a school committee. School committees have existed for a long time with their functions changing from time to time to fit the social, economic and political situation.

2.4.3 The Schools Committee Effects on Public Primary Schools School Management Performance

Ayeni and Ibukun (2013) investigated about how school management performance is affected by schools committee. The study employed questionnaires as tool of data collection. The study found out that, school-based management in secondary school 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. This is done so as to achieve sustainable goal-oriented governance and effective teaching and learning activities for achieving set standards and quality learning outcomes in schools. To achieve such quality, there must be capacitating of school management performance that make the school committee in addressing both curricula implementation, ability and evaluation of learning outcomes. The ability of these school committees can guarantee the kind of product out of schooling arena.

Okioga (2018) studied how the socioeconomic status of school management based on secondary school in academic performance affects the responsibility of school committees in their daily responsibility in primary school academic performance. The study employed questionnaires as tool of data collection. The study found out

that low socioeconomic status has negative effect on the school management and school committees since member of school management have no ability to contribute financial assistance and other ideas because of low socio-economic status, hence they do not perform better duties effectively.

Ngaro (2018) investigated how the school committee usually leaves the head teacher to exercise his/her powers and responsibilities in the day to day running of school. The study employed questionnaires and interview as tool of data collection. The study found out that school committee usually leaves the head teachers to exercise their powers and responsibilities in the day to day running of school. But for maintaining good relations and getting full support he should keep the committee informed about important decisions and consult it in time of difficulty or crisis.

Kioko (2016) studied on how school management performance in schools is affected by schools committee. The study employed questionnaires as tool of data collection. The study found out that school management performance in schools is affected by schools committee. School is an integral part of much wider community and that all members of the school are affected by what happens in the larger society. The society also expects a certain role from school such as developing certain attitudes and mental attributes which are necessary for the society's life.

Okumbe (2017) investigated how school management performance in schools is affected by schools committee. The study employed interviews as tool of data collection. The results revealed that school management performance is affected by schools committee. Results also revealed that the task area of school committee's

relations has the dual purpose of obtaining and maintaining school management support for school programmes and of assuming that the community is fully involved in the activities of the school. This is enhanced by the good relationship between the members of the school management committees which also include the head teachers for the effective management in schools.

2.5 Research Gap

According to Bolam, (2016) and Bush, (2018), most of the studies outside Tanzania have been done on school committees playing a great contribution in school management performance in primary school. Moreover, other studies for example, those by Jonathan (2017) and Wedgwood, (2017) have focused on the roles of school committee to improve pupil achievement and to enhance the accountability of the education system to parents. However, in Tanzania only a few studies that relate to current study have been undertaken but not in contribution of school committees on school management performance in public primary schools in Butiama District. Therefore, much has not been done in schools committee on school management performance in public primary schools in areas like Butiama District. This is the gap the researcher filled in literature as the purpose of this study was to understand how the school's committees contributed to school management performance in public primary schools in Butiama District, Mara Region.

2.6 Conceptual Framework

In order to understand the contribution of school committees on school management performance in public primary schools, there was a need to have a comprehensive

conceptual framework. According to Smyth (2004) conceptual framework should assist the researcher to organize his or her thinking and complete an investigation successfully. This study was guided by the Stuffle beam model (2000) which has the following steps:

Analyzing the existing problem; One of the functions and contributions of School committee is to identify and analyze the challenges that arises in school to enhance school management performance and this process requires trained personnel with skills to handle the problem that existed in school.

Generation of school planning option: After identifying the problem that existed in school, the school committees have ability to generate plans in order to solve the problem or challenges that arises in school. This is done through consideration of the school environment.

Making of school plan: School committee with cooperation with school management after generating school plans have responsibility to implement the plan that has been reached on the school meeting.

Evaluation of implementation of decision made: During and after making the school plan, school committees are needed to evaluate the decision made on meeting in order to implement what has been reached on the meeting.

Retention; The school committees are responsible to remain in their duties and responsibilities in order to ensures school management performances.

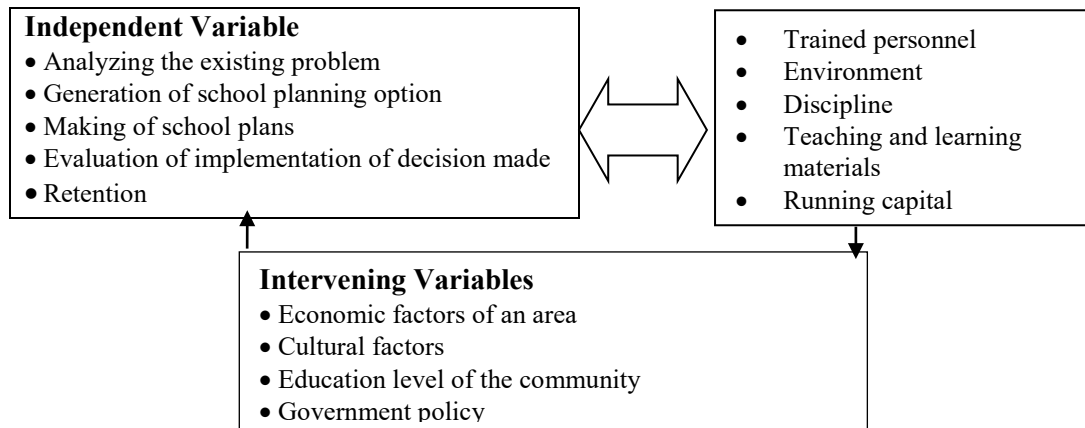


Figure 2.1: Conceptual model for independent and dependent variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presented the research methodology. It includes; research approaches, research design, area of the study, population of the study, data collections tools, validity and reliability of instrument, data analysis and ethical considerations.

