THE ROLE OF SCHOOL COMMITTEES IN ENHANCING QUALITY OF PRIMARY EDUCATION IN TANZANIA: A CASE OF MEATU DISTRICT, SIMIYU.

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A DISERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED. APPS) DEPARTMENT OF EDUCATION, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that he read and hereby recommends for acceptance of The Open university of Tanzania a research proposal titled: **The role of School Committees in Enhancing Quality of Primary Education in Tanzania: A Case of Meatu District, Simiyu** in partial fulfilment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies.

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DECLARATION

I, **Themistocles Kahyoza** declare that, the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other SHRSOH¶V ZRUNV KDYH EHHQ XVHG UHIHUHQFHV KDYH declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education Administration, Planning and Policy

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my wife and children who supported me in different ways and encouraged me to accomplish this work.

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This research would have not been possible without the grace and blessing of the almighty God. I would like to present my sincere thanks to those who encouraged me to FRPH XS ZLWK WKLV SURSRVDO ,W¶V LPSRVVLEOH WR me by any means on this research.

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ABSTRACT

The study analysed roles played by School Committees (SCs) in enhancing quality of education in primary schools in Tanzania. Specifically, the study assessed the extent to which school committees are performing their expected school functions, the relationship between their roles and quality education enhancement and challenges they encounter. The study was conducted in Meatu district Simiyu region and involved 62 participants. The study mainly employed qualitative research method using descriptive design and used interview, focus group discussion, observation and documentary review methods for data collection. The findings showed that SCs roles were closely related to quality education enhancement including attending emergency meetings and making decisions on different school matters, approving school funds expenditure, construction and rehabilitation of essential school buildings. It was therefore justified in findings that SCs did not manage expected key roles towards quality education enhancement satisfactorily because of less involvement, increased emergency meetings rather than formal ones, lack of openness and the records of SCs activities are not well organized and recorded, lack of adequate management skills to maximize their execution, volunteerism, and XQIDLU SDUHQWVT¶ Therefore, the study concluded that, SCs perform key role that directly influence education quality enhancement in average because of underlying challenges revealed. Based on findings I recommend provision of regular job orientation to be compulsory for new SCs in order to increase capabilities and efficiency along with review of rights and benefits of SCs service provisions.

Keywords:Education, Roles, School, Quality, Committee, Enhancement.

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ABBREVIATIONS AND ACRONYMS

CG	Capitation Grant
DG	Development Grant
DPEO	District Primary Education Officer
EO	Education Officer
ESR	Education for Self - Reliance
ESTP	Education Sector Training Program
FGD	Focus Group Discussion
ICT	Information and Communication Technology
MDC	Meatu District Council
MoEST	Ministry of Education, Science and Technology
NGO	Non-Governmental Organization
PO-RALG	President Office Regional Administration and Local Government
PSR	Public Service Reform
RSA	Republic of South Africa
SASA	South African School Act
SB	School Board
SC	School Committee
SCs	School Committees
SGBs	School Governing Bodies
SMC	School Management Committee
SR	Self Reliance
SQA	School Quality Assurer
TPA	Teachers - Parents Association

WEO	Ward Education Officer
WMA	Wildlife Management Area
WSDP	Whole School Development Plan

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This study is about the roles of school committees in enhancing quality primary education in Tanzania which was carried out in Meatu District, Simiyu region. The study aimed at determining and evaluating the core functions of the school committees LQ HQKDQFLQJ SULPDU\ VFKRROV¶ TXDOLW\ HGXFDWLR

This chapter covers study background, statement of the problem, purpose of the study, objectives, research questions and significance of the study. The study delimitations and study organization are also explained.

1.2 Background of the Problem

The Education Act No. 25 of 1978 and its amendments No. 10 of 1995 section 39 insists the establishment of preprimary and primary school committees that will be responsible for the management and maintenance of the school URT (2002, Cap 353). The functions and establishment of the committees has been reviewed through various government circulars in order to make them effective enough to enhance quality of education. The Education circular No. 1 of 2018 states roles and responsibilities of the school committees which include to sensitize, involve and effectively communicate educational informational to all parents, pupils, community, stakeholders and to Wards and local authorities. They shou OG DOVR PDQDJH SXSLOV¶ HQUROPHQ and instructional leadership.

The effective functioning of school committees becomes compulsory at the time the nation of Tanzania is implementing a fee-free basic education policy (World Bank,

2019). Since the government started this implementation enrolment in basic education has increased and the number of out of school children has decreased too, survival rates have also dramatically increased, however these increases have not shown a remarkable progress in the learning outcomes which means supervision of schools and learning activities is still a challenge to most of schools.

7KH VFKRRO PDQDJHUV DQG WKH FRPPXQLW\ VKRXOG maintenance since the teacher facilitates the acquisition of desirable knowledge and skills and inculcate societal acceptable attitudes into the learners for present and future development. It is therefore obvious that teacher performance is a continuous process for identifying, evaluating, and developing the work performance of the teachers so that the goals and objectives of the school are more effectively achieved (Iloabuchi et al., 2016). This can be possible if there is a teacher-community association and mutual relationship between teachers and the community which have to be built in by the school committees which can assure teachers security, health and social services together with human needs that can promote their morale to work effectively.

To enhance quality of education, routine supportive supervision is very crucial. There is a need of conducting a situational analysis on regular basis in order to identify problems that can be discussed and addressed with all stakeholders including community members (Nyirenda, 2019). It is therefore the role and function of the school committees to discuss problems facing the school and find out possible alternatives to solve them for the best performance of the school.

The government is providing financial support to all primary and secondary schools which should be well managed in order to bring about the intended impact, the

education circular number 1 of 2018 directs school committees to organize and monitors the expenditure, but unfortunately there has been irregularities that make some head teachers to use the money in advance and then the school committee come to approve and sometimes bought materials are not delivered at school in time or completely misused (School assurance reports).

The government tends to improve the school governance by developing closer links and cooperation between teachers, pupils, parents, village governments and wider communities in order to strengthen school management. Unfortunately, the relationship between school and community is still in question and some crushes and disputes has been reported (Hakielimu, 2004). The findings suggest a need to investigate why the social distance between parents and teachers is developing instead of decreasing since SC members originate from the community. It is therefore difficult for the SCs to perform well their activities if there are not closely linked with the school.

The question of if SCs understand and perform their roles effectively is buzzing (Nkumbi, 2017). In the article, the writer tries to insist that the SCs have a responsibility of solving school challenges that hinders prosperity, hence become good link between school and community which may result in successful improvement in quality education enhancement. The school committees should clearly know the demarcation of their responsibilities to minimize hostility between the school and community. There was a need to investigate whether SCs are capable of planning and managing schools finance and general school management through performing their key roles and or they are facing challenges in fulfilling their responsibilities

1.3 Statement of the Problem

Most of education stakeholders are not satisfied with the performance of SCs and they are trying to explain various factors including low levels of education among members Masue (2010). It was observed that 78% of SCs members in two schools were primary school leavers or below which make them lose interest in scholarly affairs. But the comparison made between urban and rural schools showed that urban SCs members have a wider understanding and fulfill their duties because they are educated. In fact, currently there are many young men in the village who have completed ordinary secondary education level, the question is why they are not interested to become SCs members? And if they become elected can they perform well or there are still challenges beyond their reach? It is therefore necessary to investigate about procedure and criteria used for the recruitment selection of SCs members, roles, activities and challenges.

To become a member of SC means to volunteer which make the same members to save for a long time which result to familiarity that hinders their consistent performance. These kinds of SCs members become close friends to Head teachers and teachers so that they cannot perform any supervision actions at school. On the other side Head teachers fear challenges from the community and they also fear to lose their positions, consequently they mistreat SCs members and sometimes they do not invite to meetings some of members whom they are not in good term in order to dominate the meetings. Parents are not involved in decision making process and school development planning which make isolation since they are not attached to school activities, and instead of being co-implementers they become observers (SQA reports, 2019). And sometimes

Head teachers conduct meetings at their home places by calling some of SCs members and fake signature of absentees to legitimate the meeting. This makes some members to reject SCs meetings and involvement in school activities which affect the quality of education in terms of poor supervision (Sezary, 2013).

Among other responsibilities, SCs should discuss on how to improve school infrastructure, how to promote enrolments, how to maintain and retain teachers, how to control and manage, school finance, school discipline and general improvement of school environment conducive for learning and teaching activities (Nemes, 2008).

In India the responsibilities of governance of school education were largely given to sub-state levels where School Management Committees (SMCs) are formed and they U H J X O D U O \ F R Q G X F W P H H W L Q J V W R G L V F X V V L V V X H V include utilization of funds and the school development grant which is given to each school. They also discuss quality, school activities and school infrastructure. The number of SMCs meetings were estimated to exceed 8 per year in 2008 and SMCs members attendance to the meetings were promising (DFID, 2011).

The little knowledge and skills on school supervision hinders SCs members to supervise schools effectively since they lose confidence and stability which make them dependants to Head teachers Sezary (2013). The community should participate in planning Whole School Development Plan (WSDP) in order to be aware of school initiatives and make any necessary collaborative support during implementation, but unfortunately, they thought ignorant and they are not involved (Nemes, 2013). School management strategies have been changed through introduction and utilization of new technologies like BEMIS, SIS and PREM which make it difficult for SC members to

recognize their roles in school management processes. The socio-economic and cultural changes make it necessary for a member of SC to have certain skills that can help in school management and supervision. The data obtain from District School Quality Assurance Office in 2017, show that more than 95% of WSDPs are formulated and established by Head teachers without even involving teaching staff in the planning process.

