THE CONTRIBUTION OF GOOD GOVERNANCE IN MANAGEMENT OF NEWLY CONSTRUCTED FACILITIES IN WARD SECONDARY SCHOOLS: THE CASE STUDY OF SINGIDA MUNICIPALTY

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the senate of the Open University of Tanzania a dissertation titled; **"The Contribution of Good Governance in Management of Newly Constructed Facilities in Ward Secondary Schools. The Case study of Singida Municipalty"** in partial fulfillment of the requirements for the degree of Master of Arts in Governance and Leadership (MAGL).

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(Supervisor)

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Date

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DECLARATION

I, **Sara M. Shukia,** declare that the work presented in this research report is original. It has never been presented to any other University on Institution for a similar or any other award. 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 fulfillment of the master's degree of Arts in Governance and Leadership requirement (MAGL).

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Signature

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Date

DEDICATION

This dissertation is dedicated to my late father Ezra Japheth Shukia who passed away in November 2016 in the final stages of his research to get his master of Education, Administration, Planning, and Policy Studies at the Open University of Tanzania, and to my beloved husband Eng. Rufinus Joseph Kotini who gave me a lot of support when I was doing this research.

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ABSTRACT

The general objective of this study was to examined the contribution of good governance in management of newly constructed facilities in ward secondary schools in the Singida Municipality. Specifically, the study examines community involvement, governance challenges and recommends the best leadership practices in management of newly constructed facilities in ward secondary schools. The study employed a cross-sectional and qualitative research design. Data were collected through observation, interviews, and questionnaires from 49 respondents consisting of the head teachers, members of school committees and teachers. The study employed qualitative content analysis and Statistical Packages for Social Science 0 to analyse the data. Data analysis confirms that community involvement in facility management varies across schools. While some schools have active committees that engage community members, others struggle with limited participation. Managing school facilities is impacted by a lack of financing, poor monitoring and evaluation, a lack of transparency, a high student population compared to facilities available, and students' misunderstanding of facility management. Schools have operational committees that promote community involvement in the upkeep of school buildings in accordance. Leadership practices that encourage responsibility, transparency, and accountability positively influence facility management. The study suggests creating committees that promote leadership practices, enhancing community involvement, improve transparency through communication in management of school infrastructure. Furthermore, there is a need to strength monitoring and evaluation, this includes regular assessments, feedback loops, and data-driven decision-making.

Keyword: *Governance, Good Governance, Secondary Schools, Management.*

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LIST OF ABBREVIATIONS

CSS   Community Secondary Schools

EFA   Education for All

ESDP   Education Sector Development Programme

FFBE   Fee Free Basic Education

MoEVT   Ministry of Education and Vocational Training

NSGRP   National Strategy for Growth and Poverty Reduction

PEDP   Primary Education Development Program

PTA   Parent-Teacher Association

QCA   Qualitative Content Analysis

SCMS   School Construction and Maintenance Strategy

SEDP   Secondary Education Development Prpgramme

SMC   School Management Committee

URT   United Republic of Tanzania

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background of the Research Problem

According to Abdullahi (2019), effective governance is the process by which the political system transforms popular demands into laws that ensure the effective delivery of services to all of the nation's residents. In other words, good governance encompasses all the elements that encourage people to take charge of achieving their goals, such as ensuring that human rights are upheld to the greatest extent possible, giving the public a say in decision-making, openness, responsibility, management systems, equality, and access to information.

The provision of high-quality education is a crucial pillar for both national growth and individual empowerment. The youth are educated in educational institutions, especially secondary schools, who help to prepare them for future duties by teaching them knowledge and skills. For education to be delivered effectively, school facilities must be available and managed correctly. The management of educational infrastructure in secondary schools has drawn criticism in Tanzania, as it has in many other developing countries. To provide a favorable learning environment, facilities must be sufficient and well-managed. To accommodate the rising demand for education, the government and many stakeholders have made considerable expenditures on building new school facilities.

However, just building these facilities does not ensure that they will be used and managed to their full potential. The idea of good governance has become more popular across a number of industries, including education. The tenets of good

governance place a strong emphasis on leadership that is capable of inspiring others and acting transparently. Good governance practices in secondary schools go beyond administrative procedures to include the management of physical infrastructure (Bush & Glover 2014).