3.2 Research Approach

This study employed both quantitative and qualitative approach. In quantitative approaches the study was able to generate numerical data that were transformed into useable statistics. While in qualitative approach, researcher used this approach to gain an understanding of underlying reasons, opinions and motivations regarding the contribution of school committees on school management performance in public primary schools in Butiama District.

3.3 Research Design

This study employed descriptive research design. Descriptive research design is efficient in collecting data regarding the characteristics of populations to justify current conditions and practices. The study employed descriptive research design because to give a detailed description of the contribution of school committees on school management performance in public primary schools in Butiama District.

3.4 Area of the Study

This study was conducted in Butiama District in Mara region around Makongoro

Division in Kamugegi, Kukirango, Kyanyari and Butiama Wards in the following Primary Schools; Kamugegi, Nyamagana, Nyamikoma A, Nyamikoma B, Butiama A, Butiama B, Kiabakari A, Kiabakari B, Madaraka and Nyamisisi. The contribution of schools committee on school management performance in primary schools in Butiama District should be taken into consideration.

The reason to conduct the study in Butiama District was due to the fact that the researcher had experience such problem within the district and there is no similar study that has been conducted in the area concerning the study.

3.5 Population of Study

The target population of this study included heads of primary schools, teachers, parents and school committees in primary school in Butiama District. In this study researcher targeted these populations because of the trust that, these population were having the details which researcher was investigating in this study because head of secondary schools, teachers and school committees experience the contribution of schools committee on school management performance in primary schools. Therefore, those were main targeted population in this study.

3.6 Sample and Sampling Procedures

3.6.1 Sample

The study was composed of 95 respondents. Five respondents were heads of school, 40 respondents were teachers, 40 school committee members, and 10 respondents were parents. The study was conducted in Makongoro division which includes four

(4) wards such as Butiama, Kamugegi, Kukirango and Kyanyari ward. From the wards the study sampled ten (10) public primary schools and 95 respondents.

Table 3.1: Composition of sample size and population

Categories	Targeted population	Number of respondents
Head of School	91	5
Teachers	182	40
School committee	273	40
Parents	182	10
Total	728	95

3.6.2 Sampling Procedures

This study employed purposive sampling technique and simple random samplings. In purposive sampling technique the researcher selected head of school (N=5) and school committees (N=45). The researcher believed that the chosen respondents had relevant information on the contribution of schools committee on school management performance in primary schools. Since these respondents possess the information what researcher was searching for this study and this sampling technique was applied to head of primary schools and school committees in Butiama District.

While in simple random sampling researcher selected teachers (N=45) from each stratum that was involved in the study. In this study, the researcher employed simple random because the technique helped researcher to reduce bias in selection of respondents for this study.

3.7 Methods of Data Collection and Instruments

3.7.1 Survey Method

Survey is defined as the act of examining a process or questioning a selected sample

of individuals to obtain data about a service, product, or process. Data collection surveys collect information from a targeted group of people about their opinions, behavior, or knowledge. Common types of example surveys are written questionnaires, face-to-face or telephone interviews, focus groups, and electronic (e-mail or website) surveys. The study employed survey because the method provided a high level of general capability in representing a large population studying in the field. Hence for the researcher to provide a better description of the relative characteristics of the general population involved in the study.

3.7.2 Instrument of Data Collection

3.7.2.1 Questionnaires

In this study, the researcher used closed and open-ended questions. Open ended questions allowed the respondent to answer the question in their own way, while in closed questions respondents were given question to select the same answer according to instruction that was provided in the question in the same order and using the same wording and had the same set of answers to choose from. The researcher employed questionnaires tool to teachers (N=45) and school committees (N=45) and 10 parents in Butiama District. The researcher employed questionnaires because this method is usually free from the interview bias as the answers were in respondent's own words.

3.7.2.2 Interviews

This study also used an interview tool to collect data is a particular type of conversation between two or more people. This interview schedules a semi

structured which was mixed of unstructured and structured interviews questions and this were directed to heads of primary school(N=5). The researcher employed interviews guide because it enabled researcher to clarify any queries concerning the questions.

3.8 Ethical Consideration

To accomplish this study, researcher used the research clearance letter from the university that allowed data collection but by following the procedures of Mara Region Authority and Butiama District Authority to give the final letter of permission to continue with data collection. Also, researcher got permission from primary school that expect to correct data in this within the Butiama District.

Researcher also respected each person as autonomous individual. Human subjects were selected to participate at their own free will and that they were fully informed regarding the procedures of research work.

Either, the study respected confidentiality or anonymity. Every effort was made to safeguard the privacy and comfort of the participants. The respondent's descriptions of their experiences were not be disclosed publicly.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings on the contribution of schools committee on school management performance in primary schools in Butiama District. The findings were presented in accordance with the following research objective of the study namely; the contribution of schools committee management performance in primary schools, the roles of schools committee on school management performance in public primary schools, how school management performance in public primary schools is affected by schools committee.

4.2 Respondents Rates

Data on the respondents' profile were collected through questionnaires tool. Data was analyzed through quantitative and qualitative approach. The demographic characteristics such as; age, sex, and level of education were involved in the study. A total of 90 questionnaires were distributed to school committees, parents and teachers of primary school in Butiama District. Only 85 questionnaires were returned to the researcher, while 5 head teachers participated in the interviews with the researcher.

