

**THE ROLE OF SCHOOL MANAGEMENT COMMITTEE IN IMPROVING
STUDENTS' ACADEMIC PERFORMANCE IN TANZANIA:
A CASE OF WARD SECONDARY SCHOOLS IN TEMEKE DISTRICT,
DAR ES SALAAM**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation titled, “**The Role of School Management Committee in Improving Students' Academic Performance in Tanzania: A Case of Ward Secondary Schools in Temeke District, Dar-es-Salaam**”, in partial fulfilment of the requirements for the award of the degree of Master of Education, Planning and Policy Studies of the Open University of Tanzania.

.....

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DECLARATION

I, **Neema H Mwanga**, 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 original mine. It is hereby presented in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

Signature

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Date

DEDICATION

This work is dedicated to my children Jayllan Bakari Mminge and Julleyn Bakari Mminge.

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ABSTRACT

Three objectives guided the study: Firstly, to analyze how SMC helps in improving school management, secondly, to examine how SMC facilitate citizens' and parents' participation in the management of the schools and thirdly, to identify how the SMC motivates teachers. The study employed a convergent parallel mixed method where a researcher used quantitative and qualitative data under a cross-sectional study design. The study also involved a sample of 61 respondents from 10 ward secondary schools found in Temeke district. Data were collected through questionnaires and interviews and analysed using descriptive statistics. The findings revealed that SMCs are very active in day-to-day school supervision, monitoring capitation grants in cooperation with the school management and transparency with the community. Furthermore, SMCs played a great role in preparing and arranging parents' and teachers meeting which led to the improvement of student's academic performance. Additionally, SMCs played a great role in maintaining good students' behaviour and discipline for the improvement of students' academic performance. The study concluded that, even though the results show that SMCs are ineffective in some areas such as providing allowances and training to the teacher, is still considered, and adopted as the key factor for the improvement of students' academic performance. The study advocates teachers, parents, and the community to cooperate fully with the SMCs in managing the schools for the aim of improving students' academic performances. For the school that does not formulate SMCs should do effectively for the better academic performance.

Keywords: *SMC, improving school management, motivates teachers, facilitate citizens' and parents,*

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| FPE | Free Primary Education |
| ICT | Information and Communication Technology |
| KCPE | Kenya Certificate of Primary Education |
| MDGs | Millennium Development Goals |
| SFC | School Feeding Sub-Committee |
| SMC's | School Management committees |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UPE | Universal Primary Education |
| URT | The United Republic of Tanzania |
| URT | United Republic of Tanzania |
| WDC | Ward Development Council |

CHAPTER ONE

PROBLEM AND ITS CONTEXT

1.1 Introduction

This chapter sets out the problem. It subsequently defines the purpose and objectives of the study. The chapter also provides the background of the study, a statement of the problem, research questions and significance of the study.

1.2 Background of the Study

Many developing countries have encouraged school self-determination for larger than the past two decades, by transferring legal and administrative responsibilities to elected or appointed school governing bodies such as school councils, school management committees, and school governing boards (Veon, 2019). The decentralization of education management reflects broader trends with respect to public service delivery; decentralization reforms of one sort or another have been implemented in almost every country in the world (Faguet, 2018; Parker, 2020).

Active School Management Committee is crucial in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricular activities. A study by Hallack (2019) observes that School Management Committees is one of the potent factors that contribute to academic achievement in the school system.

They facilitate teaching and learning resources include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. The study further notes that their availability, relevance and adequacy contribute to academic achievement.

School Management committees (SMC's) wound up prominent school regulatory apparatuses frequently made necessary as a viable method for managerial and money related decentralization and network cooperation. What's more, they are elevated as a way to improve both access to and nature of instruction, in that path adding to accomplishing all-inclusive concurred Training for All (EFA) objectives. By having a feeling of proprietorship, it is expected that neighborhood inhabitants will contribute in improving not just the adequacy and productivity of school organization, yet additionally the nature of training and understudies' presentation (Yamada, 2020).

World Bank (2018) uncovered that much research has shown that understudy's presentation and the nature of instruction depends basically in transit schools are overseen, more than the wealth of accessible assets, the limit of schools to improve educating and learning is emphatically affected by the nature of the administration given by the schools' board.

A deliberate exertion to improve school administration is a standout amongst the most encouraging purposes of mediation to raise maintenance, the quality and proficiency of optional instruction crosswise over Sub-Saharan Africa. In Kenya, the

school executives' panels in auxiliary schools include the utilization of the executives' standards in planning, creating, and affecting assets towards the accomplishment of instructive objectives (Okumbe, 2021).

This viability, as indicated by UNESCO (2017) is decided by the degree to which schools commonly meet the desires for the general public inside which they are built up. Since freedom, the Kenyan government has shown duty to the arrangement of value optional school instruction through the assignment of budgetary assets, arrangement of prepared educators and foundation of value affirmation office.

As indicated by Ohba (2015), deficiency of educators, absence of essential offices, network impedances, poor showing system and authoritative related factors, for example, poor administration of school assets have been noted as the key

In Tanzania, School Management Committees (SMC's) were set up under the 1978 Training Act (altered in 2002). The Demonstration expresses that for each pre-primary school and primary school, a board of trustees will be set up, which will be responsible for the administration and upkeep of the school (URT 2008.) Explicitly, SMC's should: Oversee the everyday undertakings of the school, Maintain, work bank account(s) and oversee assets got for execution proficiently and viably while ensuring most extreme responsibility and straightforwardness, Safeguard school properties, Work together with the head of the school and Instructors to set up an Entirety School Improvement Plan, Approve Entire School Advancement Plans and spending plans and submit to Town Government for union in the town plans and

resulting sending to Ward Development Council (WDC) for investigation, combination and endorsement, Prepare and submit precise and opportune advancement reports (physical and money related) to the Town and Gathering, Communicate viably instructive data to all guardians, understudies, network, the town and Gathering and Sensitize and include all understudies, town network and school staff in regard of the jobs they can play in augmenting the destinations of the school (URT, 2012).

Masue (2016) states that each school committee is supposed to have nine to eleven members, of whom seven must be from the school community. Five members are to represent parents and two are to represent the teachers, while the remaining two to four members can be ex-official or co-opted members. While the establishment of a school committee is a legal requirement, the process for selecting members varies.

The SMC members are aware of many opportunities to participate in school governance, particularly when compared to non-member parents. Among the most frequently cited are; making decisions on issues related to planning and budgeting, choice and procurement of books, expenditure, pupils' discipline, construction and repair of infrastructure, and awarding tenders while to some extent it is more limited (Carlitz, 2016)

1.3 Statement of the Problem

The School Management Committees in Tanzania are mandated to undertake critical responsibilities in the proper management of the schools. However, School

Management Committees have not effectively played carried out the roles in terms of; coordinating school programs, policy making towards students' progress. There have been masses of issues facing the school management committees (Mbise, 2017).

The SMC's do not appear to be effective in many schools due to some head-teachers and teachers pretend ignorance of their existence and refuse to accept them as part of the management system for ward schools and some members of SMC's do not understand their roles that undermined their level of effectiveness (Oloka, 2017).

These factors led to the ineffectiveness of the committees that impacted on the students' academic performance. Therefore, this study was done in Tanzania specifically Dar-es-Salaam region at Temeke district where there is no single in-depth study carried out to investigate the role of School Management Committees in improving school management, facilitate citizen and parents' participation and motivate teachers by taking ward secondary schools as a case.

1.4 Objective of the Study

The main objective of this study was to investigate the role of School Management Committees in improving students' academic performances in Tanzania.

1.4.1 Specific Objectives

- (i) To analyze how SMCs, help in improving school management towards students' academic performances in Tanzania.

- (ii) To examine how SMCs, facilitate citizens and parent's participation in the management of the schools to improve students' academic performances in Tanzania.
- (iii) To identify how the SMCs, motivate teachers to improve students' academic performances in Tanzania.

1.5 Significance of the Study

The results of this study are so important and useful information to ward secondary education practitioners on what constitutes in improving student achievement specifically in secondary schools. The information might generate knowledge and contribute to the basic pool of conduct empirical studies among researchers.

The study also might shed light on how administrative tasks by the SMCs may be used by schools to improve academic performance of students. Furthermore, the study might provide the Ministry of Education and other stakeholders with the necessary data that can be used for resource allocation and policy changes regarding the secondary education in Tanzania.

1.6 Scope of the Study

The study was limited to ward secondary schools within the Tanzanian education system focusing on the students' academic performance. The main areas used by the study to determine students' academic performance included School Management Committees, citizens and parent's participation, teachers. The study was conducted within the Temeke district in Dar-es-Salaam and involved secondary ordinary level

only, thus Form one to form four students. The study attempted to suggest the way forward and recommendations on what would be seen as structures that would improve academic performance and its sustainability in Tanzania.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides the literature review to guide the study. It provides the review of concepts and theory which were the baseline of the study. It provides also the empirical review of literatures related to the study at hand. Both the theoretical and empirical literature review focus on SMCs and students' academic performance.

2.2 Definition of the Key Terms

Participation: This is where open or partner people, gatherings and additionally associations are engaged with settling on choices that influence them, regardless of whether latently through discussion or effectively with two-way commitment (Reed, 2016)

Performance: Execution is related with amount of yield, nature of yield, practicality of yield, nearness/participation at work, productivity of the work finished and viability of work finished (Mathis and Jackson, 2017). "Execution is the achievement of a given assignment estimated against pre-set measures of precision, culmination, cost and speed" (Business Dictionary 2020: online).

Motivation: This is an unpredictable marvel, which is affected by individual, social, ethnic, and authentic elements. Inspiration can be characterized as "a progression of invigorating powers that begin both inside and past a person's self".

These powers decide the individual's conduct and, in this way, impact his/her profitability (Michelle, 2013).

2.3 Theoretical Review

This study was directed by the community participation theory as proposed by Charles Abrams in 1975. The theory states that “the local community should be given an active role in programs and improvements directly affecting it”. It is only rational to give control of affairs and decisions to people most affected by them.

Besides, since no government or authority has the means to solve all the public problems adequately, it is necessary to involve people in matters that affect them (Abrams, 1975). However, delegating power to people is not an easy task and involves great inquiry into the change in the attitudes of the authorities and professionals.

This study employed the theory of community participation since is a powerful idea which refers to the process by which teachers, parents, community groups, government officials, and others get together to work something out in academic performance, preferably in a formal or informal partnership.

The community participation theory in this study guarded and brought people together in creating and making decisions about their schools through the role played by school management committee in improving students' academic performance. Under SMCs' community can improve school management, to facilitate citizens and parent's participation in the management of the schools and to identify how the

community motivates teachers for the aim of improving students' academic performance. Since people are actively involved in the process of academic performance, the theory argues that participation helps to promote sense of ownership and control among the people.