Strong governance in a range of areas, such as those affecting science, economy, security, and education, should be prioritized by every developing country. Good governance is characterized by the development of institutions in both the public and private spheres, a stronger adherence to the law, and a commitment to transparency and accountability (Kututwa 2005). The implementation of good governance in a number of sectors requires a wide range of strategic stakeholder involvement, choice, resource allocation, and management activities among enabling stakeholders. These characteristics must also be considered in a company's operations and management style (Nasir, 2012). They must also take part in strategic planning and executive management.

To ensure the quality of education provided and the effective management of teaching and learning resources, good governance is particularly crucial in the educational sector. Because of good governance principles, such as the rule of law, honesty, responsibility, equality, and efficiency, the school management team is able to operate the school with greater transparency and efficiency. In order to facilitate effective teaching and learning, this will guarantee that school facilities are administered well. The primary goal of the teaching and learning process, according to Afework and Asfaw (2014), is to change significant behavioral patterns through student engagement and critical thought. Without effective management and

utilization of educational resources as well as other crucial resources, this is not possible.

According to URT (2019), plans for new construction and repairs must be finished each year before March in order to be included in the budget for the following year. It is best to divide the yearly funding allotted for building elementary and secondary schools. The significant unit cost differential between elementary and secondary schools should be taken into account. According to Buckley et al. (2004) traced that good teacher performance is also made possible by school infrastructure, which facilitates student learning and growth. The importance of a teacher's drive to teach well and the management of school resources in affecting student progress was also emphasized. Through its "education for all" (EFA) approach, the Tanzanian government has made significant efforts to oversee and guarantee that each ward has a secondary school. Because of that it has led to more students than expected, and therefore schools facilities do not meet the existing number and are not well managed.

According to Schneider (2012), there has long been a problem with subpar facility management in schools. It was thought to have started long ago, about the time that students in elementary schools all around the world started going to class. Hakielimu (2008) further highlighted the fact that the issue of subpar administration of educational infrastructure has been present for a very long time. It is said to have existed before formal education was developed. A similar problem is being addressed by Singida Municipal Council; since the establishment of ward secondary schools, there has been a problem with insufficient management of school resources

and neglect of existing infrastructure. There are now fewer school facilities because so many of them have been damaged and haven't been restored right away.

This situation indicates that the management team leaders are not well accountable and responsible. This is because many school principals and teachers do not have professional leadership. URT (1993) mentioned in Alphonce (2002) considers that the education system in Tanzania is managed to a lesser extent by non-professional supervisors in education. For that purpose, they use their experience of teaching in the classroom and experimentation. This has caused difficulties in the implementation of their responsibilities.

Therefore, there are serious limitations in the management of educational institutions. Furthermore, Galabawa (2001) explains that a school with good management from school leaders has the potential to have abundant and sufficient resources to meet the number of students in all aspects of teaching and learning processes. He also noted that good management leads teachers to organize themselves in such a way that each teacher is organized and provided with the necessary facilities to enable them to perform their duties effectively and efficiently.

For the purposes of this study, "good governance" refers to the duties, checks, and balances, leadership styles, and practices that an organization or government uses to ensure that secondary schools have adequate facilities, particularly those in this ward's secondary schools, and to supervise the management of school buildings to ensure that effective teaching and learning processes are properly carried out in order to improve academic performance. As a result, the remainder of this study delves

into further detail about how effective governance might be applied to recently built school facilities in ward secondary schools.

1.2 Statement of the Research Problem

Tanzania's management of educational infrastructure has remained subpar despite having a clear strategy to ensure the delivery of high-quality education in secondary schools. The Tanzanian government has made various attempts to accept accountability through the Ministry of Education's numerous initiatives, such as ESDP, SEDP I, and SEDP II. Through these initiatives, the government has improved service quality, access, equity, efficiency, and infrastructure for managing education. (URT 2010). In order to increase the percentage of students who achieve the goals of the "Education for All (EFA)" policy, the government ensures that each ward appears to have its own secondary school.

Despite its best efforts, the Tanzanian government is still having trouble using the Ministry of Education to solve a variety of problems. One of the challenges is that numerous schools continue to struggle with the issue of poor facility management. (URT 2010). Even though many schools lack teaching and learning resources, Kapinga (2017) highlighted that many countries have poor management of the educational infrastructure.

Studies on the administration of educational institutions have been carried out in Tanzania; one of these studies is titled "management of school physical facilities for pupils academic performance in Uvinza District public primary schools in Tanzania" (Mvuyekule, 2017). In community secondary schools in the Rombo District, Jengo

(2016) conducted study on the effect of school administration on students' progress. According to Taiwo (2000), who researched the maintenance of school infrastructure for productivity, the physical environment is hostile toward literacy because most secondary schools in African countries have a poor maintenance culture.