The question is; do SCs members clearly know their responsibilities and demarcations? There is a need to investigate the factors that face school committees in enhancing quality education. Therefore, this study assessed the functions and activities of school committees in enhancing quality of primary education provision through assuming their stipulated roles and responsibilities.

1.4 Objective of the Study

1.4.1 General Objective

The general objectives of the study was to investigate the efficacy of school committees in enhancing pri P D U \ V F K R R O V ¶ T. X D O L W \ H G X F D W L R Q

1.4.2 Specific Objectives

The study was guided by the following objectives:

i. To examine the extent to which school committees are performing their expected school functions.
ii. To assess the activities of school committees related to the quality education enhancement.
iii. To determine challenges facing school committees in implementing their roles in primary schools.

1.5 Research Questions

The study was expected to be guided by the following research questions:

i. To what extent do school committee members perform well in their different functional areas?
ii. How do the activities performed by the school committees relate with education quality enhancement?
iii. What challenges are faced by the school committees during implementation of their key roles?

1.6 Significance of the Study

This study was expected to benefit local administrators in affecting provision of quality education through collaboration and coordinated efforts between school managements and the community. It will also help policy and decision makers on how to establish active and effective SCs that can enhance quality education in Tanzania. The findings of the study will develop teacher-S D U H Q W D V V R F L D W L R Q V Z K L F K L Q W X performance. The study is also expected to encourage education donors in supporting educational reform programs and empowerment of SCs members. And the MoEST and PO-RALG may use the findings in strengthening school administrations.

1.7 Limitation of the Study

Some of head teachers and teachers may become resistant to provide useful information about the actual performance of the SCs since they may assume their presence in the V F K R R O F R P P L W W H H ¶ V I D L O X U H 7 K H U H V H D U F K H U Z L collect necessary and useful information.

1.8 Scope and Delimitations of the Study

The study investigated the efficiency of SCs in managing provision of Preprimary and Primary education in areas of access, equity, and quality in Meatu district with high attention to regular SCs assigned responsibilities which include; planning, budgeting, PRQLWRULQJ VFKRRO GHYHORSPHQW SURJUDPV GLV H[SXOVLRQV DQG WHDFKHUV¶ PDLQWHQDQFH DQG UHW functional roles of school committees in justifying areas of strength as well as areas of weaknesses. The quality of education enhancement in this study was delimited to SXSLOV¶ DFDGHPLF SHUIRUPDQFH TXDOLW\ DQG V sufficiency of school facilities, administration and management of schools and the community roles and responsibilities through SCs.

DEFINITION OF KEY TERMS

Academic Achievement

,W LV WKH RXWFRPH RI SXSLOV¶ JUDGLQJ DIWHU VFK scores obtained by individual pupil in an assessment or examination sat for in which grades are ranked high, average or low wherein grade A is high while grade E is low.

Capitation Grant

Capitation grant in this study means monthly finance granted to all primary schools in Tanzania as a replacement of revenue that was lost after abolition of school fees and contributions to ensure all children including those from poor families afford to go to school.

School Committee

School Committee in this study means the legal body established under the education act (1979) and its amendment of 2022 to carry out all of primary school management duties in collaboration with headteachers, teachers and community. Duties include supervision of teaching and learning along with improving teaching and learning environment.

Quality of Primary Education

The quality of primary education in this study will mean provision and equal access to education with regard to gender parity that provide appropriate knowledge and skills to pupils for effective learning outcome. It is a provision of sufficient school infrastructure, learning and teaching materials, facilities and equipment in a supportive environment.

1.9 Organization of the Study

This study is organized in different parts to enable the reader to easily focus to the intended information. Part one of the study gave preliminary information such as study title, author, study purpose and the degree program. It also generated the table of contents and definition or operation of key terms. Part two involves study chapters in which four chapters will be involved which are; chapter one that gave the background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study and delimitation of the study.

Chapter two of the study presents literature review on SCs roles, activities, functions, involvement and challenges in enhancing quality education. It will also present theoretical framework and empirical literature review.

Chapter three discusses study methodology in which study design, study population, data collection instruments and data analysis approaches were analyzed. And in chapter four, the study will present the findings, interpretation, its analysis and discussion of the findings.

Chapter four is data presentation and analysis and chapter five is study summary, general discussions on the data presented and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter tries to explore and acknowledge previous scholars who investigated the decentralization of education worldwide and in Tanzania. It gives general perspectives on the roles of local authorities in the planning and management of education, the outcomes of decentralization of education, roles and responsibilities of school committees and the Tanzania education policy on the basic education management systems.

2.2 Theoretical Frame Work and Literature Review

The quality of education is a broad and sophisticated term to realize since in a normal routine it has been associated with end result or learning outcome. The outcome-oriented view is far too narrow and needs to be conceptualized. This study has been guided by two theories through the work of Elizabeth Garira (2020) on Grounded Theory of Quality Education and the work of Adam Barone (2023) on Total Quality Management. The two theories enabled the researcher to explore the concept of Quality Education in wider ranges.

2.2.1 The Grounded Theory of Quality Education

The theory emphasizes on the relations be between different parts such as SC, teachers, parents, stakeholders, education authorities, planning and policy in a process of achieving quality education. It involves understanding needs and pedagogical aspects. The theory helps in conceptualization of quality enhancement processes and that, the

quality changes right from organizational level depending on management, resources, negotiations and participation from different parts. The theory helped the researcher to examine roles and functions of SCs in the process of enhancing quality education.

2.2.2 The Total Quality Management Theory

The Total Quality Management Theory (TQM) always harmonizes all parties involved in production or management process to tie together and become accountable for the overall quality of the final product or service. The advantage of the theory helps to oversee all activities and tasks that are necessary to maintain a desired level of excellence within a business and its operations. It also includes the determination of a quality policy, creating and implementing quality planning and assurance, and quality control and quality improvement measures. The theory helped the researcher to review and conceptualize national education background, policy and management system in examining examining and analyzing quality education enhancement in primary schools in Tanzania.

2.2.3 The Concept of Decentralization in Quality Education Perspectives

Decentralization is a term being used to conceptualize concentration of powers of planning and decision making in a government system, body or independent administrative organ. According to Litvack (2013) decentralization of education is the process of transferring decision-making powers from the central ministries of education to intermediate governments, local governments, communities and schools. It has been believed that the level of outcome of decentralization reforms mainly depend on the motivations for reforms, the initial country and sector conditions, and the interactions of various important conditions within the sector.

Decentralization means responsibilities or power is passed to local communities or schools so that they are able to make their own decision about many aspects of policy and practice. That is the transfer of authority and responsibilities of education services to local or provincial governments which can result in increased accountability and efficiency since it brings policy-makers and school or parents more closely. Decentralization may lead to effectiveness, equity and accountability. It may also lead to increased school autonomy and competition which may exacerbate difference between school and outcome (EA, 2012).

In Switzerland, there is a high decentralization of education system, whereby, administrative tasks and financing for education are divided between the Swiss confederation and the Cantons. The national law codifies the promotion of integration and inclusion although individual schools, in consultation with parents, are responsible for placement decisions (EA, 2012).

In the late 20Thcentury, Japan decided to decentralize education services in order to maintain its competitive edge as a world leader in the economic globalization process in which national leadership instituted a series of reforms to deregulate and decentralize the education system with the aim of providing flexibility and local control at the school level that creativity, individual initiative, and the spirit of entrepreneurship should become part of teaching-learning process. In Japan, the principal or head of school should make important decision with the community participation in order to promote trust of parents and other community members to public schools. School should create School Boards in which the members of community are invited to participate (Muta, 2000).

In South Africa, the decentralization of education was practiced since 1996 when the JRYHUQPHQW HQDFWHG 7KH 6RXWK $IULFDQ 6FKRRO Office, Act No. 84 of 1996). The act aimed at improving education services by introducing principles of access, equity, redress, democratic governance and national development. The provision provides the establishment of governing bodies with considerable powers at all public schools. The school governing bodies (SGBs) are comprised of the principal and elected representatives of parents, teachers, non-teaching staff and (in secondary schools) learners. The basic set of functions is stipulated for all SGBs, including determination of admissions, setting language policy, making recommendations on teachers and non-teaching appointments, financial management of the school, determination of the school fees and fund raising. It aims at giving school greater autonomy to manage resources, democratize local control of decision making and respond to community needs (Naidoo, 2005).

2.2.4 Conceptualization of Quality Education in the view of Education Decentralization in Tanzania

Ringo and Pazi (2013) as cited in Mukandala (2004) that education decentralization is viewed as the strategy to improve the delivery of services to the public. In Tanzania, according to URT (1996) decentralization mean transformation of local government organizations into organs that are autonomous, strong and effective, democratically governed, deriving legitimacy from service to the people, fostering participatory development, reflecting local demands and conditions, and lastly conducting activities with transparency and accountability.