2.4 Empirical Review

2.4.1 School Management Committees Helps in Improving School Management

As indicated by World Bank (2018) sets that to a great extent studies have exhibited that keeping and the nature of Education depends principally in transit school lodging are overseen, more than the bounty of accessible assets, the capacitance of tutoring to improve instructing and learnedness is unmistakably impacted by the nature of the pioneers given by the head educator. Coordinated exertion to improve school pioneers is a standout amongst the most encouraging purposes of intercession to raise maintenance, the quality and proficiency of optional twisting training crosswise over Sub-Saharan Africa.

In South Africa, authority arrangement for auxiliary school question was to improve nature of Didactics. Senegal's Improvement Plans (SIP) made in 1996 energizes pioneering aptitudes of head educators to revelation support for school extends that upgrade instructive quality. According to Republic of Kenya (2012) in Kenya, all head instructors are now experiencing a bearing course at the Kenya Management Institute (KEMI) to enhance their administration aptitudes.

Feeble supervision from locale training government office will in general weaken the dedication of school head educator and instructors in completing their obligations.

The providing of Capitation Grant to schools, the readiness of school performance enhancement intends, and the associations of school performance appraisal meetings are altogether outfitted towards improving school heading and working. In any case, there has not been comparing deceivability with respect to class stratum the executives' turnout and amendment in grant impact for students in masses schools, Mensah (2018).

This Low execution posterity lift worries about how the school the board social structures are working. For delegate, are exercises done as arranged? How are the summonses of execution observed and assessed? Who are the overseers of the benchmarks and how would they do their benchmarking work? These and other posterity make an open door for inspecting and investigating how responsible the current structures in state funded schools are and obviously how the general public supporting its acknowledgment.

As indicated by Akukwe (2016) found that with vivacious administration sponsored by strong society part bear in arranging methods and proficient correspondence, tutoring enhancements were accomplished. Be that as it may, in both well-playacting and failing to meet expectations private area, there was underachievement of straightforward and answerability article glass.

This was observed to be to a great extent because of detached parental undertaking that was run of the mill of parent and teacher association and SMCs. The examination further noticed that the absence of limit with respect to numerous SMCs

make them smell unfit to comprehend the normal choice - making just as convention for sending those set techniques

Printy and Marks (2013) concentrated on school administration relations among principals and educators, their investigation analyzed the capability of their dynamic coordinated effort around instructional issues to improve the nature of instructors and understudies' execution. The example involves 24 broadly chose rebuilt schools.

The essential examination strategy is various leveled straight displaying. They found that transformational authority was an essential however deficient condition for instructional administration.

Whenever transformational and shared instructional administration existed together in a coordinated type of initiative the impact on school execution estimated by the nature of its teaching method and the accomplishment of its understudies was considerable. They proposed that the schools would guarantee 25 destinations for discovering transformational authority on the grounds that a focal objective of school rebuilding is improved understudies' accomplishment; additionally, they anticipated that instructional initiative should be common.

The study includes that where coordinated initiative was standardizing, educators gave proof of high – quality instructional method and understudies performed at abnormal states on real proportions of accomplishment. They additionally recommended that solid transformational administration by the chief is fundamental in supporting the dedication of instructors.

Educators have both want and the aptitude to instruct, that implies that it is important to show the significance of developing instructor administration for upgraded school execution.

The investigation shows the viability of incorporated administration both transformational and instructional in inspiring school execution authority of educators for improving school execution. Apparently, principals who offer administration duties with others would be less subject to burnout than head 'saints' who endeavor the difficulties and complexities of authority alone.

As indicated by Peprah and Viiru (2015) in the investigation of assessment of segment worried to the standard of training upper part, contended that SMCs were operationally non-existent in fourteen of the tutoring visited to detail approaches, guarantee natural neatness in schools, screen normal participation of instructor and school-age tyke, just as guarantee satisfactory supply of didactics and learning assets.

The non-attendance of SMC and ineffectual Parent-Teachers Association were leap forward as the conceivable reason for the undeniably lackluster showing. The scientist noticed that the capacity of networks to take an interest ought to be recognized from their eagerness to take part.

On the monetary and social segment that supported the varieties in network association and inclusion, they synonyms of thing locate the instructive screen foundation of the school network, just as social conditions, and financial factors as significant affecting intermediary.

The school offices comprise of a wide range of structures for scholarly and non-academic exercises, hardware for scholastic and non-scholarly exercises, regions for games and amusements, scene, homesteads, and gardens including trees, streets and ways. Others incorporate furnishings and latrine offices, lighting, acoustics, storerooms and pressing parcel, security, transportation, ICT, cleaning materials, nourishment administrations, and uncommon offices for the physically tested people. These offices assume critical job in the realization of the instructive objectives and destinations by fulfilling the physical and passionate needs of the staff and understudies of the school.

Wada (2014) suggest that 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 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.

Strengthening the governance framework in school management committees will results in a more efficient procurement of school resources and is a necessary step to improving the delivery of quality education. The Ministry of Education should introduce stronger accountability norms. Specifically, clearer and more robust rules for keeping school records are needed, coupled with more frequent inspections to ensure that these rules are respected.

The Ministry of Education and civil society must invest firstly in training to ensure school managers and parents have the capacity to understand the school procurement policy to administer and oversee budgets, and secondly in public awareness campaigns to educate parents about their rights.

A study by Scanlon, Earley and Evans (2016), gives a summary of management ingredients of effective SMC boards in Nigeria and how they work to propel schools to new heights of development. They have trust and support in the relationship between the head and governors, have skilled and committed chair who ensure that the body worked as a team and demonstrate high levels of commitment and positive relationship with school staff. Mitchell, Cameron, and Wylie (2017), in Madagascar established how school management committee chairmen improved performance in schools they were in charge.

Among the factors for their successful performance, include maintenance of close partnership with school staff, constructive relations with the board members and development of strong links with parents, and being able to hear their views.

Wamere (2016) accentuates that the physical needs are met through arrangement of safe structure, satisfactory clean offices, a reasonable visual condition, proper warm condition, and adequate haven space for his work and play. His 16 enthusiastic needs are met by making lovely environment, an amicable air, and a motivating situation.

The essential instructive framework in Kenya has experienced huge changes as its way of thinking, widened objectives and goals, new ways to deal with administration

conveyance and engineering plan, quantum jump in school enrolment, assortment of educational programs projects and additional curricular exercises, presentation of Information and Communication Technology (ICT) and extended scholastic help administrations, for example, direction administrations to understudies, educators and the network, joining of the school and network.

The resultant impact of every one of these progressions is the requirement for inventive and creative strides in the administration of school offices. For instance, look into discoveries have demonstrated that understudies adapt better when a blend of strategies and materials are utilized during instructing.

Moreover, accentuation has moved towards giving individual thoughtfulness regarding understudies as against showing enormous classes, which surmises that all understudies in a class can learn at a similar pace. The ramifications of the previous is that in structuring school plant, arrangement ought to be made for individual and little gathering connection and for enormous gatherings for scholastic and social exercises.

Dervarics and Brien (2021) watched the weight of the Ghana School Day Feeding Computer program on access and maintenance and found that the SMC and its School Feeding Sub-Committee (SFC) straightly oversee the program at the school level.

The scientist found that each school had a SMC comprised of the head instructor as the secretarial partner, an executive who is a parent, and different individuals. Even

though the investigation couldn't recognize how operational the SMC was, it uncovered the degree of SMCs cooperation in the administering of the school-bolstering program.

2.4.2 School Management Committee Facilitates Citizens and Parent's Participation in the Management of the Schools

McLoughlin et al., (2018) argue that parental contribution has been related with scholastic accomplishment of understudies by making a high caliber instructional condition as a mutual objective, guardians change from detached supporters to dynamic individuals from the instructive network. At the point when youngsters see the help, fervor about learning, and collaboration among home and school, they also turned out to be energized.

They sense the incentive in learning, and their characteristic inspiration for learning develops. Boal, (2019) and Sundet, (2017) likewise been noticed that when guardians are associated with the training of their kids, understudy accomplishment, participation, wellbeing, and order show checked improvement.

Meanwhile, Gorton and Schneider (2014) suggest four things at once regarding the objectives of involving parents in school activities, namely: (1) to give better information about what students are learning in school, to give greater support to school renewal program, to give parents a broad understanding on the various problems faced by the school; (2) to encourage parents to provide school facilities to support children's learning activities at home including the development of students'

personal and social skills; (3) to give parents chances in giving input of ideas, expertise, and human resources for school reform, and (4) to realize democratic and transparent school in the effort of realizing effective school management. The research result by Duke and Canady (2015) shows that the involvement of the school community including parents is very positive in supporting the successful implementation of a school policy.

Berg and Noort (2016) explain that in usage of Universal Primary Education (UPE) in Uganda under MDGs, it was assumed that parental association needs to happen in various regions; child rearing and learning at home, conveying, volunteering, basic leadership and teaming up with the network, so as to include all guardians in school. Each school in Uganda should have a school the board panel, which assumes liability for dealing with the school.

The advisory group speaks to the nearby government, guardians, and educators. A few exercises include the guardians inside the system of instructor relationship, where the two guardians and educators are spoken to. The guardians are associated with a few exercises including setting up fundamental abilities preparing for all understudies, and bolster salary producing exercises to meet the school scholastic needs and supporting needs of powerless understudies including vagrant kids. What's more, the guardians are associated with raising money related assets to the schools.

The school management committees SMCs should acquire the instructional materials required with full inclusion of the guardians, choice of the pertinent titles/things and

book shops' money related administration and banking issues. For the most part, there is absence of the essential limits and abilities in SMCs to give the imperative administration backing and help to schools as far as obtainment of instructing and learning assets.

Reinforcing the administration system in school the board councils will results in a progressively proficient obtainment of school assets and is a fundamental advance to improving the conveyance of value training. The Ministry of Education ought to present more grounded responsibility standards. In particular, clearer and increasingly strong standards for keeping school records are required, combined with progressively visit assessments to guarantee that these guidelines are regarded.

The Ministry of Education and common society must put initially in preparing to guarantee school supervisors and guardians have the ability to comprehend the school acquirement approach to manage and regulate spending plans, and besides in open mindfulness crusades to instruct guardians about their rights (MoEST, 2015).

The school executives' board of trustees in Kenya is the lawful trustee of the school. Its capacities and duties to the extent obtainment is concerned are spelt out in the Education Act (1980). The SMC comprises of eight guardians, two individuals from the District Education Board (which is the nearby training expert) and three individuals from the school support (which ordinarily is the congregation that begun the school). The SMC individuals serve for a base time of one year and a limit of eight years as expressed in the Education Act (Republic of Kenya, 1999).