Odeh, et al. (2015), who investigated how the school environment affects students' academic achievement, claim that it is frequent to find secondary school classroom environments with broken furniture, non-functional equipment, faulty electrical fittings, and damaged buildings, all of which contribute to the students' poor learning. The present literature on this subject is lacking a thorough grasp of how good governance principles might be used to address the difficulties in managing school infrastructure. Additionally, there is a dearth of empirical studies that particularly analyze the effects of leadership styles and community involvement on the administration of educational institutions in Singida Municipal.

1.3 Research Objectives

The goals of the study were divided into two sub-sections: general objective and specific objectives.

1.3.1 General Objective

The study's major objective is to investigate the contribution of good governance to the effective management of newly constructed school facilities in Singida Municipal, with a focus on ward secondary schools. To achieve this overarching goal, the following specific objectives are pursued:

1.3.2 Specific Objectives

The study was directed by the subsequent specific objectives;

    i. To assess the participation of the community in management of newly constructed facilities in ward secondary schools.

    ii. To identify governance challenges in management of newly constructed facilities in ward secondary schools.

    iii. To recommend best leardership practices for enhancing good governance in management of newly constructed facilities in ward secondary schools.

1.4 Research Question

    i. To what extent does the community participate in management of newly constructed facilities in ward secondary schools?

    ii. What are the encounters governance in management of newly constructed facilities in ward secondary schools?

    iii. Which are the best leadership practices for enhancing good governance in management of newly constructed facilities in ward secondary schools?

1.5 Significance of the Study

This study is of utmost importance; first; it solves a crucial problem in the Singida Municipal education sector, where quality instruction depends on the efficient management of school infrastructure. Second, the results of this study should add to the body of information already available on the use of good governance principles in managing educational infrastructure, particularly in the setting of Tanzania. Furthermore, the research's findings may influence practices and policy in Singida Municipal and possibly in other areas dealing with comparable problems.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter discusses the review of the relevant literature and includes the definitions of the essential concepts, a conceptual review, a theoretical review, an empirical review, and a conceptual framework based on the study's goal to identify any knowledge gaps.

2.2 Conceptual Definitions

2.2.1 Governance

The successful use of governmental, financial, and organizational authorities to ensure the efficient management of the nation's resources for the advancement of the country and its citizens is referred to as "governance." In order to accomplish this, governance creates a framework within which people, governments, organizations, and social groups can express their views, use their rights, and settle disputes for the benefit of everyone (Country Governance Assessment, 2005).

In the dictionary, "governance" is also described as "the use of economic, political, and administrative authority to efficiently administer the affairs of the nation at all ranks." It consists of the institutions, practices, and processes that permit individuals and groups to voice their opinions, make legal claims, perform their duties, and reach an agreement. (UNDP 1997). The study used governance as the standard for how the Ministry of Education, school authorities, and the public (citizens) work together to make choices to ensure that newly constructed school facilities are handled effectively.

2.2.2 Good Governance

Abdullahi (2019) defines effective governance as the method through which the political system converts popular demands into laws that provide efficient delivery of services to all citizens of the country. In order to ensure that social, personal, and economic objectives are based on greater community stability and that the views of the poorest and most vulnerable are heard and taken into account when decisions are made about the distribution of development resources, good governance is a necessary condition. By ensuring that day-to-day management is in line with the organization's objectives and that the vision is continued, good governance which include participation, accountability, transparency, and cooperation helps the organization have a bright future. Additionally, it promotes equality, effectiveness, and the rule of law (UNDP, 1997).

In this study, "good governance" entails a set of responsibilities handled correctly by a government or organization to provide corporate strategy direction to ensure that learning and teaching objectives are attained through responsible resource management, responsibility, and public participation in outcome. Along with allocating and administering educational facilities, it also addresses broader difficulties with secondary schools' management of educational facilities.