In 1962, the government embarked on the task of establishing democratic local government authorities all over the country. In 1972, Tanzania adopted the decentralization policy aiming at giving more authorities and functions to the local authorities, which gave the citizens powers to make decisions on the issues affecting their life including provision of quality education (Ringo & Pazi, 2013).

The 1969 Education Act introduced the implementation of education for self- reliance (ESR) in which the decentralization of schools vested primary and adult education in the regional authorities. The ESR stressed that education being part of the society, should promote a socialist transformation. The need to integrate education with life and with community, the community should be involved in the school activities such as running production projects, school feeding, improvement and or rehabilitation of school infrastructure and planning for school development. The school must be an integral part of the community to keep the pupils aware of their responsibility (Galabawa, 2011).

The URT (2001) highlights on the several education sector reforms in which it seems education to be managed by different ministries including Ministry of education, Ministry of regional administration and local government, ministry of social development and other government par status. The interventions in support of decentralization process includes, the establishment of district and community funds, a matching grant intended to encourage communities to finance the provision of education to their own children.

Following the contemporary decentralization of primary education there have been some improvement on access, quality and management of primary education although

members of the school committees lacked both relevant knowledge and experience to efficiently manage the schools in their areas of jurisdiction (Baganda, 2008).

The government, in 1996 conducted the Public Service Reforms (PSR) together with the Education and Training Sector Program (ETSP) in which the roles of the ministry of education remained in the formulation of the policy, regulation, monitoring and evaluation with special attention on strengthening the capacity of the agencies responsible for schools management and develop more powers of managing and administering of education to regions, districts, communities and educational and training institutions (URT, 2000).

2.2.2 The Powers and Functions of School Committees to Enhance Quality Education

The SCs members are expected to cooperate with teachers, head teachers, parents, stakeholders, local government administrators and pupils to ensure sustainable school development that can lead to quality education services. Unfortunately; the majority of SCs members are primary school leavers or below (Masue, 2010) whose capacity to assume their responsibility is extremely poor. The community should own the school initiatives that may save in participation and cooperation in developing schools. It is also marked that most of SCs members do not possess necessary and acquirable skills in school management (Nemes, 2013).

2.2.3 The Powers and Functions of School Committee to Enhance Quality Education in Tanzania

The school committee is the body established for the purpose of management and administration of pre-primary and primary schools. These committees possess legal

power which include, ensuring that the school compound has adequately demarcated boundaries which may include a title deed, ensuring that the school has adequately physical facilities including classrooms, offices, toilets, clean water supply, ample land for sports and school farm activities, ensuring the safety of the school premises and properties, ensuring maintenance of school buildings and infrastructure, ensuring that parents and other community members participate fully in the development of the school, approving the annual school budget and use of all school funds, soliciting of funds and contributions for the welfare of the school, and recommending to the village government contributions in each or in kind to be made by community members including self-help (URT, 2002 CAP 353). The SCs possess sensitive power that can lead to school development and provision of quality education.

2.3 An Overview of Challenges Facing School Committees in Enhancing Quality Education.

The SCs members face challenges which mostly originate from little knowledge and skills of school V ¶ P D Q D J H P H Q W L W K D V E H H Q U H Y H D O H G W K achievements and understanding of their key responsibility compared to rural counterparts because of the level of education and social functions exposures (Masue, 2010). And it has been revealed that, SCs members have been less involved in planning D Q G L P S O H P H Q W D W L R Q R I V F K R R O V ¶ G H Y H O R S P H Q W S of what is going on in schools (Nemes, 2013).

It has been also revealed that communication mechanisms between schools and communities are often not working well since parents are not informed about their F K L O G U H Q D F D G H P L F S U R J U H V V S X S L O V ¶ D W W H Q G D Q

teacher meetings and parent- teacher associations. SCs members are able to analyze WKHLU GXWLHV LQFOXGLQJ GHDOLQJ ZLWK WHDFKHU infrastructure, ensuring proper use of financial resources and persuading parents to contribute financially among other things (EQUIP-T, 2016).

The absence of formal and regular SCs empowerment including seminars, training and workshops inhibit their ability to perform their duties since members change after a certain interval of years and sometimes the new members become blind on the roles and responsibilities (Dixon et.al, 2001).

The SCs members explain the situations under which their duty becomes tough which include reluctance of village council to cooperate with and or accept issues presented by SCs. There is also a tendency of teachers to blame parents of lacking awareness on education matters and parents to blame teachers bad professional conduct including drunkard and sexual harassment of girls which develop hostility between teachers and the community consequently the community reject involvement in school activities (EQUIP-T, 2016)

2.3.1 The Empirical Literature at Global Level

7KH VWXG\ FRQGXFWHG E\ +HUZDQ HW DO LQ , Q I U D V W U X F W X U H ´ tudy using descriptive design and used interview, observation and documentary studies for data collection which is similar to current study in methodology, design and data collection instruments. The study revealed that there is a well-established communication between the school committee and the school that make the SCs to work properly, and the SCs support for the fulfillment of school

facilities and infrastructure. The findings shows that SCs can enhance quality education in schools that make it necessary to investigate roles, functions and challenges of SCs in 7DQ]DQLD WR GHWHUPLQH LI WKH\ DUH H[HFXWLQJ S quality education.

7KH VWXG\ FRQGXFWHG LQ 0LFKLJDQ VWDWH 86$ E\ Board Decis LRQ 0DNLQJ 3UDFWLFHV¶ ZDV D TXDOLWDWLY survey, observation and interviews to collect data which is similar to current study in research approach and data collection instruments. The findings show that to school board, student DFDGHPLF GHYHORSPHQW LV SODFHG DW WKH SB usually collect and analyze student performance data on test results, school safety, GLVWLQJXLVK UHSRUWV DQG WHDFKHUV¶ TXDOLW\ 8Q in col OHFWLQJ DQG DQDO\]LQJ GDWD VLQFH RQO\ RI community in the whole process of collecting and analyzing data. Through the findings it seems to be more important for the SB to involve the community in enhancing quality education process.

$QRWKHU VWXG\ ZDV FRQGXFWHG LQ 6UL /DQND E\ $U School Development Committee (SDC) in the public Schools in Sri Lanka: A Case 6WXG\ LQ WKH &RORPER 'LVWULFW¶ XVHG TtX DOLWDW case study design and used document analysis and interviews to collect data which are similar to the current study. The findings show that; the SDC were formed in most of schools above 90% in accordance with regulations set by higher authorities. The SDCs members are not democratically selected because head of schools select members on their own perspectives with whom they think to be capable in school management.

Through the findings more researches are needed to be conducted concerning on the commun L W \ L Q Y R O Y H P H Q W W R Z D U G H Q K D Q F L Q J S U L P D U \

2.3.2 The Empirical Literature Review in Africa

In Zimbabwe, the qualitative study carried out by Nyandoro et al., (2013) with G H V F U L S W L Y H V X U Y H \ V W X G \ G H V L J Q H G W K H W L W School Development W) L Q D Q F L D O 0 D Q D J H P H Q W L Q & K L P D Q L P D Q L : H V W & L U F which involved six primary schools out of 21 in the province in which a total of 54 participants were involved. The study employed questionnaires and interviews to collect data. The study was qualitative descriptive and used interviews to collect data like the current study. The findings revealed that only 15% of respondents that was interviewed perceived fund raising as important for improvement of quality of education. It was also found out that SCs members were incapable to perform their regular duties in which 68% of respondents indicated inadequate in almost everything. Zimbabwe is the developing country like Tanzania; community socio economic status is almost the same to the most of Tanzanians and Zimbabwe had decentralized education right from independence the same as Tanzania did in early 1970s. In relation to the findings of this study there is still a reason to conduct more researches on why decentralization of education has not helped to empower education stakeholders particularly parents in enhancing quality of primary education.

, Q D Q R W K H U V W X G \ F R Q G X F W H G L Q * K D Q D E \ $ F K H D P S School Management Committees: A comparative case study of two community - based V F K R R O V L Q * K D Q D ¶ Z K L F K Z D V H [S O R U D W R U \ D Q G H [S using case study design and interviews as an instrument of data collection which is

similar to current study. The research methodology and design were also aimed at collecting in-depth and detailed information and being flexible to holistically understand social reality like the current study. The study presented findings on administrative role in which it shows that the SMC is the decision maker for school repairs, constructions and monitoring accountability of teachers by monitoring their teaching and the time they attend and close from school which enhances the quality of education. This review of literature triggers findings generalization to other SCs like in Tanzania from which these bodies can become essential in enhancing quality education.

2.3.3 The Empirical Literature Review in Tanzania

One of the studies conducted in Tanzania by Mbise (2015) with case study design with 50 participants from five public primary schools out of the total of 55 public schools in 0RQGXOL GLVWULFW XQGHU WKH WLWOH µ)DFWRUV)D 4XDOLW\ RI (GXFDWLRQ LQ 7DQ]DQLD¶ LQ ZKLFK UHVH similar to current study. The study data collection instruments were interview, observation and documentation which is similar to current study. It reveals that the most of SCs members have minimum education level that affect them in executing their roles properly because the findings shows that 38% of respondents did not complete primary education level, 34% completed primary education level, 8% completed ordinary secondary education and 20% who are teachers have teacher education certificate. He also revealed that 90% of respondents have adequate skills in planning and budget which means they perform well.