As the main administration organ in the school, the SMC ought to give guidance and clear channels of correspondence for ideal communications in the school. So as to help instructors and other staff, they ought to guarantee there are proper correspondence arrangements and techniques set up, and guarantee every one of the gatherings are working in agreeable great connections encouraged inside the entire school network. Achievement in the administration of the school relies upon the capacity of the SMC to rally the requirement for keeping open correspondence channels.

Guaranteeing powerful responsibility of instructors and school directors to guardians and networks has turned into a noteworthy strategy objective lately. This is to be accomplished through improved school correspondence with School Management Committees expected to assume a noteworthy job in all parts of school the executives, including the usage of successful correspondence channels to manage instructors' issues.

Nonetheless, advancement to date regarding school administration is constrained, predominantly in light of the fact that SMCs will in general be mostly worried about enhancements to class offices and know next about the intensity of compelling correspondence in the showing procedure (Kimu, 2020).

As indicated by the Alico (2016) the SMC chooses how government assets ought to be utilized, screens the educational plan and assume a job in long haul advancement. They screen school ventures, take an interest in planning and acquisition exercises and guarantee straightforwardness in school reserve use.

They additionally liaise with guardians if the administration subsidizes gotten by the school are deficient. Along these lines, guardians are made to feel some portion of the advancement procedure and are spurred to contribute reserves when government assets are lacking.

They deal with the school and give the thumbs up on the utilization of FPE reserves. They likewise manage issues of school improvement. Schools are required to guarantee that their SMC's are effectively engaged with characterizing the school's yearly spending needs and obtainment plans.

Donkor (2018) in the investigation of Ghana in execution of "Free Necessary All-inclusive Essential Instruction" uncovered that, the guardians' association in school advancement projects were through volunteers, in which volunteers were engaged with satisfying study hall instructing jobs, to improve the nature of instructing, supporting Ghana Training Administration staff to actualize successful school the executives' frameworks and expanding familiarity with HIV and helps counteractive action.

As indicated by Henderson and Berla (2015) the broader guardians were engaged with Ghana, the higher the understudy accomplishment and progressively uplifting mentalities and conduct.

Watson (2017) contend that, parental investment in tutoring and school the board specifically lay on social and political contemplations are given concentration with the welfare of the kid. The political and communal contemplations of parental

investment are those included with the idea of popular government. In this setting the essential capacity of a school the executives are worried about the individual, political and social advancement of every one of those inside its circle of obligation.

This article takes the view that a school, for both moral and down to earth reasons, should likewise address the formative needs of guardians, other than those of kids and educators. The examination proposed that, their support is correct and obligation.

The Instruction and Preparing Approach of 1995 and Training Act No. 25 of 1978 (as revised in 1995) stipulate various perspectives relating to the administration of training by including guardians and networks through school advisory groups. It calls attention to that services in charge of instruction and preparing will decline their obligations of the executives, improvement arranging, financing of foundations, and readiness and observing of entire school scholastic obligations in usage of Auxiliary

Training Advancement Program to bring down organs under school boards' purview. Since beginning of SEDP in Tanzania in 2002, the Service of Training and Culture embraced a similar model of usage to the school advisory groups speaking to guardians in all exercises relating to arranging and the executives of schools' exercises in a way that includes understudies, guardians, staff, and different partners through the structure of decentralized framework (Mmari, 2015: REPOA, 2017)).

It is commonly accepted that during SEDP execution, advancement of schools' guardians and networks would turn out to be progressively drawn in with the

instructive procedure which thus, would improve responsibility as well as support by understudies in tutoring and execution by educators, head instructors, other school authorities, etc. Inside expansive parameters the board of trustees is to decide the best utilization of the capitation, advancement, and limit building awards, and to screen and provide details regarding their utilization to monitor and report on their use.

2.4.3 School Management Committees and Teachers' Motivation

Various studies have discovered that characteristic inspiration and outward inspiration can perfectly affect practices and how individuals seek after goals. Okumbe (2018) clarifies Inspiration as a procedure that begins with a physiological insufficiency or need that enacts conduct or a drive that is gone for an objective or motivating force. Inspiration along these lines comprises of necessities which set up intentions which help in obtaining the objectives.

Thought processes are activity arranged while objectives are those things which distance a need. As indicated that inspiration is the thing that individuals need to perform better and can possibly work if the opportune individual with the correct aptitudes has been set accountable for the job that needs to be done (Marques, 2020) Hacket, (2018) explains that, characteristic inspiration happens when individuals take part in movement without outer motivating forces. They get roused when they can control the measure of exertion they put on an action since they know the outcome they will get. Extraneous inspiration had to do with motivators; impetuses are outside to an individual and are given by the administration so as to urge laborers to perform errands.

In most creating nations, instructors' inspiration has been examined and tended to essentially. For instance, the author Kadzamira, (2016) contends that, educators in Malawi are exceedingly disappointed with their compensation and other administration conditions, for example, poor impetuses and working conditions, which have brought about low ethical quality and along these lines lackluster showing. In Malawi, truancy and whittling down, inspirational factors, for example, low compensations, and poor working conditions impacted educator inspiration.

All partners in instruction concurred that, the inspiration of educators relies upon an assortment of variables, for example, compensation levels, school area, accessibility of reasonable lodging, open doors for further preparing and working conditions, remaining burden, advancement and profession way, understudy conduct, association with the network, school quality factors, for example, showing accessibility and learning assets.

Employee requirements are affected by an assortment of individual variables and this is so on the grounds that people have their very own preferences. Instructive executives must devise better techniques for deciding available resources of remunerating instructors in the event that they anticipate that the reward should affect execution. In such manner, this segment looks at working conditions, organization and supervision, acknowledgment, obligation, progression just as relational as some of persuasive variables that impact educators' activity execution (Kivaze, 2019).

In the event that workers have all that they have to perform well, they will almost certainly carry out the responsibility, this is the place the subject of inspiration enters the image. Points of view are happy to buckle down in the event that they see motivations to do as such and accept that their endeavors will satisfy. Inspiration is gathered as far as social changes acquired by inner or outside improvements.

For this situation, those boosts are reasoned regarding the learning workplace. Moreover, a person's inspiration may change dependent on specific elements (Kasser & Ahuvia, 2017)

Hodgetts and Hegar (2018) show that the mental drive that drives an individual towards a goal is inspiration which likewise makes individuals to buckle down. The word originates from the Latin word 'movere' to 'move.' When we see individuals buckling down, we state they are inspired in light of the fact that we see them moving.

A portion of the components that cause individuals to strive to is intriguing work, professional stability, state-of-the-art gear, a sentiment of accomplishing something significant, great wages, testing work, viable supervision by the manager, a shot for headway, worker working conditions and the chance to prevail at what you are doing through preparing and improvement.

It has been said that the best resources of an administration association are its human resource and that a standout amongst the most imperative and fundamental errands of

the board is to persuade that asset so as to expand its exhibition and make corporate progress (Redman & Wilkinson, 2021).

Inspiration is an essential instrument for the Human Resources administrator as it is a method for upgrading and improving the nature of an association's information and capacity (Mabey and Salaman, 2015). It is a method for accomplishing corporate points through the excitement and conviction of its workforce (Hersey and Blanchard, 2016).

Instructing is an exceptionally terrified calling and educators have an extraordinary job in their understudies' learned person, individual and social improvement, there by impacting the entire country's advancement. Moreover, instructing is the incomparable specialty of the academicians for arising the delight in innovative articulation and learning. Just the academicians push the countries in accomplishing telling statures of advancement through advancing intellectualism. Educators can have impact more significant than others and give the sublime position and honorable status to the country.

Kayuni and Tambulasi (2017) contend that absence of inspiration and responsibility can negatively affect the understudy's learning and above all it put the fate of kids on the stake. Instructor's commitment in the human capital improvement and innovative headway extraordinarily relies upon their inspiration and readiness for taking activities. There are numerous elements which influence the academician's inspiration which incorporates homeroom condition, rewards/motivating forces, outstanding task at hand pressure and authoritative strategies and so on.

A spurred academician is perceived by abnormal state of duty, diligent work, commitment, devotion and turns into a wellspring of motivation through his praiseworthy character on the grounds that an educator is constantly expected to be a good example for understudies (Sarital and Tomer, 2014).

As indicated by Nadeem (2017) there are such a significant number of factors that influence the inspirational dimension of educators and these incorporate, obligations and requests on schedule, low pay, and understudy's lead issues which significantly affect academician's frames of mind toward their occupations.

Furthermore, absence of help from staff at all dimensions affects instructor execution. Low assurance among instructors is another exceptionally urgent issue ought to be tended to. So as to discover a fitting arrangement of issues looked by academicians and influencing their inspiration, the initial step is to recognize those components that have the best effect on persuasive dimensions, both negative and positive.

Sarital and Tomer (2014) saw that instructing is a standout amongst the most powerful and noble calling in the public eye and educators are constantly expected to be the soul of any training framework.

Andiva (2017) commented that, in Jamaica primary schools whose exhibition was high had fulfilled educators who felt that their school was held in high respect by the network and got acknowledged and support from the guardians. Similar instructors additionally allotted more significance to acknowledgment by heads and chiefs.

A similar part of inspiration is reflected in Hope hypothesis that there must be a connection between exertion (inspiration) and prizes. This suggests when exertion and the prizes are continued, execution will be improved. Correspondingly, Kimeli (2015) examined the connection between inspiration of science educators and Kenya Testament of Optional Instruction execution in Marakwet region. It was noticed that the more roused the instructor was, the higher the understudies' presentation in science subjects.

Mbiti (2018) saw that schools are social associations with characterized standards and systems that decide the level of exercises and conduct of every part. The arrangement of instruction in Kenya is exceedingly particular even in essential dimension, while access to tutoring is restricted and progression is exclusively founded on understudies' exhibition in examination.

Most governments see instruction as an indispensable venture and, along these lines spend huge totals of the citizens' cash every year for arrangement of training at all dimensions. Consequently, there is a genuine worry with respect to the administration to guarantee that the cash accommodated instruction is spent admirably. This incorporates the cash spent on the school staff for compensation to upgrade their inspiration (World Bank, 2018).

Improved administration of training has been distinguished as one route through which dimensions of access, quality and support in instruction can be improved and which can diminish different issues identified with imbalance and administration conveyance (UNESCO, 2019)

In Kenya, KCPE examinations are utilized as premise to get to execution dimension of various grade schools in the nation. Envisioning this significant job of administration, the constitution of Kenya 2010 accentuates the association of networks in school administration through SMCs to guarantee school quality with value. Examinations are utilized among others to quantify the dimension of hopeful accomplishment and explain the applicants' dimension of instruction, preparing and work (Wamere, 2016).