2.2.3 Management of School Facilities

According to URT (2019), managing school buildings includes daily maintenance tasks like cleaning and minor repairs. It is made up of a number of ongoing tasks that must be carried out immediately at the school level in order to manage the infrastructure over time. Additionally, there are two types of maintenance:

preventive and curative. Preventive maintenance includes things like regularly putting oil in locks to stop rust or oxidation from blocking them. For example, performing preventive maintenance might involve changing the lock on a classroom door if the key was misplaced. To guarantee the security and caliber of all educational facilities, such measures must be taken right away. In this study, managing school facilities is defined as a task that includes capabilities, conservation, security, cleanup, and interiors, as well as fixing any damage that happens to these facilities in order to ensure the quality of the teaching and learning environment and improve the school's performance.

2.2.4 Ward Secondary Schools

The secondary schools created and built in each ward by a unique government plan in collaboration with the community are referred to as "ward secondary schools." The Tanzanian government purposefully founded these institutions in order to accommodate the demand of an expanding student population (Machumu, 2011). To expand enrollment and achieve the objectives of Tanzania's education for all policy, the community and the government established secondary schools in each ward together. These schools are referred to in this study as "ward secondary schools."

2.3 Theoretical Literature Review

2.3.1 System Theory

The theoretical literature review present and explain the theory that explains why the research problem under consideration exists. Additionally, it directs research, chooses what to assess, and establishes statistical links (Schmidt and Siegfried, 1982). This study is guided by "system theory" propounded by Ludwig von

Bertalanffy (1967). The system theory is an interdisciplinary theoretical perspective that gratifies a series of system in the environment, society, and many scientific fields. It also provides a platform for examining a phenomenon holistically (Mele 2010). In other words, the systems approach sees a system as a thing that is a complete whole rather than a collection of separate components. In order to comprehend how an entity is organized, functions, and produces results, the theory places a focus on the connections and interconnections between its pieces (UNESCO, 1981).

According to the idea, the interaction of different parts in a given system is dynamic and reciprocal to the point where any change in one part will immediately modify the others, and as a result, the entire system will be affected (UNESCO, 1981). The theory views school structure in the context of education as a complex social system, whose constituent parts must be represented as a whole rather than separately in order to produce a successful teaching and learning process (Mege, 2014). The theory also places a strong emphasis on input and output as the two key elements defining the connection between the teaching-learning process and its surroundings. People who work in Tanzania's national educational system may see and appreciate how challenging it is to oversee the construction of new school facilities, which has been done primarily to enhance the teaching and learning environment and academic performance.

The theory holds that the school as an institution is a system made up of the dynamic reciprocal interactions of various interrelated constituents. These constituents include students, teachers, instructional resources, and school facilities like classrooms,

libraries, laboratory facilities, playgrounds, latrines, desks, sanitary facilities. These facilities collectively form the school's teaching-learning environment. When this environment is properly handled overall, it eventually makes it easier for teaching and learning to be effective in producing the required result.

The government's oversight of Free-Fee Education (FFE) as a wider system, however, has led to a high enrollment rate that directly impacts the number of students enrolled in the school as a subsystem of education. A high enrollment rate will naturally have an impact on other elements of the school input, such as physical facilities, if it influences the number of students, one of the inputs in the educational system. The teaching-learning atmosphere throughout the entire school is thus impacted.

According to the notion, school social workforces must represent cooperative processes that influence how students function and their learning outcomes (Bowen, 2016). For instance, the emphasis should not only be on growing the number of students enrolled in order to accomplish effective teaching, which results in higher academic achievement and, ultimately, the realization of quality education as the desired outcome within the school organization. The administration of the system's building of new school facilities must therefore work hand in hand with the government's drive to raise enrolment in order to ensure secondary education is available to all kids.

The construction of more equitable classrooms, libraries, water supplies, and the provision of adequate textbooks, sanitation and hygiene facilities, as well as all other

infrastructure needed, should take place at the same time as increasing the number of students in order to maintain the quality and quantity of the school facilities. However, the administration and other education stakeholders were not well prepared and were not particularly concerned with the other parts of the school system, so the government focused more on one aspect (student enrolment) and overlooked the others (EPRI, 2016).

Overcrowding in classes, poor classroom and school management, inadequate instructional facilities, poor teaching strategies, demoralized teachers as a result of job dissatisfaction and overloading workloads, inadequate latrines, and a host of other issues are all signs that practically all secondary schools are eventually suffering in some way from rising student enrollment and sub standard school facilities. It thus makes it more difficult to fulfill national and international educational goals by lowering the quality of instruction and raising absenteeism, repetitions, and the drop-out rate (Mege, 2014).