Monduli and Meatu districts share geographical and demographic characteristics since Meatu neighbors Ngorongoro and Karatu in South East while inhabitants of these

districts including Monduli are Masai, Mbulu, Iraqw, Hadzabe and Sandawe who are also found in Meatu district. It is likely what happens in Monduli to also happen in Meatu. The difference is that, the study questions under investigation are differing consequently the findings may differ from the previous study.

$QRWKHU VWXG\ FRQGXFWHG E\ *HRIUH\ ZLWK V

Committee in the Management of School Resources in Rufiji District, Coast Region was qualitative case study design aiming at collecting in-depth views and opinions based on beliefs and experiences of respondents in which he used interview, focus group discussion and documentary analysis instruments to collect information which is the same to current study. The findings show that, lack of essential characteristics among SC members affect their ability to effectively manage school development programs although they justified of being called to make decisions on school resources mobilizations and because of that, they are not involved in close supervision of school projects as a result most of school projects end up in poor quality. Therefore; there is still a need to investigate SCs member involvement in the process of enhancing quality education.

It is obvious that, schools and communities are not in good terms for working together for the development of schools and provision of quality education (SQA reports) hence more investigations are to be conducted to ensure active and effective community involvement in the school management for enhancing quality education.

2.4 Knowledge- Gap

The reviewed literature has proved that, few studies have been conducted in the country to reveal the tangible causes of underperforming of school committees in the

management of schools to provide quality education. Most public schools have been recorded for poor academic performance compared to private owned schools. The reasons have been said to be lack of physical facilities and close supervision which are within the SCs line of responsibilities if they become accountable and responsive. Most of the studies show how developed countries and other overseas mechanize SCs in ensuring quality education.

Some of the studies have shown the reasons of why the SCs does not effectively perform their duties but without predicting or anticipating changes, which in turn give the necessity of conducting more studies which can give the root causes and the way forward to revive, restructure, empower and modify education management system that can enable SCs to effectively perform their duties in order to enhance quality education. Most of the studies were qualitative case study design in contrast with the current study which is qualitative descriptive design which in detail can examine and determine roles and functions of SCs in enhancing quality of primary education in Tanzania.

Previous studies investigated a single variables such as involvement, functions or challenges of SCs in enhancing quality education in which results remained with why and how questions. The current study highlighted roles, functions and challenges collectively in evaluating the position of SCs in enhancing quality education. In this new approach with new research questions the researcher expects to collect rich data that will analyze SCs functions and challenges in enhancing quality education.

2.5 Conceptual Framework

7KDW LV WKH UHVHDUFKHU¶V RUJDQL]DWLRQ RI PLQG researcher is understands how the particular variables in the study connect with others

(Patrick, 2015). To investigate roles, functions and challenges facing SCs in enhancing quality education in Meatu district, the appropriate conceptual framework should be employed. This study used (Dixon, Gulliver & Gibbon, 2001) model of improving IDUPHUV¶ OLYHOLKRRG LQ D FKDQJLQJ ZRUOG VLQFH to better performance which will result to prosperous living. The model is capable to evaluate program progress, flexibility and sustainability that can justify the outcome. It is the system model which implies input, process and outcome.

To the side of casual factors, the model presents the requisites that can lead to the best performance which may include availability of contemporary policies and seculars that can analyze roles and responsibilities, decision making powers, planning and implementing WSDP and the role of overseeing and solving school problems. It also involves capacity building through training, workshops and seminars that can expand knowledge and skills that can result to maximum delivery of SCs members. Analysis of FDVXDO IDFWRUV FDQ EH D NH\ WRZDUG XQGHUSHUIR and therefore foster quality education enhancement in Meatu district.

The second part of the model is interventions or intermediate effects which involve LQVWUXFWLRQDO OHDGHUVKLS WKDW FDQ-parent LDLVH SXS meaningful and strong association, regular and productive teachers- SCs meetings, interpersonal communication skills and valuable participation and feedback systems which may save for joint school management between teachers and parents or community toward successful quality education delivery.

And the last scale is the outcomes which have to be evaluated through high levels of SXSLOV¶ DFDGHPLF SHUIRUPDQFH VDWLVIDFWLRQ DQ active participation and harmony.

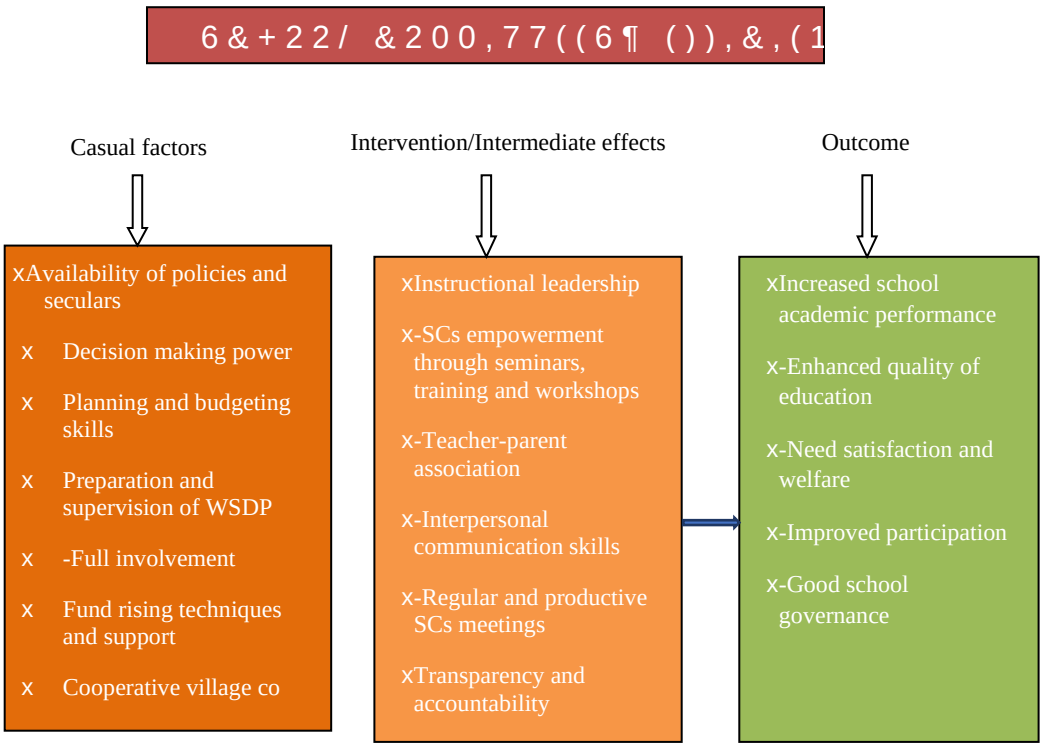

Figure 2.1: Conceptual framework for School committees to enhance quality education in primary schools in Meatu district.

This figure conceptualizes the extent to which SCs are expected to perform the expected functions as indicated in casual factors. Casual factors represent common activities of SCs to be investigated if are performed accordingly, and if not, the challenges faced by SCs in implementing their key roles have to be investigated too. The intervention part suggests activities that are likely to be performed by SCs in the process of enhancing quality of primary education which have to be investigated if are performed as expected. The first part is input or functions and the second part is process or conditions and third part is outcome. From the framework, it can be easy to assess the extent to

which SCs perform their functions, what functions related to quality of education are performed and what are challenges being faced by SCs in the process of enhancing quality education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter tries to suggest fundamental methods to be used in data collection process in which several research data collection methods are employed which covers area of the study, research approach, research design, sampling procedures, population and sampling approaches, data collection methods, validity and reliability of the study, data analysis and ethical issues.

3.1.1 The Research Approach

A research approach is a plan and procedures to be followed and which consists of the steps of broad assumptions to detailed methods of data collection, analysis and interpretation (Chetty, 2016). The research approach depends on the nature of the research problem from which research approaches are divided into two categories, which are; data collection approach and data analysis approach.

The research approach can either be qualitative, quantitative or mixed approach. A qualitative research approach originated in the social and behavioral science since the universe is currently complicated, this approach can make it easier to understand what people think and perceive because it is more communicative and descriptive (Mohajan, 2018). It basically collects data at the sight; gather multiple forms of data including interviews, observations and documents. The qualitative research method or approach can be categorized into various types including; in-depth interviews, focus group discussion, ethnographic research and case study (Karania, 2017). The main purpose of

this approach is to look for the meaning, experience, beliefs and perception of the people in their natural environment.

Another research approach is quantitative approach which strives on describing the characteristics of a population. It is a systematic investigation of a phenomenon by gathering quantifiable data and performing statistical, mathematical or computational techniques (Mohajan, 2018). In this approach the major types are survey research, correlation research and experimental research.

The current study mainly adopted qualitative approach with some elements of quantitative approach. This was due to the nature of the study which needs to evaluate experiences, perceptions and beliefs of respondents in their natural environment in order to generate the meaning of SCs roles, functions, involvement and challenges in enhancing quality education. This approach helped to collect raw and rich data since allows multiple data sources including interviews, observations and documentation.

3.2 Research Design

A research design is the broad plan that provides the guidelines what is to be done. It is a master plan for executing a research problem (Jaideep, 2020). There are several types of research design from which a researcher decides to use a certain design depending on the nature of the study. Some of the designs are case study design, experimental design, descriptive design, exploratory design, causal design, cohort design, and historical design and Meta analysis design (De Vaus, 2001).