The result of the outcomes is influenced by different components confronting 7 the understudies in the district. These elements may incorporate instructive dimensions, encounters, preparing levels, proficient status and administration of the individuals from school the board councils. Their viability may have an orientation on human asset improvement which is a key in scholarly accomplishments of elementary school understudies (Methusellah, 2020).

Mwamwanda (2015) uncovered that, work disappointment results in non-attendance from schools, forceful conduct with partners and students, early exits from showing calling and mental withdrawal from work. Different impacts might be lackluster showing of schools in examinations and additional educational programs exercises, money related botch, discouraged work power and understudies' agitation among many.

On the other hand, work fulfillment/inspiration will result in low truancy from schools, responsibility, and cordial conduct with partners and understudies, low stops

from the calling, great execution in examinations, extracurricular exercises and persuaded work power (Mwamwanda, 2015)

Farid (2021) on the study of "Elements Influencing Instructors Inspiration" it was uncovered that educators were not happy with financial status, decision of calling, understudies' conduct and examination stress. It likewise uncovered that individual and societal position, study hall condition, financial status, understudies' conduct, examination stress, prizes and impetuses and self-assurance of the instructor influenced educators' inspiration.

The outcomes were in accordance with the investigation completed by Eshiwani (2013) on "Components Affecting Execution among essential and auxiliary schools in Western Kenya" uncovered that great execution in the examination was recorded in schools where educators arranged cutting-edge plans of work, exercise plans and instructing notes. The investigation pushed that school ought to make a sound working environment for the educators with the goal that they can perform to the advantage of the students.

Previous studies reviewed above have examined the issue of school management committees as the key factor for education development in different places especially developing countries. For instance, studies conducted by Mensah (2018) in Nigeria, Akukwe (2016) in Kenya, Peprah and Viiru (2015) in Ghana and Berg and Noort (2016) in Uganda to mention few and since education system and policies are differ

according to the geographical location, environment, culture and country's priority, this study was done in Tanzania specifically in Dar-es-Salaam at Temeke district where there is no study thoroughly conceded out to examine the role of School Management Committees in improving school management, facilitate citizen and parents' participation and motivate teachers, taking ward secondary schools as a case.

2.5 Conceptual Framework

The conceptual framework abridges the idea, suspicions, desires and speculations that help and illuminate the exploration structure. As indicated by the miles and Huber man (2017) a theoretical system can be characterized as a visual or composed item that "clarifies, either graphically or in story structure the principal things to be contemplated, the key elements, idea or factors and the assumed relationship among them"

In figure2.1, the conceptual framework summarizes the relationship between the roles of the school management committee as the independent variable, including school management, facilitate citizen and parents' participation and motivate teachers versus students' academic performance as the dependent variable in ward secondary schools at Temeke district.

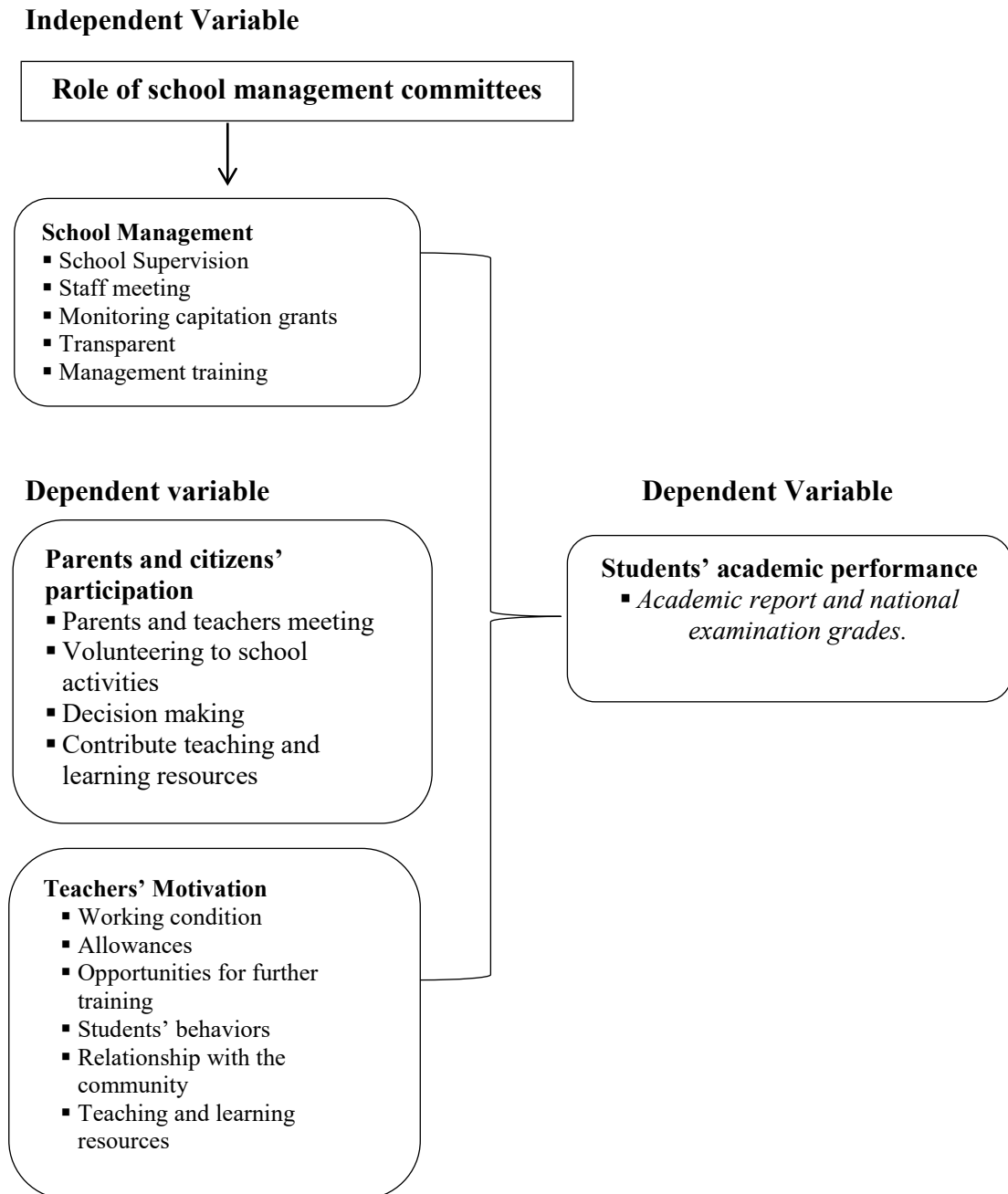


Figure 2.1: Conceptual Framework

Source: Author's own construct

The figure 2.1 above shows the relationship between independent variable that is the roles of school management committees which comprised school management, citizens and parents' participation and motivate teachers on how enhance students'

academic performance as dependent variable which was measured through grade and annual academic reports.

Thus, the academic performance of students depends on the roles played by the SMC's. School management was involved by supporting variables such as School Supervision, Staff meeting, Monitoring capitation grants, Transparent and Management training.

Citizens and parents' participation included Parents and teachers meeting, volunteering to school activities, Decision making, contribute teaching and learning resources. Furthermore, Teachers' motivation comprised variables like, the availability of good working condition to the teachers, allowances, opportunities for further training, good students' behaviors, good relationship with the community and teaching and learning resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter gives methodological description of the study. It comprised the study area, research design, data type and data collection methods, target population and sample selection methods, data analysis, reliability and validity issues.

3.2 Research Design

A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari 2004). This study employed a cross sectional study design, in which data collection was limited to a single time of period for each sample of the respondents.

A researcher preferred this design as it gave a room to compare more than one variable at the same time with little or no additional cost and it was capable of using data from a large number of respondents unlike other types of research designs (Gray, 2019). Furthermore, this study employed Convergent parallel mixed method where a researcher used quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Creswell, 2014).

3.3 Study Population

The study targeted 10 among the 27 ward secondary schools in Temeke district namely, Mbande, Chamazi, Nsasa, Kingugi, Charambe, Mbagala, Kijichi,

Mikwambe, Malela, and Relini, as a sample population to determine the influence of school management committees in students' academic performance. The researcher used cross sectional survey of the population that included: School Management Committee (SMC), members of the selected ward secondary schools in the district, head teachers, academic teachers, district education officer, parents, and students. The sampling frame is defined as the frame of entities from which sampling units are selected for a survey (Singh, 2018).

3.4 Sampling Technique

The study used non-probability sampling to select respondents. Non-probability is that sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample (Kothari, 2004). Under non-probability sampling the study used purposive sampling to choose the particular respondents of the universe for constituting a sample on the basis that the small mass that they so select out of a huge one was typical or representative of the whole (Kothari, 2004).

3.5 Sample Size

The study used purposive sampling to utilize the test determination. Kothari (2004) characterizes test estimate as the quantity of things to be chosen structure the universe to comprise an example. The purposive examining was utilized to choose 10 head of the school, 10 academic masters, 1 official from the district education office, 10 SMC' individuals, 10 guardians or parents and 20 students, specifically leaders.

The researcher favored this system, as per Gay (2016) states that it empowers the exploration to procure an inside and out comprehension of the issue. The purposively chosen test is a rich wellspring of information of premium. The examination planned to utilize purposive inspecting of the School the executives' advisory group individuals in every one of the schools. The Director of SMC in every one of the schools was chosen since they were the leader of the boards of trustees.

The head-instructors of the chosen schools were chosen in the investigation as they are legitimately accountable for the school organization and under the SMCs. The head-educators were basic in this exploration ponder as they allowed the scientist consent to complete the examination and, in the meantime, given a portion of the records that assessed by the specialist over the span of the exploration think about.

One scholarly educator was purposively chosen in all the 10 tested schools as they were the key partners in student issues. The Region Instruction Officials was intentionally chosen dependent on their immediate connection and in-control to the auxiliary schools in the region. Students were incorporated into the study as they directly affected by academic performance.

3.6 Data Type and Data Collection Methods

3.6.1 Data Type

The study used both primary data and secondary data. The primary data were collected direct from the field through a cross sectional survey of the respondents and included qualitative data and quantitative data. Data collected were used to analyze

the role of SMCs and students' academic performance. Secondary data were collected from documents available to the head- teachers, academic teachers and district education office. Journal, articles and internet data were added when necessary for general understanding of the study and justification of the findings.

3.6.2 Data Collection Methods

In this study, primary data instruments that used for data collection were questionnaires which included both, open and close ended questions since the study was based on mixed research design. Furthermore, Semi-structured interview was used to capture depth information from the key respondents, thus face-to-face interviews with the respondents or telephone interview was used (Creswell, 2014).