2.4 Empirical Studies

This chapter provides a comprehensive review of the literature relevant to the role of good governance in management of newly constructed school facilities, particularly in the context of ward secondary schools in Singida Municipal, Tanzania. The literature review is structured to cover both theoretical and empirical studies related to this subject, aiming to shed light on the significance of good governance principles, leadership practices, and community participation in educational infrastructure management.

2.4.1 Issues Underpinning Perspective of Good Governance and Management of Newly Constructed Facilities in Ward Secondary Schools

According to many educational policies, good governance in management systems for education has been a global concern and is used in many countries. The purpose of furthering the policy, as well as its advantages and drawbacks, are discussed in this part.

2.4.2 Good Governance and Management of Newly Constructed Facilities in Tanzania, Africa, and the World in General

Governance is deemed "great" when resources are distributed and managed to meet group issues or when a state successfully provides its citizens with public utilities of the appropriate quality. Therefore, states should be evaluated based on the quantity and quality of public goods they deliver to their inhabitants (Rotberg, 2004–05). The management of educational institutions depends in large part on good governance. Why good governance is crucial in secondary schools is a subject that may come up. It is because effective management of school facilities is supported by forms of governance that include openness, integrity, engagement, the rule of law, conventional wisdom, efficiency, and effectiveness. For instance, in order to know how much the government has given, how these funds are used, and whether they are used for the intended purpose, openness is required in the funding granted by the government to schools. This prevents abuse and the misuse of donated funds.

In Macedonia, the Ministry, the Government, and the Parliament are responsible for formulating educational policy and handling any associated legal matters (Marija, 2013). Macedonia's OSI Report states that "the ministry focuses especially on the

provision of educational opportunities, the m anagement of school buildings, human and physical resources, and infrastructure, as well as the funding for educational activities." It is possible to provide comments on the outcomes and educational standards.

"Monitoring the execution of educational policy" is another activity the Ministry is engaged in at the national level. The first stage is gathering the proper information to create comprehensive and in-depth maps of the nation's educational development in order to establish priorities and plans. The second is creating plans of action to speed up progress and address challenges in education, particularly the issue of inadequate school infrastructure. The last three steps in designing the future of education are allocating the resources that are needed, especially school infrastructure, and evaluating the results.

Additionally, the Republic of Macedonia's constitution regulates free expression and association as fundamental rights of its people in order to promote good governance. These ideals are reinforced by the regulations that govern the education industry, which permit a number of interest groups to actively participate in school-level policy-making and control of school activities through their participation in the school board (The Constitution of Macedonia, 1991). Laws governing elementary and secondary education as well as school-based management govern this aspect of the educational system. This is because all school-related decisions are made by the school board or other administrative body, which is present.

Secondary schools, for example, have twelve members, one of whom is the founder's representative. First, three representatives are chosen by the local council. Then there

are the parents (represented by three individuals). The teachers (represented by four people) come in third. Lastly, the Ministry of Education and Science and one representative from the business community This is done to make sure that schools are effectively run, that all school-related activities are monitored and evaluated to ensure that the setting for teaching and learning is already in good shape, and that school facilities are appropriate and effectively managed in order to raise school achievement (The Constitution of Macedonia, 1991).

In Bangladesh's secondary schools, Sumy and Giridharan (2016) conducted study on the application of good governance. They emphasize that in order to ensure excellent governance in the secondary school, a school management committee (SMC) must be established with distinct duties and membership. Every school that receives support must establish a participative management committee in accordance with the Education Policy 2010 in order to successfully govern the school. To achieve effective school management, schools participating in the Direct Grant Scheme and other types of schools are encouraged to organize a School Management Committee (SMC). "The safeguard that ensures personal responsibility for these management board is to clearly define the scope of regard of the management board, including accountability to the government and the public, and to include members of the advisory board from various stakeholders (e.g., school funding agencies, family members, teaching staff, former students, etc.) to improve checks and balances."

In addition to these duties, the SMC is responsible for establishing the frequency of meetings, attendance guidelines, voting procedures, etc.; creating meeting schedules and notifying members beforehand; allowing members ample time to prepare

agendas and dialogue papers; drafting meeting minutes right away after each meeting; and ensuring that the school's operations are straightforward (e.g., school management plans, contributions received, etc.). This is accomplished by clearly stating the school's objectives and its progress toward achieving them in its prospectus, website, or annual report and, where practical, by forming a Parent-Teacher Association (PTA) to foster greater collaboration and transparency in school administration.