The current study employed descriptive design because it gives a comprehensive summary, in every term, of specific events being experienced by individual.

In this research design, research question of what, where, when and how will clearly be responded by the population without being controlled or manipulated (McCombes, 2020) as well as being summarized and stating experiences of individuals (Lambert., 2012). It is therefore anticipated to answer the research question.

Furthermore, this design allows opinions during data analysis which makes lively presentation of the situation (Shuttleworth, 2015). Using this design, the roles, activities and challenges facing SCs to enhance quality education will be clearly investigated and discussed and presented.

This research design has some disadvantages which a researcher should take in consideration in order to collect reliable information. Some of them are having influence factors within the data since every person can present his own unconscious bias. A researcher should make sure he collects the real time data that reduced personal biasness and controlling the facts needed to be collected will increase reliability of data collected. Another disadvantage is taking longer time to analyze since the data are enormous which have to be sifted through. A researcher needs to verify information presented in order to ensure their accuracy. And the last disadvantage is being inefficient since it involves individuals who sometimes can reject to give information or some are overly talkative to produce unwanted information. A researcher should guide individuals who do not like to give information and limit those who explore tangents or overly talkative (Gaile, 2018). The researcher is aware of those all disadvantages whereby he will limit by collecting real time information in order to avoid unconscious biasness of individuals. He will also verify the presented information while collecting in

order to minimize time for analysis and the respondents will be guided in order to avoid domination and rejection to give information.

3.3 The Research Area of the Study

The study area refers to all people, places or sources that can provide information or answer the research question (Mason, 2010). The area of study has been chosen according to the interest of the researcher and the relevance to the study (Saunders, et. al. 2012). Meatu district is located in the South East of Simiyu Region with population of 299,619 according to the projection by the Population and Housing Census (2012). The district has a total number of 119 primary schools. The area of the study will involve all 119 public primary schools.

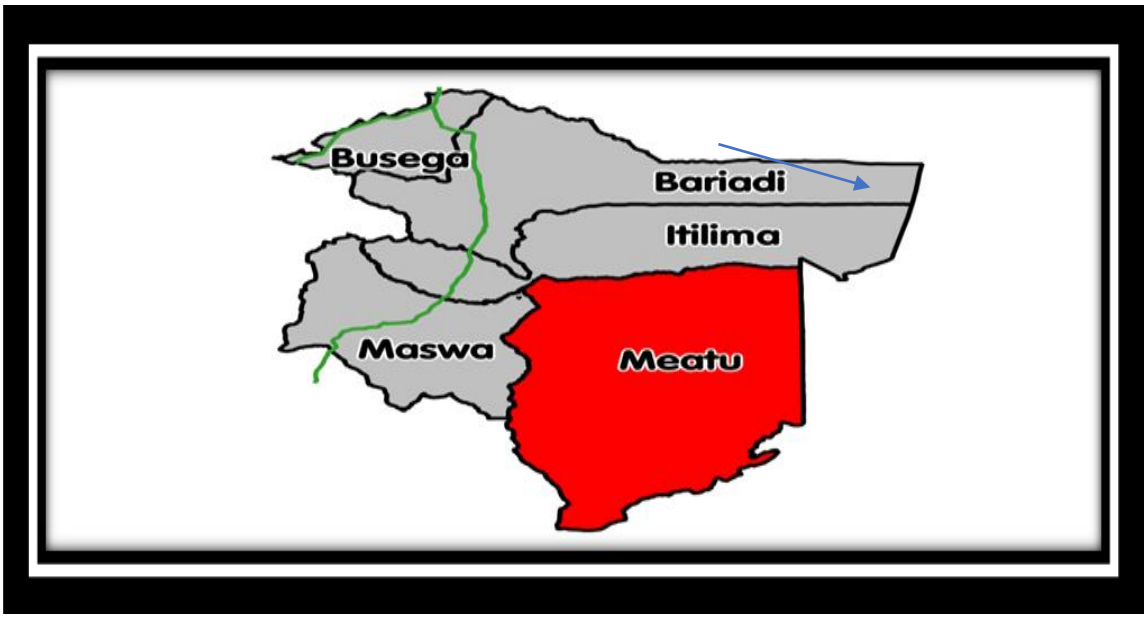

Figure 3.1: The map of Simiyu Region showing Meatu District which is the study area

3.4 The Study Population

The study population is all individuals in a study area who have the same characteristics for the researcher to draw conclusion on the phenomenon under investigation. And the

target population is individuals selected by the researcher to draw his conclusion from the entire study population Korb (2012). In current study the study population was teachers, School Committees members, parents, ward education officers, head teachers, pupils, education officers, and school quality assurers. The choice of study population based on the diversity of experiences and heterogeneity (Sim, Saunders, Waterfield, Kingstone, 2020), and to assure the diversity of experience consideration. When determining the study population; one should focus on key people by thinking of who might represent or have access to the appropriate contextual and situated knowledge to count as in some way speaking for or about the organization (Mason, 2010).

In this ca V H S D U W L F L S D Q W V I R U W K H V W X G \ L Q Y R O Y H G Head teachers, 6 teachers, 6 Academic teachers, 2 WEOs, 2 SQAs, 2 EOs, 2 AMREF officials and 6 primary school pupils. The participants are thought to have pivotal information on roles, functions and responsibilities of SCs towards enhancing primary V F K R R O V ¶ T X D O L W \ H G X F D W L R Q

3.5 Sampling Techniques and Sample Size

Sampling is principles and procedures of making meaningful relationship in which the sample become representative of a wider population or universe (Mason, 2010). The current study will use sampling representational to access to relevant data sources through non-probability approach with selective or judgmental sampling technique in order to get respondents who possesses diversity of knowledge and experiences and that they can produce the information accordingly, based on the characteristics of respondents and objectives of the study (Crossman, 2019). The number of participants in a study depends on the nature of the study and experience of the researcher (Mason,

2010). The sample size in a qualitative study depends on the study process and saturation of data and that is why in most studies the lowest number of participants being used was 1 and the highest 95 which make the most of qualitative study to use sample of 20 to 30 participants. Therefore, the actual number of participants is known during research process in order to reach saturation of data. And the sample given at this stage is likely to change at research stage because it provides a road map toward collection of useful and rich data.

The current study involved a total number of 62 participants with different experiences that made it easier to capture their perception, beliefs, knowledge and understanding in their real life and context. The population was selected with special consideration on the availability of reliable and abundant information that can lead to successful study since the combination of different characteristics of respondents can be fruitful in providing useful information (Futa, 2017).

There are 119 primary schools in the district to be categorized in three groups A, B and C regarding to total number of pupils enrolled whereby group A involved schools with 200 pupils up to 400, group B involved schools with 401 pupils up to 600 and group C involved schools with 601 pupils and above. This was purposive for obtaining representatives from all category of schools; small, medium and large that gave different experiences in SCs school management. In every group two schools were randomly selected which made a total of six primary schools. Random selection increases the probability of any school to be involved while minimizing biasness in

The study involved 6 government owned primary schools named A, B, C, D, E and F that was obtained through stratified random sampling procedure and in each school 3 SC members was selected which made a total of 18 respondents represented all SC members in the district who are estimated to be 920 (MDC Education statistics). Other participants included were one Head teacher, one teacher and one pupil from each of the selected schools.

To enlarge the scope and achieve diversity of knowledge, experience and authority, the sample was taken from other groups and stakeholders that will involve 2 WEOs, 2 SQAs, 2 EOs, and 2 NGO who was selected randomly in order to avoid biasness. The sample distribution from SC members, head teachers, teachers, pupils, education stakeholders and administrators make a total of 44 participants who provided primary data at the sight.

Table 3.1: The Summarized Sample Size Determination and Distribution Table

Sampling technique	**Nature of population**	**Respondents selected per school committee**	**Sample size**
Non-probability Selective/judgmental sampling	1.Head teacher	1	6
	2.School committee members	3	18
	3. Parents non SCs members		12
	4.Teachers	1	6
	5.Academic teachers		6
	6.Pupils	1	6
	7.Education officers (WEOs, EOs, SQAs)		6
	8. NGO officials		2
Total			62

Characteristics of Participants

i. Head teachers: Those are school managers, who supervise human and material resources at school, and they are also secretaries of SC meetings, they have a responsibility of mobilizing community, share school information and organize preparation and implementation of WSDP. They also plan and schedule SC meetings, establish meeting agenda and keep meetings minutes for action. They explained how SCs perform well their duties and or why they are not performing well.

ii. School Committee members: These are parents elected to represent fellows in which there is SC chairman, Vice chairman and parents. They have assigned responsibility of managing school in decision making, finance, facilities, and infrastructure, administration and teaching and learning programs. They revealed how they perform their duties, how there are involved in school management, what activities they do, why they are not performing well and how to remedy where necessary.

iii. Teachers: Those are teaching professionals which need conducive environment to perform their duties. They also need support from the community (parents) to solve SXSLOV¶ OHDUQLQJ DQG EHKDYLRXUDO LVVXHV 7KH academic performance. They described what SCs do and how they help in solving school problems in teaching and learning, infrastructure and leadership.

iv. Pupils: They are beneficiaries of the whole school management process and they explained how SC helps in their learning, their knowledge on SC responsibilities and relationship between the staff and community.

v. WEOs: Those are nearby school quality assurer. They have a responsibility of assuring schools are running according to regulations set by the MoEST. They justified what made SCs fail in implementing their roles, how schools establish SCs and how they function and what activities SCs do to enhance quality education.

vi. NGOs: Those are education stakeholders who support school through distinguished projects such as improvement of infrastructure, health and hygiene, school facilities like computers and desks and training. They always collaborate with local authorities and SCs to support schools. They can told how much SC are capable and involved in supervising school projects, management of resources and what are challenges to SCs in fulfilling their duties.

vii. SQAs: Those are external school quality assurer; they assure the abidance of rules and regulations in school management including establishment and functions of SCs. They explained to what extent schools establish SCs in line with available circulars, how SCs perform their duties, what activities have been assured to be done by SCs, how they have been involved in decision making and general school management and why they are not doing well.

viii. EOs: District Education Officers have a mandate to approve the formation of SCs and manage their regularities by ensuring each school has legal and active SC for the school management. They explained how many schools have such SCs and why some have not, how SCs help in enhancing quality education, how SCs are involved in decision making and what bare barriers for SCs to perform their duties efficiently.