Another technique that used was audio-recording, this helped to capture useful information that missed during the interview, hence, to back up the information (Creswell, 2014)

In the secondary source of data, official documents were used to provide useful information about the study (Kothari, 2004). This included annual reports and other report from schools, district educational office and national education report. This helped to provide background information and facts about students' academic performance and SMCs.

3.7 Data Analysis

The researcher ensured that data collected was cleaned, organized and properly formatted to get accurate interpretation. This involved coding qualitative data,

checking for errors in quantitative data and creating a codebook. For qualitative data, Triangulation method was used to compare qualitative findings with quantitative data to see if they align and provide complementary insights. For quantitative data, Descriptive analysis was used to calculate mean and range while data visualization was used to create graphs and charts to present data through Microsoft excel.

3.8 Data Reliability and Validity

3.8.1 Data Reliability

To guarantee the nature of data was kept up, questions which were identified with the particular objectives were set up to open and close ended questionnaires and semi-organized interview. The interview procedures gave a space to respondents to enhance the information, thus was adaptable as per the circumstance.

The interview was overseen into two dialects, native language (Kiswahili) and English language; this was relying upon the interviewee comfort. To guarantee information accumulation to be progressively dependable, the investigation utilized different systems of social affair information which were sound chronicle and authority records.

3.8.2 Data Validity

To guarantee content legitimacy, the examination gathered data from ward secondary schools in Temeke region and not somewhere else. To guarantee inward legitimacy, the examination connected irregular inspecting strategy to gather data from the sample measures. The investigation connected factual estimations and techniques to join both quantitative and subjective information in illustration understanding.

To guarantee the inside legitimacy was kept up, the study was intended to gather information at a solitary time. Rates in distinct examination were utilized to demonstrate the relationship among the factors.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

The chapter presents the research results which are obtained due to the subheadings derivative from the specific objectives of this study.

4.2 School Management Committees Helps in Improving School Management

The first objective of this study was projected to assess how school management committees contribute to improving school management which led to the achievement of students' academic performance. The study involved different respondents including heads of the school, chairperson of SMCs, district education officer and students.

4.2.1 School Supervision

The first question for the first objective of the study aimed at finding out whether the School Management Committees participates in school supervision. The results showed that 76% of respondents agreed that SMCs participate actively in school supervision which helps in improving students' academic performance. In addition, 18% responded that there is average participation of SMCs in school supervision while only 6% disagree the participation of SMCs in school supervision as shown in figure 4.1 below.

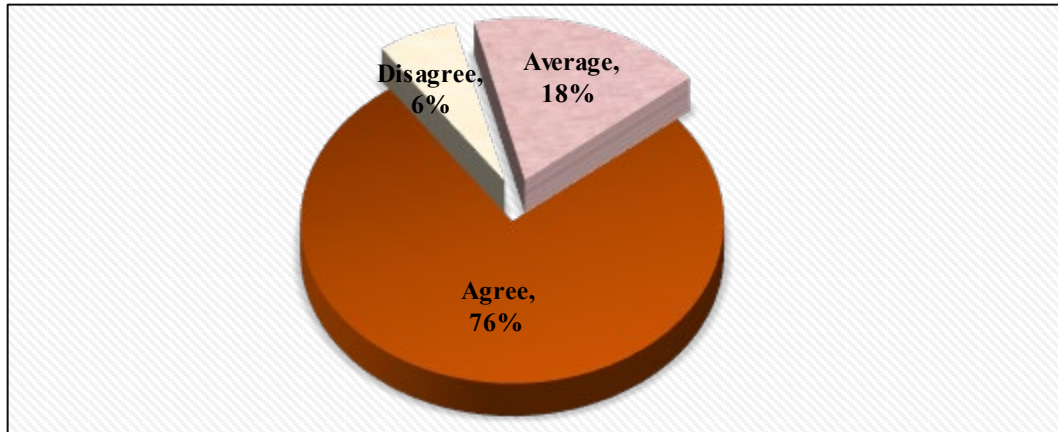


Figure 4.1: School management Committees and school supervision

Source: Field data, 2022

The heads of the school, SMCs chairpersons and students were interviewed and responded that, SMCs participating in preparation of school meeting, school decision making, and supervising day to day activities based on the school departments. One of the SMCs chairpersons had this to say;

“We supervise and ensure that there is good coordination among the school departments especially head office, academic department, and discipline department. We influence good coordination in order to improve the better academic results to the students especially in national examination for form two and form four.”

The study observed that when the SMCs has close supervision in day-to-day school affairs on behalf of the community and works together with the Heads of School and other teachers, the academic performance of the students improved.

The study found that, the core function of SMCs as school supervisor are to instruct the improvement of overall quality of the school management, to advice and support the school management and classroom pedagogy and act as link between the Local Government Authority, community and school.

The results are in line with the study done by Dean (2015), found that School management committees play a great role in determining the goals and strategic plans of the primary schools which result into achieving high academic performance. School Management Committees also acquire both human and material resources which are very vital aspects in teaching and learning activities and they also create a link between the local communities and the schools, hence enhancing conducive atmosphere for learning.

4.2.2 Monitoring Capitation Grants

The second question for the first objective aimed at finding out whether the School Management Committee manage and monitor capitation grants provided by the government. The study showed that 73% of respondents agreed that SMCs manage and monitor capitation grants provided by the government and 20% responded on average and 7% disagreed on the management and monitoring of capitation grants as shown in figure 4.2

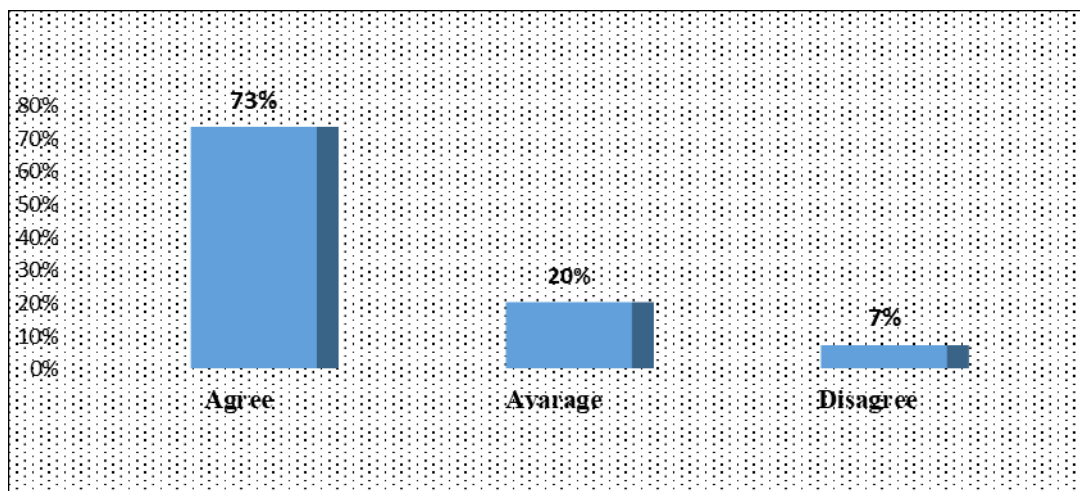


Figure 4.2: School Management committees and monitoring

Source: Field data, 2022

The heads of school, teachers, members of SMCs and district educational officer were asked on the level of SMCs participation in monitoring of school capitation grants. The study found that, SMCs are active and facilitate planning, budgeting, and implementation of the school fund. The head of the school stated that:

“One among the task of SMCs is to open bank accounts and to efficiently and effectively manage capitation grants received for implementation of school planning, while guaranteeing maximum accountability and transparency in the processes used, including making incomes and expenditures publicly available. As school management, we are not allowed to use funds without the order of SMCs.”

Furthermore, the SMCs have the ability to approve whole school development plans and budgets and submit them to the village council and successively to the ward development committee and finally to the Local Government Authority for analysis coordination and consolidation, and submission to region Secretary.

Thus, the study findings are consistent with the theory of *community participation* as proposed by Charles Abrams in 1975 which states that *“the local community should be given an active role in programs and improvements directly affecting it.”* Since SMCs have been formed by the members of the community and have the great mandatory concerning to school decision making including the academic performance of the students.

4.2.3 Transparency

The third question thought to find whether the SMCs practices transparent in ward secondary school. Members of SMCs, teachers, students and parents were asked through questionnaires and the study results showed that 78% of respondents agreed

that SMCs practices transparent in their schools, 10% responded on average while 12% disagreed as shown in figure 4.3 below.

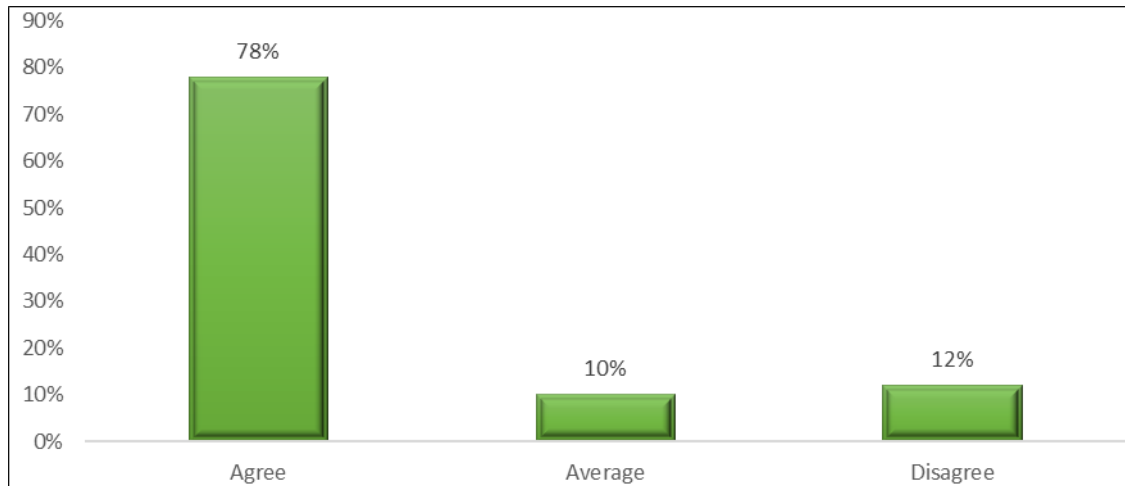


Figure 4.3: School Management Committees and transparency

Source: Field data, 2022

The SMCs mostly arrange the school meeting that involved different education stakeholders including parents, teachers, students, and government officers. Chairperson of SMCs has to share with the educational stakeholders the school planning, budget, successes of the school and challenges facing the school especially in academic affairs. Parents exposed that, each term (three months) the SMCs invite them for meeting and share with them all necessary information of the school including school income and expenditures, school management and students' academic performance.