Table 4.1: Sex of the respondents

Sex	Frequency	Percentages
Male	38	42
Female	52	58
Total	90	100

Source: Field Data (2022)

Table 4.1 indicates sex of respondents, whereby 58% of respondents were female and 42% of respondents were male. This was a indication that the great number of respondents that participated in the study were female compared with male who participated effectively in this study about the contribution of schools committee on school management performance in primary schools in Butiama District.

Table 4.2: Age of the respondents' (N=90)

Age	Frequency	Percentages
12-16	-	-
20-24	11	12
25-29	20	22
30-34	25	28
35 above	34	38
Total	90	100

Source: Field Data (2022)

Table 4.2. showed respondent's age, whereby 38% of respondents were aged above 34 years old, 28% of respondents were aged between 30 and 34 years old. However, 22% of the respondents were aged between 25 and 29 years old and 12% of respondents aged between 20 and 24 years old participated in the study. This finding justifies that respondents with age of 35 and above years old participated fully in this study.

Table 4.3 showed education level of respondents, whereby 44.4% of respondent were diploma level, 34.4% of the respondents were certificate level, 11.1% of respondents had degree level of education, 5.5% of respondents had attained secondary school and 4.4% of respondents were primary level. This implied that large number of respondents with diploma and certificate level participated effectively in the study.

Table 4.3: Education level of respondents (N=90)

Education level	Frequency	Percentage
Primary level	4	4.4
Secondary school level	5	5.5
Certificate	31	34.4
Diploma	40	44.4
Degree	10	11.1
Total	90	100

Source: Field Data (2022)

4.3 Contribution of Schools Committee Management Performance in Primary Schools

This part addressed research objective number one. In this part the researcher sought to assess contribution of school committee's management performance in primary schools in Butiama District. To accomplish this objective, it was accompanied by the following questions;

4.3.1 School Committee at the Primary School Station

Data were presented by taking the frequency i.e.number of respondents times one hundred 100 and divide by total number of respondents i.e.85 as a result to obtain percentage of respondents who participated in the study.

The findings in Table 4.4 showed that, 47% of the respondents strongly agreed, 38% of the respondents strongly agreed. However, 8% of the respondents disagreed while 7% of respondents strongly disagreed that there was no school committees in primary school station. This implied that, in Butiama District there were school committees which represent or act on behalf of the community for the development of the primary school. This was due to the findings as was evidenced by the majority

of respondents by strongly agreed that there are school committees in primary school station. However, few respondents disagreed that there are no school committee in primary school in Butiama District. This meaning that most of public primary school in Butiama District there are school committees that work together with school management for the development of school.

Table 4.4: School committees in primary school station

Response	Frequency	Percentages
Agree	32	38
Strongly agree	40	47
Disagree	7	8
Strongly disagree	6	7
Total	85	100

Source: Field Data (2022)

4.3.2 Activeness of the School Committee

Data were presented by taking the frequency i.e.number of respondents times one hundred (100) and divided by total number of respondents (85) so as a to obtain percentage of respondents for the study.

Table 4.5: Activeness of school committee

Response	Frequency	Percentages
Agree	34	40
Strongly agree	36	42
Disagree	10	12
Strongly disagree	5	6
Total	85	100

Source: Field Data (2022)

The findings in Table 4.5 showed that, 42% of the respondents strongly agreed, 40% of the respondents agreed that the school committee was active in fulfilling their duties and responsibility. However, 12% of the respondents disagreed and 6% of

respondents strongly disagreed that, school committee was not active in fulfilling their duties in primary school. This implied that in public primary schools there were school committees and they were very active especially in fulfilling their responsibility. This was according to the findings as was evidenced by the majority of respondents who participated in this study by strongly agreed that school committee was active especially in fulfilling their duties and responsibility. Some respondents disagreed that school committees were not active toward participation of school development. Based on the findings it showed that school committees in public primary school in Butiama District were active in fulfilling their responsibility.

4.3.3 Contribution of School Committee in School Management Performance

Data was presented by taking the frequency i.e. number of respondent's times one hundred and divide by total number of respondents 85 so as to obtain percentage of respondents who participated in the study.

Table 4.6: Contribution of school committee in school management performance (N=85)

Contribution	Frequency	Percentages
Help to direct the available school resources	40	47
Solving the school problem	41	48
Advising the head teachers on the issues related with school	4	5
Total	85	100

Source: Field Data (2022)

The findings in Table 4.6 showed that, 48% of the respondents said that solving school problem, 47% of the respondents said that school committee helped to direct the available school resources, and 5% of respondents said school committee helped

to advise the head teachers on issues related to school. This showed that school committees played a great contribution in school management performance especially in solving the challenges that arised in school. This meant that all problems that arouse in school, the school committee was there to solve and help. Though, the school committees also played other contribution such as to advice on the effectuse of school resources, and advising head teachers on the issues related to the running of the school.

Through interviews, participants were asked about contribution of school committee in school management performance. Findings revealed that school committees had contribution in school management performance. School committees solved school problem and helped to direct the available school resources, as well as to advise the head teachers on issues related with school. One of the heads of school had this to say;

“As a head of school, I appreciate the contribution made by school committees in our school since they help us and play a great contribution especially in school management performance”

This implied that school committees have contribution in school management performance in public primary school in Butiama District.