The sampling technique used was no-probability judgmental sampling because, in this technique, respondents are chosen according to knowledge of the researcher so that they can provide necessary and wanted information. The researcher carefully chose respondents who can answer research questions. This technique has advantages which include consuming minimum time for execution, directly approachable respondents, and real time results and easy to conduct (De Carlo., 2018)). The researcher hopes to collect rich and saturated data through the selected population.

3.6 Data Collection Methods and Procedure

The study successfully collected data from respondents using instruments that enabled respondents to be free in giving their views and opinions. Instruments used was interview, focus group discussion, document review and observation.

3.6.1 Methods

A) Interview

An interview is a way of collecting study data in which a researcher explores experience, beliefs and or motivations of individuals on specific matters. Normally provides in-depth understanding of social phenomena which can help in exploring sensitive issues (Dudovskiy, 2018). Interviews fosters participants provide information even in a situation they were not ready to talk about some of issues. The following are major types of interviews:

i. Structured interview: these are verbally administered questions which in common; pre- determined questions are asked with little scope for follow up questions to participants for further elaboration.

ii. Unstructured interview: It uses opening questions to start an interview which do not have specific organization but based on topics prepared by the moderator.

iii. Semi- structured interview: It contains several key questions which guide and help to explore potential areas to be investigated. It is flexible for interviewer and interviewee to pursue any idea for more detail.

iv. In-depth interview: That is a technique of interviews which involves intensive individual interviews (Boyce &Neale, 2006) using a small number of participants in order to catch up their perspectives on an idea or phenomenon under investigation.

The interview process in current included semi-structured interviews to be administered to teachers and NGO officials in order to collect detailed information on the SCs functions, activities and challenges in enhancing quality education while un structured was assigned to SQA and EOs to make them give their general views on the SCs functions in a large scope and in - depth interviews was conducted to Head teachers and WEOs in which their perspectives on the topic was evaluated.

The interview method allows the collection of complex information with a higher proportion of opinion (Abawi, 2014) and on the other side, the interview question can be phrased according to level and understanding of interviews and allow any way of responding (Cropley, 2015). Using the interviews, more correct and actual information was collected.

The Interview Data Collection Procedure

The researcher conducted personal interview with the respondents in order to capture their views, opinions, thinking and feelings on the functions of SCs in developing schools for quality education. The interviewer handled unstructured and semi-structured questions for respondents who responded in any way they thought was right. It developed opposing ideas which lead to the reality of the problem in question. For keeping records, the researcher recorded the dialogue either visual audio or audio for the analysis purposes and to some issues points was taken by writing. This instrument helped in collecting information about the functions of SCs and challenges being faced by SCs in implementing their roles.

Advantages of Interview Method

Some of the interview method for data collection advantages and disadvantages according to Ali (2016) includes:

i. Sufficient information collection because it allows interviewer to ask questions to interviewee for more details.
ii. Explores the cause behind the problem because it tries analyze actual reasons behind the problem.
iii. Collection of primary information since it collects fresh, new and primary information.

Disadvantages of Interview Method

i. It is time consuming for preparations, talking and analysis for evaluating attitude, feelings and opinion.
ii. Biases of interviewer can influence the process of interviews.

iii. Lack of attention among participants can lead to the collection of unreal data.

The researcher intends to overcome shortcomings by observing systematic approaches and in current study, interviews was conducted through in person and group panel approaches.

Interview guide Questions for SCs members

6 H [« « $ J H « « « « « 3 R « V « L « W L R Q (G X F D W L R Q « « « « 6 F K R R O « «

1. How did you become a SC member of this school?
2. How long have you been a member of SC at this school?
3. What activities do you perform as a member of School Committee?
4. What activities do you think are likely to enhance quality of education at this school?
5. Have you attended any training on the roles and responsibilities of School Committees members? If yes, how many times? And if you are not, where did you get skills of responsibilities of School Committee members?
6. What do you think are challenges for you to fulfill your responsibility as a SC member to enhance quality education?
7. What areas of functions do you think the SC is doing well and why?
8. How do local government and political leaders support SC members in assuming their responsibilities?
9. How do the community accesses school development information, pupils learning progress reports, financial reports and discipline related matters?

Interview Guide Questions for Parents

1 D P H « « « « « « « « « « V H [«« DJ H « « « « « H G X F D W L R Q « « 6 F K R R O

1. Have you any knowledge on SCs responsibilities?
2. How often do you elect representatives for SCs?
3. How do you count for the SCs in fulfilling their responsibilities?
4. How do the community cooperate with SCs in improving school teaching and learning environment?

Interview Guide questions for Head Teachers

1 D P H « « « « « « « « « « 6 H [« « $ J H « « « « « 6 F K R R O « « « « (G X F D W L R

1. How do you get SC members and how long they save for their positions?
2. What activities does the SC mostly engage on, and what activities potentially enhance quality of education?
3. When do you know that the SC is effective and perform well to enhance quality of education?
4. Do you think the SC help in connecting school with community and connect community with school as well?
5. How much transparently and frequently you discuss and expose school development plans, teaching and learning progress and financial reports to SC and parents? How do you communicate with them?
6. When in administrative challenges how much do you involve SC or parents?
7. How do you rate the effectiveness SC in enhancing quality of education of the school? What are the challenges that hinder SC performance?

8. How many times in a year do you meet with the SC? What issues you frequently address and discuss?
9. How do you involve SC in school finance management?
10. What areas of responsibilities do you think SC perform well and what areas they perform poorly? Why?
11. What are the challenges that cause SC to underperform their duties?

Interview Guide Guestions for Teachers

1 D P H « « « « « « « « 6 H [« « $ J H « « « « « 6 F K R R O « « « « (G X F D W L R Q

1. How much do you know about the SC performance to enhance quality education in the school?
2. What roles and functions are performed by the SC to enhance quality education?
3. Do you think the SC and the community can he O S W R W H D F K H U V ¶ P D L Q achieving quality education? Why?
4. How do you evaluate the effectiveness of SC in performing their roles? What are the challenges do you think might be affecting their performance?
5. How do you rate the relationship between teachers and community?

Interview Guide Questions for Pupils

6 H [« « $ J H « « « « « 3 R V L W L R Q « « « « (G X F D W L R Q « 6 F K R R O «

1. What is the school committee?
2. Have you ever seen SC members meeting at school? How many times in this year?
3. What activities SC members/parents do at school that influences your learning?

4. Does the school communicate to parents learning progress of the pupils? How and when?

Interview Guide Questions for WEO/EO

1 D P H « « « « « « « V H [« « « « « 7 L W O H « « « « « : D U G 2 I I L F H « « « « « «

1. What are roles of SCs? How are being fulfilled in your administrative area?
2. How do communities interact and be involved in supporting school development programs such as building classrooms and supply of desks? Mention accomplished projects.
3. How do you rate the performance of SCs in your schools? Why?

Interview Guide Questions for SQA

1 D P H « « « « « « « « « V H [« « « « « 7 L W O H « « « « « « « « « « « « «

1. How does your office assure functions of SCs? Mention your key roles.
2. What relationship between schools and parents or community? If bad Why?
3. Do communities participate in improving school infrastructure and supply of essential facilities? If yes How and what activities, and if no Why?
4. Do you regularly visit most of the schools to assure SCs activities? What are the functions and challenges that face SCs to enhance quality education?

Interview Guide Questions for NGO Officials

1 D P H « « « « « « «« « « V H [« « « « « « 1 * 2 « « « « « 7 L W O H « « « « «

1. How do you collaborate with SCs in enhancing quality education?
2. What do you comment on the challenges facing SCs in enhancing quality education?

3. What do you consider to be the factors that influence SCs functions in Meatu?
4. :KDW GR \RX FRPPHQW RQ WKH FRPPXQLW\ LQYRO infrastructure and supply of facilities?

B) Focus Group Discussion

Another instrument used was focus group discussion which normally is used to explore issues related to monitoring and evaluation and entertains participants to exchange, talk, argue and develop personal opinions about the topic (Cropley, 2015). It also gives the possibility to crosscheck one individua O V ¶ R S L Q L R Q Z L W K R W K H U R S L Q enabled the researcher to meet the study objectives (Abawi, 2014).