Transparent done by the SMCs encourage other members of the community to have faith and contributes effectively concerning to school matters. On the other hand, the study revealed that, some SMCs are not active to practice transparent in their school,

which led to the poor academic performance since the community and other educational stakeholders are discouraged.

The study results reflect the theory of community participation whereby the local community through SMCs participates fully in educational affairs by identified challenges facing their schools. This model helps the community and schools to solve their problems instead of depending on government, thus improve academic performance.

However, the study results also are related with the study done by Luthans (2016), observed that SMC should ensure that all decisions regarding accountability at school level should be transparent. People should be let to know what happens when a decision is taken, what reasons are there for a decision that has been made, the implications, process used what the implications of decisions are and what processes were used facts considered in the decision-making process should also be made known to all people in the school

4.2.4 Training for Teachers and Other School Staffs

The fourth question for the first objective was intended to find out whether the SMCs contributes to further training for the teachers and other school staffs. The study results showed that, only 2% responded on average while 98% disagreed that SMCs contributes to further training for the teachers and other school staffs whereas, 0% agreed. The figure 4.4 below shows the study results.

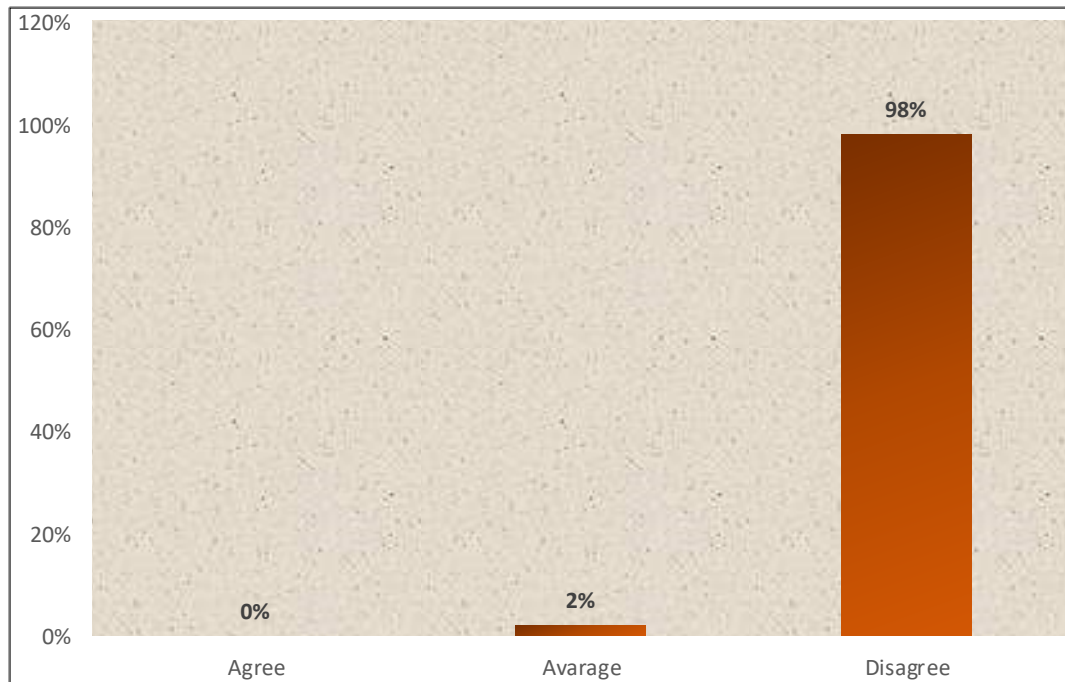


Figure 4.4: School Management Committees and training for teachers and other staff

Source: Field data, 2022

SMCs chairpersons, head of the schools and teachers responded through questionnaires and few SMCs chairperson were interviewed. The study found that, SMCs do not contribute to further management training for teachers or other staffs, rather than the teachers themselves. One SMCs chairperson disclose that:

“The main source of school income is from the government, and little contribution from the parents, since they know that education is free. Therefore, it is very hard to convince the parents to contribute money for further training for the teacher or other staffs. What we can do, is to find some sponsorships from the different donors that can help to pay fees for training, and though is very rare.”

The study found that teachers have been gaining further management training by their own funds, for those who manage to pay. Thus, there is no any financial support they received from the SMCs concerning to their further management training.

“To be honest, I didn’t receive any fund from SMCs to support my studies. I had diploma in education, but I used my own money to study bachelor degree and master’s degree without financial support from the office or SMCs. This is very bad because if a teacher has ability to pay for further training, means he or she will remain with the same knowledge which will affect his or her work performance and eventually will lead to poor academic performance to the students because the syllabus always changes.”

This shows that, the local community had poor cooperation with SMCs concerning to school financial contributions since the government announced free education for secondary school. This makes the SMCs to be in a very difficult time to mobilize the local community to contribute for the teachers for further management training.

The results corresponding with Makene (2017) who argues that poor contribution of financial inputs by the community hinder school committee members to execute well their roles in the provision of quality education to clients as schools lack necessary facilities like instructional materials.

4.3 School Management Committee Facilitates Citizens and Parent’s Participation in the Management of the Schools

The second objective of the study was intended to assess how SMCs facilitates citizens and parents to participate in the management of the schools for the better academic performance of the students.

4.3.1 Parents and Teachers Meeting

The first question for the second objective was directed to investigate whether the SMCs prepare and arrange meetings for parents and citizens to share their ideas with

the teachers and school management in general. Parents, teachers and SMCs leaders were asked and responded effectively.

The study results showed that 86% of the respondents agreed that there was school meeting prepared by the SMCs, 8% responded on average and 6% disagreed. The figure 4.5 shows the responses on the school meeting.

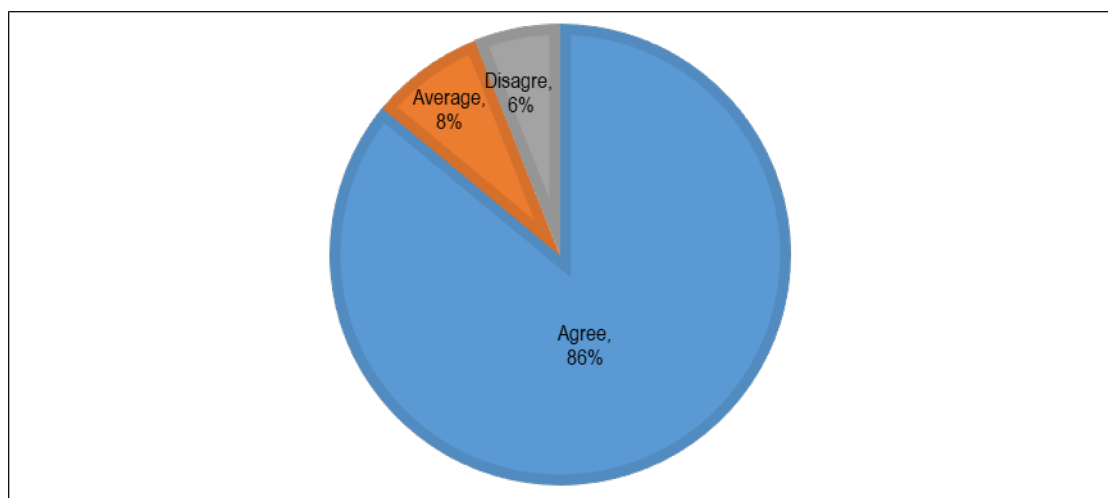


Figure 4.5: School Management Committees and parents and teachers meeting

Source: Field data, 2022

It was found that the SMCs prepare and arrange school meeting not less than four times within a year to share ideas and information about the school development with other stakeholders including parents, teachers and students if necessary. Unplanned meeting could be arranged at any time depending on the emergencies arose.

The study discovered that parents and citizens are active in attending school meeting especially for the first term that arranged in January of each year and the last meeting on November. Although some parents are not active in attending the school meeting

due to some reasons including distance from their homes to school, but satisfactory number of parents attend the school meeting. One of the parents quoted that:

“...we are lucky in our school we have active SMCs thus allow us to share through regular school meeting what we think that may help our children to perform well in academic affair. I feel good to be a part of school management through these meeting. What we agreed is what SMCs going to implement...”

The study found that, through school meetings, SMCs influences parents and community in general to be the decision makers of the school concerning to students’ academic performances. These results agreed with Mbise (2017) that through meeting the committee members get chance to share information between the committees and other stakeholders in the primary education sub-sector about the school progress.

4.3.2 Volunteering to School Activities

The second question for the second objective was intended to assess whether the SMCs member volunteering or influence community to volunteer in school activities such as teaching, security, cleanness, or cooking. The heads of the school, SMCs leaders, parents and students were asked through questionnaires while interviews were done for the few respondents.

The results showed that 71% disagreed that the SMCs member volunteering or influence community to volunteer in school activities, 17% responded on average while 2% agreed the question as shown in figure 4.6 below.

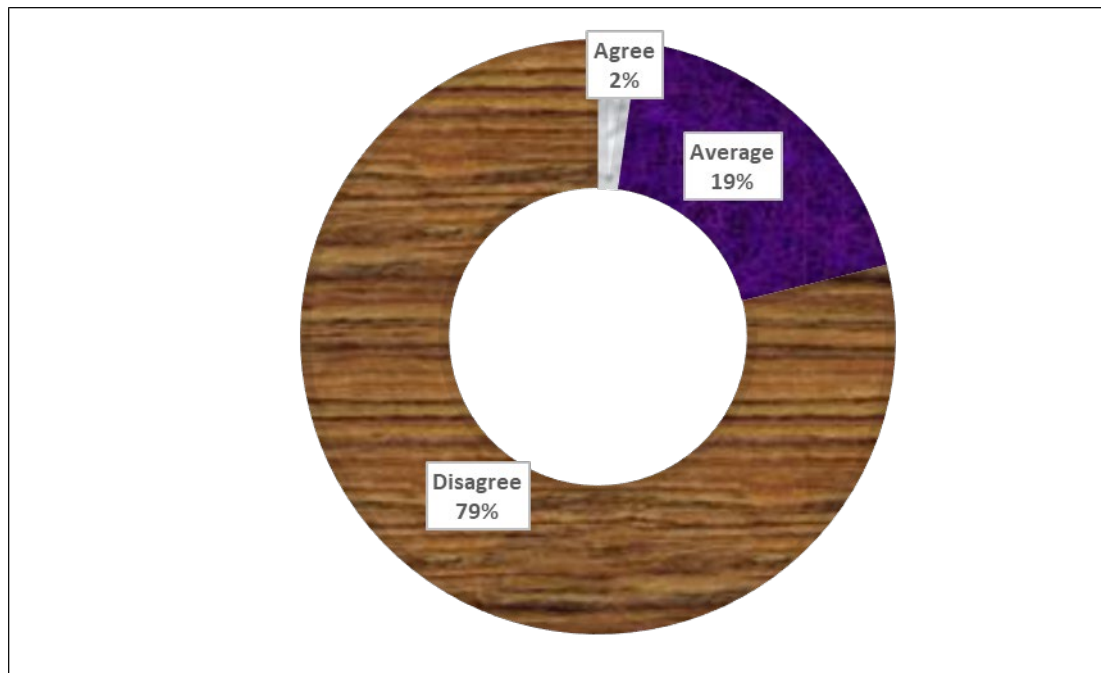


Figure 4.6: School Management Committees and Volunteering to school activities

Source: Field data, 2022

The indication of data above shows that the SMCs members are less volunteering in school activities and inactive in influencing the local community to participate in school activities such as teaching, security, cooking and cleanness. The study revealed that local communities have the attitude that the school burdens should be carried out by the government and the school management. Therefore, when there is the shortage of teachers and other school staffs that is none of their business unless the government. One of the parents said that:

“...why should I volunteer to school affairs while the government provided funds for each of school activities including teaching, school resources, security, and other expenditures? In addition, our government had announced free education for every child in government’s school. Therefore, there is no need for me to volunteer for any school activity while the government insured us the free education...”