The findings are in line with study of Masue (2010) who argues that through the school committees, local communities play an important role in decision making over various issues pertaining to development and day to day responsibilities in the schools. Resources mobilization from the community for school infrastructure is very vital aspect in making schools a comfortable place for learning. The success of this

mobilization can best work if there is active cooperation between the school and the local community which is the function of the school committee. It is also the duty of the school committee to advise the school head teacher on the matters relating to school's day to day functioning. Furthermore, the findings correspond with study by Bolam (2016) who argues that school committees play a great contribution in management performance of primary schools. This is because school committees set out the activities directed towards efficient and effective utilization of organizational resources in order to achieve the set organizational goals.

4.4 The Roles of Schools Committee on School Management Performance in Public Primary Schools

Objective number two determined roles of school committees on school management performance in public primary school within Butiama District. To accomplish this objective, the following questions were posed:

4.4.1 Primary School Exists Without School Management Committee

Data were presented by taking the frequency i.e.number of respondents times one hundred and divide by eight five which was the total number of respondents.

Table 4.7: Primary school without school management committee

Response	Frequency	Percentages
Agree	8	9.4
Strongly agree	5	5.8
Disagree	30	35.2
Strongly disagree	42	49.4
Total	85	100

Source: Field Data (2022)

The findings in Table 4.7 showed that, 49.4% of the respondents strongly disagreed, 35.2% of the respondents disagreed. However, 9.4% of the respondents agreed while 5.8% of respondents strongly agreed that, primary school exist without school management committee. This implied that primary school cannot exist without school management committee. This was according to the majority of respondents who participated in this study who strongly disagreed that primary school cannot exist without school management committee since the presence of school committee in primary school played a great role to the development of school. This is because school management committee helped to solve school boundary related challenges while others hand help to conduct fundraising activities for the development of school. Otherwise some respondents agreed that primary school could exist without school management committees.

4.4.2 School Committees Roles in Public Primary School

Data were presented by taking the frequency i.e.number of respondents times one hundred and divide by total number of respondents which were eight five.

Table 4.8: School committees' roles in public primary school(N=85)

Response	Frequency	Percentages %
Agree	35	41
Strongly agree	41	48
Disagree	5	6
Strongly disagree	4	5
Total	85	100

Source: Field Data (2022)

The findings in Table 4.8 showed that, 48% of the respondents strongly agreed, 41% of the respondents agreed, though 6% of the respondents disagreed and 5% of

respondents strongly disagreed that, school committees played a great role in public primary school. This showed that school committees played a great role in public primary school. This was according to the findings as it was observed in the field, by the majority of respondents who strongly agreed that school committees played a great role in public primary school. Though, some respondents disagreed while others strongly disagreed that school committees played a great role in primary school. Regarding these findings it showed that school committees played a great role in primary school.

4.4.3 The Roles of School Committees in the Performance of the Primary School Management

Data were presented by taking the frequency number of respondent's times one hundred 100 and divide by total number of respondents 85 as a result to obtain percentage of respondents who participated in the study.

The findings in Table 4.9 below showed that, 38% of the respondents said that solving school boundary related challenges, while 35% of the respondents said that school committee conducted fundraising for school, and 27% of the respondents said that among the roles of school committees was to conduct school meetings which discussed various issues related to school development.

Table 4.9: Roles of school committees in school management performance (N=85)

Roles	Frequency	Percentages
Conducting the school meeting	23	27
Conducting fundraising for school	30	35
Solving school boundary related challenge	32	38
Total	85	100

Source: Field Data (2022)

This implies that school committees played a great role in school management performance. This was due to majority of respondents who said that school committees solved school boundary related challenge, while others said they conducted fundraising for school development. Others indicated that school committee played a role in school management performance by conducting school meetings. This indicated that school committees play a great role in school management performance in Butiama District.

Through interviews, participants of this study who were head teachers were asked to indicate the roles of school committees in school management performance in primary schools. Findings revealed that school committees played a great role in school management performance in primary schools. The roles played by school committees such as conducting school meetings specially to discuss various issues related to development of school, solving school boundary related challenges and on the other hand to conduct fundraising for school development. Others said that school committee played a role in school management performance by conducting school meeting. One of the heads of school reported that;

“School committees play a great role in establishing school management performance in my school since we work together like preparing the school meeting so that to discuss various matters that concern the development of our school and through this school committees have helped us in school management performance”.

This is an indication that school committees had a role in school management performance in public primary school specifically in Butiama District.

The findings are supported by Jonathan (2017) who states that, school committee are

active and they play a great role to improve school management achievement, and to enhance the accountability of the education system to parents and teachers. The role of school committee is to ensure that parents have an active voice in their children's education, and that school committee builds effective communication between the school and committee so as to strengthen relationships that would enable a conducive climate in teaching and learning environment at the school. Furthermore, a study by Wedgwood (2017), indicates that school management, is an organ, a group of people with decision- making in a school with the purpose of supervising and monitoring the activities done in school.

Study by Wedgwood (2017), shows that school management is an organ, a group of people with decision- making in a school with the purpose of supervising, monitoring, evaluation of curriculum implementation, and management. School management, should make a follow up in order to discover the factors that lead to an irregular curriculum implementation which can lead to poor performance.

4.5 Effects of Schools Committee on Public Primary School Management Performance

In objective number three the researcher investigated the effects of schools committee on public primary school management performance. Sections below discusses this part.