The Focus Group Discussion Procedure

The researcher used the focus group discussion to evaluate the performance and functions of SCs to capture what a group of people think or feel about the problem (KENPRO, 2012). The discussions were guided by the moderator to ensure the intended topic is only discussed and participant talk to each other to share experiences and exchange of ideas. It helped to explore the problem in a collective understanding. At H D F K V F K R R O W K H J U R X S R I S H U V R Q Z D V I R U P representatives, 3 SC members from parents, 1 head teacher, 1 teacher who is SC member, 1 teacher who is not SC member and 1 pupil. The respondents and moderator sat in a circle that allowed every participant to be comfortable for making necessary U H V S R Q V H V D Q G J L Y L Q J K L V R U K H U Y L H Z V G H S H Q G L moderator documented all responses from group members for further analysis.

This method has advantages and disadvantages as analyzed by Baral, Uperty &Lamichhane (2016) as listed below:

Advantages

i. It provides free and open discussion among the respondents which help in collection of useful and new ideas for the study.

ii. It is not static in nature because the moderator is flexible to make changes for better facilitation of the discussion.

iii. It renders other forms of expression such as gestures and stimulated activities which can help researcher to improve his insight.

Disadvantages

i. Reluctance of participants to share some of sensitive concerns and ideas publicly.

ii. It buses small sample size then the findings can be inadequate to bring composite picture of the situation.

iii. Needs much experience from the moderator in order to collect enough and useful information.

This method was used to parents, SC members, head teachers, teachers and pupils that made a group of 9 persons in each school in order to know their attitude, beliefs, opinion and ideas towards the research question. The researcher made informal discussions (Mushra, 2016) in order to establish freedom of speech in which all intended information will be collected easily.

Focus Group Discussion Guide Questions

1. Why the SC and how the school committee is established?
2. How many members are comprised in SC and where do they originate?
3. Who leads the SC?

4. How does the SC can enhance quality of education?
5. What are the functions SCs for enhancing quality education?
6. What challenges faced by SCs in the process of enhancing quality education?

C) Observation Method

The observation method was another instrument used since it is the technique closely related to the everyday life as it allows watching and recording behavior of individual or groups. The researcher has a freedom to choose place and time of making observation which assisted in collecting appropriate information about the study (Cropley, 2015).

According to Bhasin (2020), observation method can be varied ways, one being controlled in which a researcher decides place and time and who the participant is. Two is naturalistic observation in which an observer studies the spontaneous behavior of participants in open surroundings. And the last is a participant observation in which a researcher becomes a part of the group in order to get a more in-depth insight.

The Observation Procedure

That is the method in which the researcher looks at the events happening in front of his eyes (Ciesielska, Bostrom, Ohlander, 2015). The observation in current study invested hours in assessing actions and taking records through field memos and recordings. The researcher found a point or posture from which saw what participants were doing, how did they do, level of interactions and understanding the common activities they did. The researcher took notes and or recorded behavior and events occurring in the place which helped to answer the research questions.

The researcher recorded all relevant behavior without system (McLeod, 2015). The researcher determined the happenings if were in line with his research questions in order

to collect the required information. He also frequently assessed his perception and feelings to avoid biases in data collection. And he developed analytic questions such as what is happening over there, why include this event in my records and is there anything to learn from the notes I am taking? These questions and others helped in observing and collection of intended data. The observer used a checklist to determine SC members activities when visited schools or attended meetings which included:

A) How many times did SC members ask about

i. Curriculum implementation at school

ii. School infrastructure

iii. School facilities and equipment

iv. School income and expenditure

v. Discipline matters

vi. 5 H J X O D U S X S L O V ¶ D W W H Q G D Q F H

B) What were SC members opinions about

i. School infrastructure improvement

ii. Teaching and learning supervision

iii. Their involvement in school management

iv. Supply of facilities like desks

Observation Method Schedure

No.	Observation Item	School	Available	Remarks
1	Classrooms			
2	Toilets			
3	7 H D F K H U V ¶ K			
4	Desks			

According to Choudhury (2015), this method has advantages and disadvantages as follows:

Advantages

i. It is a simple method to be used by any researcher since no specific skills required.

ii. It has greater accuracy because researcher can test the reliability of observations

iii. , Q G H S H Q G H Q W R I S H R S O H V ¶ Z L O O L Q J Q H V V W R U H S

Disadvantage

i. Some of issues to be observed can be difficult to see such as secret activities.

ii. , W F D Q H P H U J H I D O V H S H U F H S W L R Q V L Q Y R O Y H G L Q W H U S U H W D W L R Q
what actually is happening.

iii. Personal bias of the observer that can affect observation process.

iv. It is slow and time - consuming process.

This method was administered to SC members by assessing interactions with head teachers and teachers and also during school projects supervisions with systematic attentions in order to collect the required data under the following predetermined checklist;

1. Does SC members and parents visit schools and for what purposes?
2. What SCs and parents do when at schools?

3. What level of interactions between teachers and SC members/parents?
4. How do teachers regard SCs and parents?
5. How SCs meetings are organized?
6. Are SCs introduced to staff and pupils regularly?

The researcher was assessing degree of participation, the power of making decisions and establishment of agenda and relevant ideas that can contribute to enhancement of quality of primary education.

D) Documentary Analysis

The document analysis (documentary review) is a method in which variety of information can be collected (ICSE, 2018). And a large amount of reliable information can be obtained without questioning many people (Rasch, 2020). That is the use of official documents or personal documents as the source of information; these can include information from newspapers, stamps, diaries, maps, directories, paintings, photographs, files and tapes (Bowen, 2009).

The Documentary Review Procedure

This is the process the researcher used to obtain information from the official documents that affect the quality of education. By using this instrument, it was easy to collect information related to SCs roles and activities that enhance quality of primary education, publications like books and internal records (Surbhi, 2017). Through analyzing documents such as pu S L O V D Q G W H D F K H U V ¶ D W W H Q G D Q F minutes, WSDPs, teacher- S D U H Q W D V V R F L D W L R Q P H P R U D Q G X P

progressive reports, the researcher will be able to grasp the gap between the school and the community in enhancing quality education.

This method can lead to number of advantages and disadvantages as identified by (Bowen, 2009) and listed below:

Advantages

i. The data is readily available it just to decide which and where to look and how to look it.
ii. It is inexpensive and economical because their already published in either print or other forms.
iii. It saves time because the researcher does not need respondents.
iv. It is non- E L D V E H F D X V H G R H V Q R W Q H H G U H V H D U F K H U V

Disadvantages

i. Some data may be missing that can cause collection of incomplete data.
ii. It can be inaccuracy because there is no way in which you can ascertain if data is accurate or not.
iii. There is a possibility of analyzing incomplete document that can make it difficult to know if there are additional documents to refer to on subject.
iv. The data can be out of context so that cannot fit to the concept of which the researcher is trying to study.

Documentary Review Guide Questions

1. How does the school inform SC members to attend regular meetings?
2. Does the school keep records of SC members meeting attendance and minutes?

3. How many members attend in meetings regularly? If poor attendance quorum, why? If desired attendance quorum, why?
4. +RZ PDQ\ PHHWLQJV KDYH EHHQ SRVWSRQHG EH attendance?

This method was used to collect information from office files on SCs establishment SURFHVV DQG SURFHGXUHV 6&V PHHWLQJV¶ PLQXWHV was also used to analyze establishment of WSDP and its implementation and school finance management records and systems. The method was used to measure the extent WR ZKLFK 6&V DUH LQYROYHG LQ SXSLOV¶ ZHOIDUH S processes and supervision of school projects.

The sufficient and reliable information was collected using different instruments in which valid information was extracted.

3.7 The validity and Reliability of the Study

3.7.1 The Validity

In qualitative research, validity means appropriateness of the tools, process and data Leung (2015). To ensure the validity of this study the researcher will use case study design which allows collection of depth information for the sake of the information validity. The sampling techniques consider demographic characteristics in order to obtain appropriate information and data collection instruments are of different nature in order to collect varieties of information means different instruments means different coverage.

The validity of the study implies coverage of actual areas of investigation; thus, the face validity is necessary in order to evaluate the appearance of interview questions in terms

of feasibility, readability, consistency of style and formatting, and the clarity of the language used. The researcher also used content validity in which all of the required items are included to collect the intended information. The construct validity was also used in which concepts, idea or behavior was translated accordingly, and the criterion validity was used to ensure the instruments were related to the desired outcome (Taherdoost, 2016).

3.7.2 The Reliability

This means the exact replicability of the process and results which means having consistency results over a period of time (Leung, 2015). To ensure reliability of the study, the researcher made good preparations including identifying the population and sample size, choosing instruments and preparing questions, budgeting and setting a road map (research proposal). The researcher conducted a pilot study to three schools out of the target population in order to test the research questions and to justify the study phenomenon. The researcher intended was engaged in the study for a long time for collection of thick and rich data.

The appropriate time scale for the study I plan to select ensured reliability since it was supported by research design which was appropriately comprehensive study of a phenomenon. I also made sure that respondents were not pressurized to respond in a certain way I wanted. It was important to avoid influence of external factors by keeping circumstance consistency as possible in order to reduce variation in results Middleleton (2020). And I assured all participants have been given the same information.