The study observed that SMC members and local community have the same attitude concerning to school activities volunteering thus, both became inactive and left the burden to the school management and the government. This affects the students' academic performances since the government cannot provide on time all necessary services required by the school.

4.3.3 Teaching and Learning Resources

The third question for the second objective sought to understand whether the SMCs influence the parents or citizens to contribute to teaching and learning resources. The study results showed that 51% disagreed that SMCs influence the parents to contribute to teaching and learning resources while 49% agreed on the statement and 0% responded on average as shown in figure 4.7.

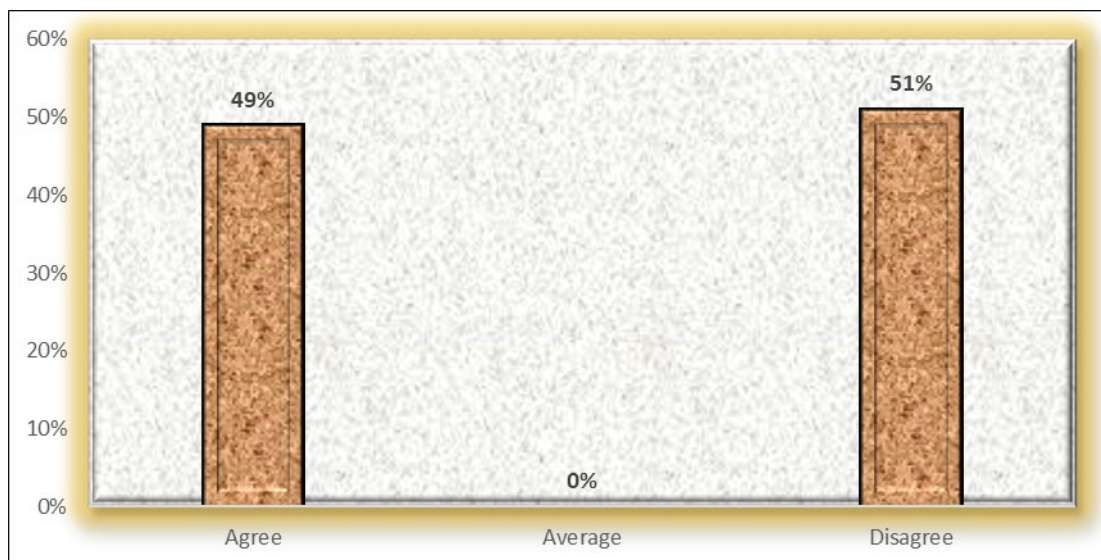


Figure 4.7: School Management Committees and teaching and learning resources

Source: Field data, 2022

The study found that the SMC members were discouraged to influence the parents and community to contribute in teaching and learning resource such as building of classrooms, text books and other materials because of the free education attitude that imparted to the community. One of the SMC member states that:

“...Before free education, parents were willing and able to pay different school contributions. We managed to build two classrooms and laboratory; we manage to pay security and food contributions for our children during the class hours. This model helped our students to perform better in academic. But things are different now days, parents do not want to contribute for anything without the permission of local government leaders, thus SMCs have no power to correct funds from the parents as we did in past years. Therefore, this affects students’ academic performance since the government cannot provide financial assistance in each and everything for school on time...”

The study revealed that, some SMCs are willing to influence parents to contribute to teaching and learning materials but have no power to do so without the government’s permission which has prolonged processes hence discourage the SMC members. In this case, even if there is the shortage of teaching and learning resources, the SMCs and parents become inactive waiting for government solution.

The study observations are similar with the study done by Etsey (2015) agreed that inadequate textbooks and limited teaching and learning materials were some of the school factors responsible for the poor academic performance of basic schools in Ghana.

4.4 School Management Committees and Teachers’ Motivation

The third objective of the study was set to assess how SMCs motivate teachers in ward secondary school for the improvement of students’ academic performance.

4.4.1 Working Condition for the Teachers and Other School Staffs

The first question for the third objective was intended to realize whether the SMCs ensure good working condition for the teachers and other school staffs for the better students' academic performance. Teachers and SMC members were questioned and 65% of respondents agreed that SMCs ensure good working condition for the teachers, 12% responded on average and 13% disagreed as shown in figure 4.7

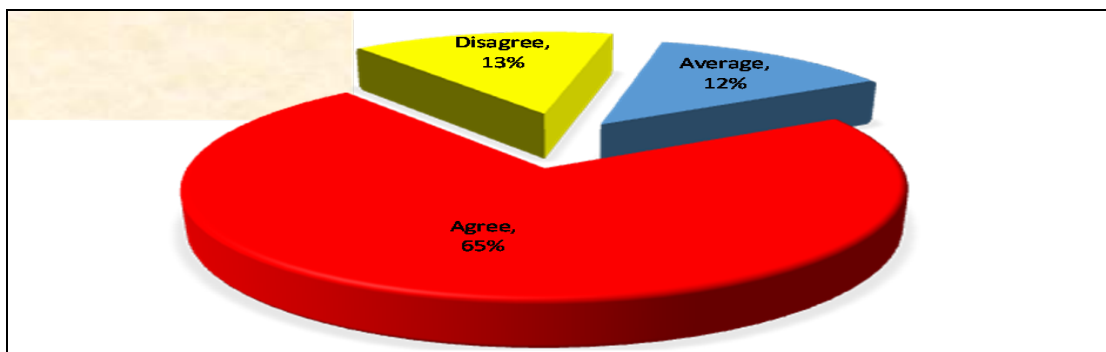


Figure 4.8: School Management Committees and working condition

Source: Field data, 2022

The study results showed that SMCs are active in making smooth environment for teaching and learning processes to take place. SMC leaders in cooperation with the school management every year requests new teacher from the government through local government authority and district education officer. The requests intended to ensure that there is an acceptable ratio between numbers of students in a school versus number of teachers for aim of improving academic performance.

Furthermore, SMCs every year arrange rewards and recognitions for the teachers who done well in their subjects and encourages others to perform better. This event went together with some refreshment which helps to bring unit among the teachers and other school staffs.

The study discovered that when SMCs have good relationship with the teachers and other school staffs including cook and security guard, the academic performance of the students also improved. This study results agreed with Wamere, (2016) that teachers expect to be treated fairly, motivated and recognized for their achievements. In addition, Kitogo, (2019) agreed that working conditions are closely related to motivation and performance.

4.4.2 Students' Behaviour

The second question for the third objective was exposed to assess whether the SMCs influence good students' behavior towards the academic performance. Teachers, students, parents, and SMC leaders were asked through questionnaires and interview. The study results showed that 89% of respondents agreed that SMCs influence good students' behavior and 4% responded on average while 7% disagree as shown in figure 4.9 below:

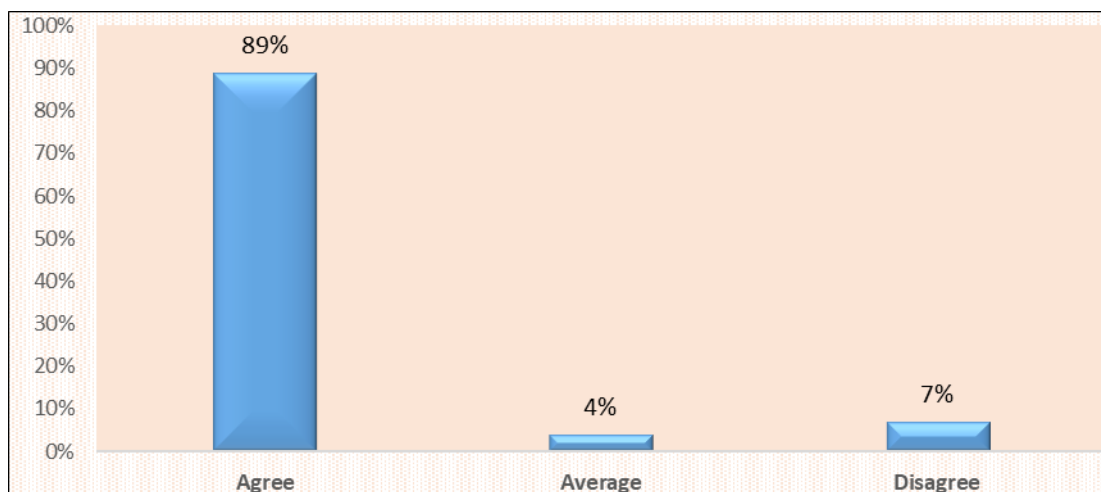


Figure 4.9: School Management Committees and students' behavior

Source: Field data, 2022

The study results exposed that one among the key functions of SMCs is to deal effectively with the students' behavior in ward secondary schools. The SMCs has the authority to punish student including to chase out from the school when he or she misbehave to the extent that may affect another students' behavior. The study observed that good relationship between SMCs, school management and teachers is very essential in influencing good students' behavior. One of the discipline teachers revealed that:

“... SMCs have done great work in supporting the head teachers and their staff to administer school regulations, encouraging teachers to report cases of gross misconduct of students and been supportive in implementing the school plan to achieve the main goal that is academic performance....student' discipline is the key in improving quality teaching and learning processes...”