4.5.1 Effect of School Committee on School Management Performance

Tale 4.10 presents the findings which took into consideration the frequency i.e. number of respondent's times one hundred i.e.100 and divide by total number of

respondents or 85 as a result to obtain percentage of respondents who participated in the study.

Table 4.10: Effect of School Committees on School Management Performance (N=85)

Response	Frequency	Percentages
Agree	47	55.2
Strongly agree	22	25.6
Disagree	9	10.5
Strongly disagree	7	8.2
Total	85	100

Source: Field Data (2022)

The findings in Table 4.10 showed that, 55.2% of the respondents agreed, 25.6% of the respondents strongly agreed, though 10.5% of the respondents disagreed and 8.2% of respondents strongly disagreed that, there was no effect of school committees on school management performance. In the findings it was observed that there was effect of school committees on school management performance as it was evidenced by majority of respondents who agreed that there was effect of school committees on school management performance. This was accompanied by the respondents who strongly agreed, though some of respondents disagreed while others also strongly disagreed that there was no effect of school committees on school management performance in public primary school in Butiama District. This implied that, the presence of school committees in primary school had caused an effect on school management performance. This might be due to the roles played by school committees in primary school hence for school management performance.

4.5.2 School Management is neither nor Affected by the School Committee Function and Roles

Table 4.11 were presented by taking the frequency or number of respondent's times one hundred and divide by 85 the total number of respondents.

Table 4.11: Effects of School Committee Function and Roles on School Management (N=85)

Response	Frequency	Percentages
Positively	71	84
Negatively	14	16
Total	85	100

Source: Field Data (2022)

The findings in Table 4.11 showed that, 84% of the respondents were positive, while 16% of the respondents said negatively that school management was neither nor affected by the school committee function and roles. It was observed that school management was affected by school committees' function and roles positively. This was due to responses from the majority of respondents who participated in the study, though, others respondents said that school management was affected negatively by the school committee function and role. This showed that, school management to large extent was affected by the school committee function and role positively.

4.5.3 Challenges on School Management Performance

This part presented challenges that public primary schools faced. Table 4.12 summarizes the findings o this part.

**Table 4.12: Challenges Faced Pertaining to School Management Performance
(N= 85)**

Challenges	Frequency	Percentages
Lack of sitting allowance for various meeting	34	40
Lack of school calendar	9	11
Poor implementation on the decision made from school meeting	42	49
Total	85	100

Source: Field Data (2022)

The findings in Table 4.12 showed that, 49% of the respondents said that poor implementation of the decision made from school meeting, 40% of the respondents said lack of sitting allowance for various meetings, and 11% of respondents said lack of school calendar was among of challenge that face pertaining to school management performance in public primary school. This showed that poor implementation on the decision made from school meeting was the major challenges faced pertaining to school management performance in public primary schools in Butiama District. Although, there were other challenges such as; lack of sitting allowance for various meeting to the members of school committees and lack of school calendar prepared for school meeting also were identified to be challenges faced pertaining to school management performance.

Through interviews, head teachers were asked to identify challenges faced pertaining to school management performance in public primary school. Findings revealed that there were challenges that face school management performance. These challenges included; poor implementation of the decisions reached in the school meeting, lack of sitting allowance for the members of school committees during and after school

meeting and lack of proper guidelines such as school calendar which indicated dates and months for the next meeting were the challenge that faced school management performance.

One of the head teachers had this to say;

“Since I was appointed as a school head teacher most of the challenge which I experience in this school is how to implement decision that was made in the school meeting by the members of the committees, this is because sometime decision reached from the meeting requires to have enough resources therefore, sometime the school lack such resources in order to implement the decision made during the school meeting”.

This is an indication that there were challenges that were faced pertaining to school management performance in public primary schools in most public primary school in Butiama District.

The findings are in line with study y Okioga (2018) found out that, socioeconomic status of school management based on school in academic performance affects the responsibility of school committees in their daily responsibility in primary school academic performance, low socioeconomic status has negative effect on the school management and school committees since member of school management have no ability to contribute financial assistance and other ideas because low socio-economic status, hence they did not perform their duties effectively.

Also, study by Ayeni and Ibukun (2013) corresponded with the findings of this study by revealing that, school-based management in secondary school was 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 capacitation of school management performance that make the school committee in addressing both curricula implementation and evaluation of learning outcomes. The ability of these school committees could guarantee the kind of product out of schooling arena.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, major findings, conclusions and recommendations of the study on the factors that contributed schools committee role on school management performance in primary schools in Butiama District. The chapter has four sections. Section one contains the summary of the study, while section two provides a brief reflection on the findings. Section three presents the conclusion. The recommendations for practical solutions, and some related educational areas which call for further research are presented in section four.

5.2 Summary of the Study

The study was about contribution of schools committee on school management performance in primary schools in Butiama District. The study specifically assessed the contribution of schools committee management performance in primary schools, determined the roles of schools committee on school management performance in public primary schools and sought out how school management performance in public primary schools was affected by schools committee. The study employed quantitative and qualitative approaches. The study also employed questionnaires and interviews tool in data collection.

5.2.1 Summary of the Main Findings

5.2.1.1 The Contribution of Schools Committee to Management Performance in Primary Schools

In this objective the findings revealed that, most of public primary school in Butiama had school committees. This was due to majority of respondents 47% who strongly agreed that primary school had school committees which helped school management performance and they were very active in duties and responsibilities. The active part of school committees in primary school made them to provide great contribution in school management for the development of the school. Some of contributions provided by school committees in school management performance were like solving school problem, helped to direct the available school resources and helped to advise the head teachers on issues related with school.