3.8 Data Analysis

The gathered data was qualitatively analyzed grounded theory integrated with Manu Bhata (2018) model which suggests, first, Data preparation and deduction in which I found out as far as possible, whether the data collection was done as per pre - set standards without any bias. Second, Data editing, where I made sure that there were no errors by conducting basic data checks, check for outliers, and edit raw research data to identify and clear out any data that may hamper the accuracy of the result and third, Data coding, in which I grouped data and assigned values to responses from the survey based on concept-driven coding (Campuslabs, 2018).

The qualitative content analysis method was be used to identify the frequencies with which respondents shared information and ideas that was summarized and tabulated in order to present the frequency of a certain concepts based on variables.

And finally, the thematic analysis method was used to help in grouping data according to their similarities particularly data collected in interviews and focus group discussion WKDW FDXJKW XS UHVSRQGHQWV¶ views towards research [SHULHQ objectives.

3.9 Ethical Issues

The researcher got permission from the authority to conduct the research in the specified area of the study, and then participants were notified about the study and seek for their consent to be involved in the study. The school administrations were requested for the permission of using school facilities, premises and involvement of staff members and pupils in the study (Resnik, 2015).

The researcher informed participants the intention of the study and the nature of information to be collected hence ask their willingness to participate. The researcher granted high levels of confidentiality and the promise of feeding them back about the outcome of the study. The study made considerations to all sorts of social inequalities DQG VSHFLDO JURXSV¶ LQYROYHPHQW LQ RUGHU WR groups. And the researcher highly observed integrity, carefulness, openness and honesty (Resnik, 2015).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents and discusses the findings of the study which was carried out in six public primary schools in Meatu district council. It engaged a total number of 62 participants comprised 18 SC members elected among parents, 12 parents, 6 headteachers, 6 teachers who are SC members, 6 teachers who are not SC members, 6 pupils, 2 education officers, 2 SQAs, 2 WEOs and 2 AMREF officials. The data was collected through interviews, focus group discussions, observation and documentary review.

The three research questions were used as a base in the organization of data presentation, these were; 1) To what extent do SCs perform well in their different function areas? 2) How do the activities performed by the SCs relate with education quality enhancement? And 3) What challenges are being faced by the SCs during implementation of their key roles?

The findings describe the functions of SCs based on data collected from study participants because it is a qualitative descriptive study. The school scales have been systematically focused so as to explain whether there is a relationship between SC functions and education quality in Tanzania.

4.1.1 The Extent to which School Committees are Performing their Expected School Functions

This was the first re V H D U F K R E M H F W L Y H Z K L F K K D G W K H T X H V W committee members perform well in their different functional areas? The sub themes

discussed under this main theme were; 1) Regular and extra ordinary meetings, Manner and routine of calling meetings, involvement of SCs in meetings and meetings matters. 2. SCs decision making powers and 3. Involvement of SCs in school development programs. The sub questions have been presented in sub themes to be easy to present and cover information in relation to research question.

4.1.2 Conducting Legal School Committee Meetings

i. Regular and Extra Ordinary Meetings

The SC has to conduct compulsory two legal meetings in a year (Education circular number 1 of 2018) in which they discuss and make necessary decisions on different school matters. It can also sit for emergency or extra ordinary meetings which has no limits depending on the circumstance and urgency of the event.

a) Manner and Routine of Calling Meetings

Findings from the interviews held to SC members revealed that school development meetings were not convened because they always sit for extra ordinary meetings and those which are influenced by the approval of capitation grants. Most meeting are conducted as matter of urgency. A SC member from school E who also seemed to represent ideas of those who were interviewed, had these to say;

> µ(YHU\ PRQWK ZH DSSURYH FDSLWDWLRQ JUDQ
> quorum is not met. In such situation the school head is forced to search some missing SC members in their homes so as to sign WKH GRFXPHQWV ¶

The data which were collected from SC meeting documents showed that more urgency meetings to be convened than regular meetings as presented in the table below;

Table 4.1: Domination of Urgency meetings over Regular meetings

S/N	SCHOOL	Number of regular meetings			Number of extra ordinary (urgency) meeting		
		2019	2020	2021	2019	2020	2021
1	A	0	1	0	13	12	15
2	B	1	1	0	12	12	10
3	C	1	1	1	9	11	14
4	D	0	1	0	12	12	9
5	E	1	0	1	11	13	12
6	F	1	2	1	12	12	11
	TOTAL	4	6	3	69	72	71

(Source: Field data, 2022)

The data above in table 4.1 reveal that SCs make decisions through urgent meetings which mean they do not have enough time to discuss school development matters instead they come to solve a prevailing urgent event. Based on documentary review it was discovered that no meetings records were properly kept especially for regular meetings because nearly 15 (92%) of SC meetings that was well recorded were extra ordinary/urgency either to approve funds or discuss school burning issues such as WHDFKHUV¶ PLVFRQGXFW SXSLOV¶ WUXDQF\ SXSLOV issue was dealt when happened so that no particular meeting to discuss range of issues pertaining school development or improvement.

b) School Committees Involvement and Meetings Matters

Findings from the group discussions on the SCs involvement in school administration which involved 54 respondents, acknowledged of being involved but not in a formal manner because of abrupt call for the meeting and agenda items are not communicated in advance which make SC members to make decisions without any scrutiny including consultations to the community or village council which in turn cause difficulties or failure during implementation processes as one of SC member from school D said;

> µFor us we are ready to serve for our school and always we do, the problem isthat meetings are so abruptand there is no prior communicated agenda items agendaso that we attend blindly and sometimes we present ourwn ideas instead of the F R P P X Q L W \ Z L V K H V ¶

The other participants of focus group discussion have had varying answers about the meetings attendance and their general involvement as they claimed the absence of regulations guiding SCs businesses because they are not aware of when they are needed which cause them to miss some meetings due to their personal circumstances as one of SC member from school B who presented dominating ideas among respondents who were involved in discussion said;

> µ : H G R Q R W yddt LBuW meetUgsEsRhedule contradicts with our personal arrangements. Sometimes we become informed over night or on the very day of the meeting. Here it G H S H Q G V L I , D P I U H H , F D Q D W W H Q G E X W L I ,

When making interview with teachers who was SC members argued on the roles and functions of SC that most of the school activities are carried out by teachers so that SC is essential were the community in puts needed or sometimes to aligned with school management regulations as one of the P I U R P V F K R R O) V D L G ¶

> µWe actually need SCs to legalize procedures or when we stuck somewhere needed community response or can rise school community conflicts because if you do not adhere to school management regulations and things went wrong you may be summoned or victimized on why abandoned the SC, and that is Z K \ Z H L Q Y R O Y H W K H P ¶

Furthermore, findings showed that SC meetings are not regularly and orderly called but convened where there was an issue which need their involvement as noted during interviews with headteachers, teachers and SC members. It was also noted that meetings arrangements have been. carried out by headteachers and teachers which make members

to attend meetings without prior information on the agenda items and meeting focus which may affect decisions. This observation was also found by Mbise (2015).

ii. Decision Making and Meetings Records Keeping

Review of documents showed that several meetings are being convened in the year although there was no consistence in records keeping. To some meetings, members DWWHQGDQFH DQG PHHWLQJV¶ DJHQGD ZHUH RQO\ UH UHVROXWLRQV RU PHHWLQJV PLQXWHV 7KH PHHWLQ meetings were mostly used to tackle varying school challenge including rehabilitation RI VFKRROV¶ LQIUDVWUXFWXUH HUDGLFDWLRQ RI S misconduct, to approve school expenditure and school feeding programs also that was noted by Sezary, (2013) and by Mbise, (2015).

Furthermore, the interview conducted to headteachers revealed that several meetings are being sat without keeping records as the headteacher of school D had these to say

> ³2XU LQWHQVLRQ LV DOZD\V WR JHW WKH VRO problem is solved or resolution made it seems not ess ZULWH PLQXWHV ´ ary to

On the other hand, few complete meetings minutes was found during documentary review in SCs meeting files in all schools. Some meetings minutes were incomplete or partially written while some were not recorded after reviewing he DGWHDFKHUV¶ GLD shown in the table below;

Table 4.2: Meeting Minutes Record Keeping Status in Schools

SCHOOL	TOTAL MEETINGS 2019	2019			TOTAL MEETINGS 2020	2020			TOTAL MEETINGS 2021	2021		
		C	P	N		C	P	N		C	P	N
A	13	6	3	4	13	4	5	4	15	8	3	4
B	13	8	3	2	13	7	2	4	10	5	2	3
C	10	4	6	0	12	7	4	1	15	7	5	3
D	12	6	4	2	13	5	5	3	09	4	3	2
E	12	5	4	3	14	8	4	2	12	5	6	1
F	13	4	3	6	14	7	3	4	12	8	2	2
TOTAL	73	33	23	17	79	38	23	18	73	35	21	17

KEY: C = Complete records P = Partially recorded N = Not recorded

(Source: Field Data, 2022)

From the table above, it was noted that schools were not keeping minutes meetings properly for reference during implementation of resolutions. The figure below shows in summary documents keeping status in schools.

Figure 4.1: The documents records keeping status.

(**Source: Field data; 2022)**

Furthermore, during FGD it was revealed that in issues which were especially connected with approving of capitation grants meetings were not convened and the