From quotation the study observed that students' academic performance is more determined by the students' behavior. Therefore, SMCs act as a link between school management, teachers, and parents by preparing meeting and inform every parent about the behavior of the student through student' academic progress report. This study revelation is in line with the study done by Okumbe (2018) that SMCs insist school discipline since it the heart of the pupils' academic performance and achievement of quality teaching and learning in Ghana.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

The study purposely investigated the role of School Management Committees in improving students' academic performance. Specifically, the study aimed to analyze how SMC helps in improving school management, to examine how SMC facilitate citizens and parent's participation in the management of the schools and to identify how the SMC motivates teachers.

Community participation theory as proposed by Charles Abrams in 1975 was used to guide the study. Cross sectional study design was employed in which data collection was limited to a single time of period for each sample of the respondents.

Furthermore, purpose sampling was used to select respondents from 10 ward secondary schools found in Temeke district. The sample included 10 head teachers, 10 academic teachers, 10 SMC's leaders, 20 students, 10 parents and one district educational officer. Data were collected through questionnaires and interview and analyzed using descriptive statistics.

The study results from the descriptive showed that, SMCs are very active in day-to-day school supervision, monitoring capitation grants in cooperation with the school management and transparency to the community, the activeness of the SMCs in helping school management influence better students' academic performance in ward

secondary schools. While SMCs are inactive in training for teachers and other school staffs that discourage teachers. These variables were for the first objective on how SMC helps in improving school management.

With regards for the second objective, that was to examine how SMC's facilitate citizens and parent's participation in the management of the schools. The study results showed that SMCs played a great role in preparing and arranging parents and teachers meeting in ward secondary schools, which led to the improvement of students' academic performance, while little effort has been done by the SMCs in mobilizing school teaching and learning resources. On the other hand, SMCs failed to influence members and community in volunteering to school activities.

Basing on third objective, the study found that, SMCs are active in ensuring good working condition for the teachers and other staffs though not financially, but through making smooth environment for teaching and learning processes to take place, encourage good relationship between teachers and community, giving rewards and recognitions. Furthermore, SMCs played a great role in maintaining good students' behavior and discipline for the improvement of students' academic performance.

5.2 Conclusion

School Management Committees played a great role in improving students' academic performance in ward secondary schools. The results show that SMCs are very effective in helping school management to supervise day to day activities,

influencing good relationship between teachers and community, maintaining students' discipline, and facilitating citizens and parents' participation in school decision making.

Based on the findings, firstly, it was established that the school management committees were actively involved in the management of school resources at all levels of decision making and that they meet regularly for this purpose, and this made them also to be in a position to manage the provision of teaching and learning resources in the schools.

Secondly, the study was able to establish that the SMCs in the area were actively involved in the maintenance of their schools' facilities therefore serving as good guardians of the school resources, hence, could influence the provision of teaching and learning resources in the schools.

It was also determined that while the role of resource mobilizations by the SMCs was recognizable in the area, there was still a challenge when it came to their members individual ability to mobilize the required resources for teaching and learning and this needed to be adequately addressed so that important opportunities do not bypass the schools.

Finally, it was established that accountability for school funds by school management committee played an important part in influencing the provision of teaching and learning resources in the schools in the area. The SMCs members it was

observed were playing their parts well in this regard in the area. Thus, based on these findings, the study concludes that all the study variables were indeed factors influencing school management committees on the provision of teaching and learning resources.

Even though the results show that SMCs are ineffective in some area such as providing allowances and training to the teacher, is still considered and adopted as the key factor for the improvement of students' academic performance.

5.3 Recommendations

Teachers who are hard work and other non-teaching staff should be motivated financially for the aim of improving teaching and learning processes. This should be together with the in-service training for teachers especially newly teachers should be supported by SMC in terms of logistics and resource personnel.

The SMCs in the area need to be more aggressive and innovative in their approach to resource mobilization so as to provide adequate teaching and learning resources in the schools and improve their standards of performance.

The government should educate well the community concerning to the policy of free education, since it hinders the implementation of school plans done by the SMCs. The policy contradicts parents, students, and community in general. Furthermore, the government should allow SMCs to correct some funds from the parents for the aim of solving their own problems including lunch to the students.

Additionally, the study advocates teachers, parents, and community to cooperate fully with the SMCs in managing the schools for the aim of improving students' academic performances. For the school that does not formulate SMCs should do effectively for the better performance.

5.4 Research Limitation

Area of the study was limited to one district that was Temeke in Dar-es-Salaam, thus the findings might base on district settings. Moreover, the choice of the school considered ward secondary schools only to assess the role of SMCs in improving students' academic performance.

The sample size was limited to 61 respondents to make investigations; this might be small to make general conclusions concerning to the role of SMCs in improving students' academic performance. On the other hand, the study was based on descriptive analysis, thus other study may use different methodology to compare the results.

5.5 Area for Further Studies

Future studies can be done in other districts of the country apart from Temeke to test and extend the generalization of the findings. Furthermore, may increase the number of respondents from 61 to make investigation of the similar study. Additionally, pure quantitative study may be done to obtain depth information.

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APPENDICES

Appendix 1: Questionnaire

Dear respondent

This questionnaire is designed as a technique of data collection for a master thesis on *the role of school management committee (SMC) in improving students' academic performance in Tanzania: case of ward secondary schools in Temeke district, Dar-es-salaam*. The questionnaire involved close and open-ended questions. Please answer the question to the best of your knowledge.

Be ensured that, all information will be confidential and used for the academic purpose only and not otherwise.

Neema H. Mwanga

Masters of Education, Planning and Policy Studies

Open University

Questionnaire for Head Teachers and SMC Chairpersons

Personal details:

Age.....

Sex: Male () Female ().

Level of education.....

A. SMC helps in improving School Management

1. Does your school have SMC?

(a) Yes

(b) No

If yes:.....

2. Does SMC participate in school supervision?

a) Agree

b) Average

c) disagree

how?.....

3. Do you think that school supervision done by the SMC helps in improving students' academic performance?
 - a) Agree
 - b) Average
 - c) Disagree () How?.....
4. Does SMC prepare staff meeting with different education stakeholders including teachers concerning to students' academic performance?
 - a) Agree
 - b) Average
 - c) Disagree () How?.....
5. Does SMC participate in monitoring capitation grants in school?
 - a) Agree
 - b) Average
 - c) Disagree () How?.....
6. Does SMC practices transparent in your school? (a) Agree (b) average (c) disagree () how.....
7. Does SMC contribute to further management training for teachers or other members?
 - a) Agree
 - b) Average
 - c) Disagree () How?.....

B. SMC Facilitates Citizens and Parents' Participation in the Management of The Schools

1. Does SMC coordinates parents, teachers and students meeting to discuss the academic performance of the students?
 - a) Agree
 - b) Average
 - c) Disagree () How?.....
2. Does members of SMC volunteering or influence the community to volunteer in school activities like teaching, security, cooking, cleanness etc.
 - a) Agree

- b) Average
 - c) Disagree () How.....
3. Does SMC influence parents/citizens to make decision concerning to school academic performances?
 - a) Agree
 - b) Average
 - c) Disagree () How.....
 4. Does SMC influences parents/citizens to contribute in teaching and learning resources like books, building etc?
 - a) Agree
 - b) Average
 - c) Disagree () How?.....

C. SMC and teachers' motivation

1. Does SMC ensure good working condition for the teachers and other school staffs for the better students' performance?
 - a) Agree
 - b) Average
 - c) Disagree () Specify.....
2. Do teachers receive any kind of allowance form SMC?
 - a) Agree
 - b) Average
 - c) Disagree () How.....
3. Does SMC influence good students' behavior in improving academic performances of the students?
 - a) Agree
 - b) Average
 - c) Disagree () Specify.....
4. Do SMC influences good relationship between teachers and community?
 - a) Agree
 - b) Average
 - c) Disagree () how?.....

D. Intervene factors

- 1. What are the other factors influence students’ academic performance?
 - a)
 - b)
 - c)

Thanks for Your Cooperation

Dear respondent

This questionnaire is designed as a technique of data collection for a master thesis on *the role of school management committee (SMC) in improving students' academic performance in Tanzania: case of ward secondary schools in Temeke district, Dar-es-salaam*. The questionnaire involved close and open-ended questions. Please answer the question to the best of your knowledge.

Be ensured that, all information will be confidential and used for the academic purpose only and not otherwise.

Neema H Mwanga
Masters of Education, Planning and Policy Studies
Open University

Questionnaire for students

Personal details:

Age.....

Sex, Male () Female ()

Level of education.....

- 1. Do you participate in school meeting concerning to academic performance?
 - a) Agree
 - b) Average
 - c) Disagree () How?.....
- 2. Do you think that SMC practice transparent in your school?

- a) Agree
 - b) Average
 - c) Disagree () how?.....
3. Does parents/citizens volunteers to school activities like teaching, cleanness, security etc?
- a) Agree
 - b) Average
 - c) Disagree () specify.....
4. Does SMC influence good students' behavior towards academic performance?
- a) Agree
 - b) Average
 - c) Disagree () specify.....
5. Do you think that SMC influences good relationship between school management and community?
- a) Agree
 - b) Average
 - c) Disagree () How?.....
6. What are the other factors affecting your academic performance?
- a)
 - b)
 - c)

Thanks for Your Cooperation

Appendix 2: Ethical Documents

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
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Our Ref: PG201801071

Date: 22th February 2020

District Administrative Secretary
Temeke Municipal Council
Dar es Salaam

RE: RESEARCH CLEARANCE

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

To facilitate and simplify the research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Neema Hamza Mwanga Reg No: PG201801071** pursuing a Master of Education in Administration Planning and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research titled *“The Role of School Management Committee in Improving Students' Academic Performance in Tanzania: A Case of Ward Secondary Schools in Temeke District, Dar-es-salaam.”* She will collect her data in Temeke Municipal Council from 27th February 2020 to 14th March 2020.

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

Yours sincerely,

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



THE UNITED REPUBLIC OF TANZANIA
 . PRESIDENT'S OFFICE, REGIONAL
 ADMINISTRATION AND LOCAL GOVERNMENT
 TEMEKE MUNICIPAL COUNCIL



In reply, please indicate

REF: PG 201801671

Date: 25/02/2020

TEMEKE MUNICIPAL COUNCIL

RE: RESEARCH PERMIT: *Neema Hamza Mwangi*

Please refer to the heading above.

This is to inform you that, permission is granted to the above mentioned student/researcher from *The Open University of TZ* to conduct researcher on *The Role of School Management Committee in Temeke* *Improving students' Academic Performance in Temeke District, Dar-es-Salaam.* *A case of ward Secondary Schools in Temeke District, Dar-es-Salaam.*
 The study will be conducted from *27/02/2020* to *14/03/2020*
 2023.

Please give with necessary assistance

[Signature]
 For: MUNICIPAL DIRECTOR

Kny: Mkurugenzi Mtendaji
 Mwanisiku Ya Temeke

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