5.2.1.2 Roles of Schools Committee on School Management Performance in Public Primary Schools

This objective was accompanied with the following questions; namely, could primary school have existed without school management committee, school committee's role in public primary school and roles of school committees in school management performance at your school. The findings indicated that majority of respondents, 49.4% strongly disagreed that primary school could not exist without school management committees. This is because the school committees played a great role in public primary school as it was evidenced by majority of respondents i.e. 48% who strongly agreed that school committees played a great role in primary school. The roles played by school committees included; solving school boundary

related challenges, to conduct fundraising for school, to conduct school meeting to discuss various issues related with school development.

5.2.1.3 Effect of Schools Committee on School Management Performance in Public Primary Schools

This particular objective was accompanied with research questions such as; was there any effect of school committee on school management performance, how did school management was either or not affected by the school committee function and roles and which challenges were faced pertaining to school management performance. The findings indicated that majority of respondents 55.2% agreed that there was effect of school committee on school management performance. This was because the existence of school committees in primary school had an effect on school management performance and the effect could be positive or negative. Though, the results showed that school management to a large extent was affected by the school committee's function and its role positively. Additionally, the findings revealed the challenge that faced school management performance in public primary school. The challenges included; poor implementation about decision reached in the school meeting, lack of sitting allowance for the members of school committees during and after school meeting and lack of proper guidelines such as; school calendar which indicated dates and month for the next meeting was the challenge that faced school management performance.

5.3 Conclusion

First, it is imperative to note that, most of public primary school in Butiama had

school committees which helped school management performance. These school committees were very active toward fulfilling their duties and responsibilities and they provided a great contribution in school management for the development of school. The study also found out that some contribution provided by school committees in school management performance such as solving school problem, helped to direct the available school resources and helped to advise the head teachers on issues related to school.

Second, study found out that, primary school could not exist without school management committees. This was because the school committees played a great role in public primary school. The roles played by school committees included; solving school boundary related challenges, to conduct fundraising for school, to conduct school meetings, to discuss various issues related with school development.

Lastly, the study concluded that, there was effect of school committee on school management performance. This was because the existence of school committees in primary school caused an effect on school management performance as it was found out that school management to large extent was affected by the school committee's function and its role positively. Also, the study found out that, school committees faced various challenges when fulfilling their duties and responsibility. The challenges included; poor implementation about decision reached in the school meeting, lack of sitting allowance for the members of school committees during and after school meeting and lack of proper guidelines such as school calendar that indicated dates and month for the next meeting.

5.4 Recommendation

The study presents recommendations for action and further studies:

5.4.1 Recommendation for Action

Based on the research findings, the researcher recommends the following for an immediate action:

- i) It is recommended that the Government through the Ministry of Education and Vocational Training, should ensure that every public primary school have not only a school committee but a strong school committee with fully authority to make school decision in order to enhance school management performance.
- ii) The study recommends the school committee and school management should produce joint action plan on how best to work as a team so as to improve school management performance for the development of public primary school.
- iii) The study recommended that the qualification of school committee members should be taken into consideration so as to get good advisory committee for effectively school management performance.
- iv) It is recommended that parents should support the chosen school committee in running school issues. For instance, attending the school meetings and advising the school committee on various issues relating to school development. Not only that but also when it comes to the time of choosing the school committee, the community should be given more chance and

enough weight to participate on choosing members of the school committees in primary schools.

5.4.2 Recommendation for Policy Action

The study recommends to policy makers to reviews education policy which provide the guidelines and instruction for school committee and school management in school. Not only that, but also for policy makers to ensure the school committees work in accordance with guidelines as provided by education policy in the country.

5.4.3 Recommendation for Further Studies

This study focused in Butiama District, the results could not be generalized to other parts of Mara Region and Tanzania in general. There is a need for others researchers to study challenges facing schools committee on school management performance whether in primary schools or secondary school in other parts of Tanzania.

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APPENDICES

APPENDIX I: Interviews Guide for Head Teachers

My name is Aloyce Werema, a student at the Open University of Tanzania, pursuing a Masters of Education Administration, Planning and Policy Studies (MEDAPPS). I am carrying out a *The Contribution of Schools Committee on School Management Performance in Primary Schools in Butiama District*". Kindly am requesting your information in my study. The information provided to researcher would remain as confidential and no any information would be revealed publicly.

Thank you for your cooperation.

SECTION A: Demographic Information for Participant

Put tick; (v)

1. Gender: M () F ().
2. Age: 12-16 () 20-24 () 25-29 () 30-34 () 35+ ()
3. Education Level: a) Primary() b) Secondary () c) Certificate () d) Diploma () e) Degree () f) Masters () g) Other (specify).....

SECTION B: Contribution of Schools Committee Management Performance in Primary Schools

1. As head teacher, do you have a school committee at your primary school station?
2. If you have a school committee, is that school committee active?
3. What are the school's committee's contributions in school management Performance?

SECTION C: The Roles of Schools Committee on School Management Performance in Public Primary Schools

1. In your opinion, do you think primary school can exists without school management committee?
2. In your views, do you think schools' committees play the great roles in public primary school?

3. What roles do you think school committees have in school management performance at your school?

SECTION D: School Management Performance in Public Primary Schools Is Affected by Schools Committee

1. Based on your opinion, do you think there is any effect of school committee on school management performance?
2. How does school management is either or not affected by the school committee function and roles?
3. In your views, what challenges do you face pertaining to School Management Performance?

Thanks for your cooperation

APPENDIX II: Questionnaires for School Committees

My name is Aloyce Werema, a student at the Open University of Tanzania, pursuing a Masters of Education Administration, Planning and Policy Studies (MEDAPPS). I am carrying out a “*The contribution of schools committees on the management performance of public primary schools in Butiama district, Mara Region, Tanzania* “. Kindly am requesting your information in my study. The information provided to researcher would remain as confidential and no any information would be revealed publicly.

Thank you for your cooperation.

SECTION A: Profile of School Committees

Put tick; (v)

1. Gender: M () F ().
2. Age: 12-16 () 20-24 () 25-29 () 30-34 () 35+ ()
3. Education Level: a) Primary () b) Secondary () c) Certificate () d) Diploma () e) Degree () f) Masters () g) Other (specify).....

SECTION B: Contribution of Schools Committee Management Performance in Primary Schools

1. Do you have a school committee at your primary school station?
 - a) Agree ()
 - b) Strongly ()
 - c) Disagree ()
 - d) Strong disagree ()
2. Is that School Committee active?
 - a) Agree ()
 - b) Strongly ()
 - c) Disagree ()
 - d) Strongly disagree ()

3. Contribution in School Management Performance?
 - a) Help to direct the available school resources ()
 - b) Solving the school problem ()
 - c) Advising the head teachers on the issues related with school ()

SECTION C: The Roles of Schools Committee on School Management Performance in Public Primary Schools

1. Does primary school can exist without school management committee?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
2. School Committees play a great role in public primary school?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
3. Which roles do you think school committees have in school management performance at your school?
 - a) Conducting the school meeting ()
 - b) Conducting fundraising for school ()
 - c) Solving school boundary related challenge ()

SECTION D: School Management Performance in Public Primary Schools Is Affected by Schools Committee

1. There is any effect of school committee on school management performance?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
2. How does school management is either or not affected by the school committee function and roles

- a) Positively ()
 - b) Negatively ()
3. What challenges do you face pertaining to School Management Performance?
- a) Lack of sitting allowance for various meeting ()
 - b) Lack of school calendar ()
 - c) Poor implementation on the decision made from school meeting ()

Thanks for your cooperation

APPENDIX III: Questionnaires for Teachers

My name is Aloyce Werema, a student at the Open University of Tanzania, pursuing a Masters of Education Administration, Planning and Policy Studies (MEDAPPS). I am carrying out a “*The contribution of schools committees on the management performance of public primary schools in Butiama district, Mara Region, Tanzania* “. Kindly am requesting your information in my study. The information provided to researcher would remain as confidential and no any information would be revealed publicly.

Thank you for your cooperation.

Instructions

SECTION A: Profile of Teachers

Put tick; (v)

1. Gender: M () F () .
2. Age: 12-16 () 20-24 () 25-29 () 30-34 () 35+ ()
3. Education Level: a) Primary () b) Secondary () c) Certificate () d) Diploma () e) Degree () f) Masters () g) Other (specify).....

SECTION B: Contribution of Schools Committee Management Performance in Primary Schools

1. Do you have a school committee at your primary school station?
 - a) Agree ()
 - b) Strongly ()
 - c) Disagree ()
 - d) Strong disagree ()
2. Is that School Committee active?
 - a) Agree ()
 - b) Strongly ()
 - c) Disagree ()
 - d) Strongly disagree ()

3. Contribution in School Management Performance?
 - a) Help to direct the available school resources ()
 - b) Solving the school problem ()
 - c) Advising the head teachers on the issues related with school ()

SECTION C: The Roles of Schools Committee on School Management Performance in Public Primary Schools

1. Does primary school can exist without school management committee?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
2. School Committees play a great roles in public primary school?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
3. Which roles do you think school committees have in school management performance at your school?
 - a) Conducting the school meeting ()
 - b) Conducting fundraising for school ()
 - c) Solving school boundary related challenge ()

SECTION D: School Management Performance in Public Primary Schools Is Affected by Schools Committee

1. There is any effect of school committee on school management performance?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
2. How does school management is either or not affected by the school committee function and roles

- a) Positively ()
 - b) Negatively ()
3. What challenges do you face pertaining to School Management Performance?
- a) Lack of sitting allowance for various meeting ()
 - b) Lack of school calendar ()
 - c) Poor implementation on the decision made from school meeting ()

Thanks for your cooperation

APPENDIX IV: Questionnaires for Parents

My name is Aloyce Werema, a student at the Open University of Tanzania, pursuing a Masters of Education Administration, Planning and Policy Studies (MEDAPPS). I am carrying out a “*The contribution of schools committees on the management performance of public primary schools in Butiama district, Mara Region, Tanzania* “. Kindly am requesting your information in my study. The information provided to researcher would remain as confidential and no any information would be revealed publicly.

Thank you for your cooperation.

SECTION A: Profile of Parents

Put tick; (v)

1. Gender: M () F ().
2. Age: 12-16 () 20-24 () 25-29 () 30-34 () 35+ ()
3. Education Level: a) Primary () b) Secondary () c) Certificate () d) Diploma () e) Degree () f) Masters () g) Other (specify).....

SECTION B: Contribution of Schools Committee Management Performance in Primary Schools

1. Do you have a school committee at your primary school station?
 - a) Agree ()
 - b) Strongly ()
 - c) Disagree ()
 - d) Strong disagree ()
2. Is that School Committee active?
 - a) Agree ()
 - b) Strongly ()
 - c) Disagree ()
 - d) Strongly disagree ()
3. Contribution in School Management Performance?

- a) Help to direct the available school resources ()
- b) Solving the school problem ()
- c) Advising the head teachers on the issues related with school ()

**SECTION C: The Roles of Schools Committee on School Management
Performance in Public Primary Schools**

1. Does primary school can exists without school management committee?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
2. School Committees play a great roles in public primary school?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
3. Which roles do you think school committees have in school management performance at your school?
 - a) Conducting the school meeting ()
 - b) Conducting fundraising for school ()
 - c) Solving school boundary related challenge ()

**SECTION A: School Management Performance in Public Primary Schools Is
Affected by Schools Committee**

1. There is any effect of school committee on school management performance?
 - a) Agree ()
 - b) Strongly agree ()
 - c) Disagree ()
 - d) Strongly disagree ()
2. How does school management is either or not affected by the school committee function and roles
 - a) Positively ()

- b) Negatively ()
- 3. What challenges do you face pertaining to School Management Performance?
 - a) Lack of sitting allowance for various meeting ()
 - b) Lack of school calendar ()
 - c) Poor implementation on the decision made from school meeting ()

Thanks for your cooperation

APPENDIX VI: Ethical Documents

The Open University of Tanzania,
Mara Regional Centre,
P. O. Box 217, Musoma,
Tel. No. 255-28-2620401,
Musoma – Tanzania,
E-mail: drcmara@out.ac.tz,
<http://www.out.ac.tz>



Chuo Kikuu Huria Cha Tanzania,
Kituo Cha Mkoa wa Mara,
S. L.P. 217,
Simu – 255 – 28 – 2620401,
Musoma – Tanzania,
E-mail: drcmara@out.ac.tz,
<http://www.out.ac.tz>

REF.NO. OUT/MRC/RAC/159

24/01/2020

REGIONAL ADMINSTRATIVE SECRETARY,
P.O.BOX 299,
MUSOMA-MARA

RE: ALOYCE WEREMA MASTER STUDENT WITH REG NO PG201801553

The above mentioned is student at our University, he is pursuing Masters of Education in Administration, Planning and Policy Studies (MED-APPS).

Our office is introducing him to collect data in Butiama District in Mara Region.

The title of research is **"The contribution of Schools committee on Schools Management Performance in Public Primary Schools in Butiama District, Mara Region"**.

We are looking forward for your cooperation on this matter.

With kindest regards.

Yours Sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Dr.Asha Katamba
**DIRECTOR OF MARA REGIONAL CENTRE,
MARA REGIONALCENTRE.**

**DIRECTOR
OPEN UNIVERSITY OF TANZANIA
MARA REGIONAL CENTRE
P. O. BOX 217 MUSOMA**

**THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

MARA REGION

Tel. No.028-2622005, 2622004,
2622305

Fax No.028-2622324/2622764
E-mail: rasmara@tamisemi.go.tz



REGIONAL COMMISSIONER'S OFFICE,
MARA REGION,
P.O. BOX. 299,
MUSOMA.

Ref. No. FA .190/270/01/'B'/91

27th January, 2020

District Administrative Secretary,
P.O. Box 1462,
Butiama.

RE: RESEARCH PERMISSION FOR MR. ALOYCE WEREMA

Reference is made to the above captioned subject.

The above named is a student of **Open University of Tanzania - Mara Regional Centre** pursuing Masters of Education in Administration, Planning and Policy Studies (MED - APPS) who is at the moment conducting his research.

This is to inform you that, permission has been granted to him to conduct his research in Butiama District. The title of the research is *"The contribution of Schools committee in Schools Management Performance in Public Primary Schools in Butiama District, Mara Region"*.

Please give any help that may facilitate him to achieve his research objective.


Innocent G. Mariwa

**For: REGIONAL ADMINSTRATIVE SECRETARY
MARA**

Copy to: ✓ Mr. Aloyce Werema

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA



OFISI YA MKUU WA WILAYA/
 WILAYA YA BUTIAMA,
 S.L.P. 1462,
BUTIAMA.

Kumb. Na. 165/372/01/197

29/01/2020

MKURUGENZI MTENDAJI (W),
 S.L.P 1207,
BUTIAMA.

YAH: KIBALI CHA UTAFITI KWA BWANA ALOYCE WEREMA.

Tafadhali husika na mada tajwa hapo juu na barua yenye Kumb. Na. FA.190/270/01/B/91 ya tarehe 27/01/2020 toka ofisi ya Katibu Tawala (M).

Bwana Aloyce Werema ni mwanachuo kutoka Chuo Kikuu Huria cha Tanzania Mkoani Mara na anatarjia kufanya utafiti juu ya **"mi-hango kamati za shule katika shule za serikali wilayani Butiama."**

Kwa barua hii kibali kimetolewa ili aweze kupatiwa ushirikiano katika utafiti amabo anatarjia kuufanyia Tarafa ya Makongoro kwa kutembelea shule zilizofanya vyema na zilizofanya vibaya katika matokeo ya darasa la saba mwaka 2018 na 2019.

Nakutakia kazi njema.

J.M.KIBIATTI
KNY.KATIBU TAWALA (W)
BUTIAMA

Nakala: Afisa Tarafa Makongoro /
 Bwana Aloyce Werema

KATIBU TAWALA
BUTIAMA