Consequently, the government, through the ministry of education, has a role in observing and assessing whether these facilities are used and are managed well by the school. In Tanzania, the role of good governance in the management of school facilities is to achieve sufficient funds so that they can be used in all actions related to the construction and maintenance of these facilities. The government is in charge of creating an adequate budget and distributing money to these secondary schools so they can carry out those activities. (URT 2019).

As a result, it is the obligation of the school administration, acting with the power granted by the head teacher and school board, to ensure that each school has a school management program. MoEST is responsible for developing guidelines for continuous evaluation and monitoring of maintenance performed. As soon as these funds are distributed to the schools, the school management plan must establish the fundamental elements, including an organization, a maintenance strategy, regular maintenance inspections, and reports. To guarantee the security and caliber of all educational facilities, such measures must be taken right away. Additionally, schools should conduct sufficient and frequent maintenance efforts to safeguard these

investments, ensure that the facilities are operational, and identify and address any minor issues or defects in the stock of facilities (URT, 2019).

The school management program needs to be well planned and proactive to prevent the need for more expensive and significant repairs. If the initial idea, construction, and materials were appropriate for these requirements, the school building should be able to operate at its simply considered level at all times, feature for the human lifespan of the school building, and survive the effects of significant natural events like hurricanes, floods, and earthquakes. Pre-primary, primary, and secondary school buildings will undergo planned maintenance by the schools. The majority of the generated maintenance guide's components and groups must be described (URT 2019).

2.4.3 Participation of the Community in Management of Newly constructed Facilities in Ward Secondary Schools

Recognizing and promoting the importance of community roles in Tanzanian education is part of the Education and Training Policy. According to this, cities, districts, municipal town councils, non-governmental organizations (NGOs), communities, and people would be encouraged and provided incentives and opportunities in order to establish and manage at least one secondary school in each ward under their control. The policy document analyzes current trends and provides background information in order to ensure that education becomes a right and responsibility for all individuals. For secondary education to move forward, it is more important than ever for the community to help with planning, budgeting, and communication. This is due to the Primary Education Development Program

(PEDP), which has boosted primary school enrollment rates and increased levels of effectiveness by 40% by 2003 (URT,1995).

As each community member cannot be actively involved in the oversight of community-based secondary schools, the Ministry of Education and Vocational Training decided that school boards would reflect the community on matters relevant to school management (URT 2019). "Community participation" is the practice of allowing everyone, regardless of gender, to express their ideas in the adjudication process, according to Marija Risteska (2013). Student and teacher decision-making for the student class rather than the entire system is one kind of participatory decision-making in Macedonian schools.

A maintenance manual has to be created. On the other hand, word-of-mouth or an advertisement on a school bulletin board will be used to spread information about parent-teacher conferences. These meetings are held on a regular basis (at least twice a year), are well-attended, and allow the neighborhood and smaller organizations enough opportunity to express their views. However, because the project concentrated on its groups, some parents couldn't tell the difference between meetings of the parents' and parental council and those of the teachers (Marija Risteska, 2013).

Middle-grade parents recognized the value of a school that is hospitable and nice to both parents and students in a study performed by Dorman (1987). The aspect of the school, which includes maintenance, wall colors, flowers, clearly marked directions, and the display of students' work, is one of the recurring themes among the options for an appealing school. Additionally, parents were asked to identify aspects of the

classroom that made their kids feel welcome. Climate control, storage specifically for students, study areas, wall colors, and student artwork on walls were the things they named. The usage of color and light was constrained by parents' survey answers since those environmental factors promote better student behavior and performance. According to other studies, parent involvement in schools raises student achievement and decreases absences, delinquency, and dropout rates (Howley, 2001). Parents will engage in more activities than merely attending Parent Teacher Association meetings as school facilities and classrooms become more welcoming. They'll take a more active role.

URT (2019) suggests that the use of force during infrastructure improvements with community participation is the preferred method because it also involves the local community in the planning and building processes (as well as the setup of the new learning facilities). This will ensure that community members participate effectively in the development and maintenance of school facilities. The majority of local communities have some history with this choice. Another benefit is that local contractors, or a group of local contractors, may be hired for the task. The LGA will work with the school building committees in this situation to take care of the contractual and procedural implications of utilizing force (after MoEST or PO-RALG provides the financial resources). The current force account policies must be followed when using the force account.

2.4.4 Challenges Facing the Government in Management of Newly Constructed Facilities in Ward Secondary Schools

Along with a rising understanding of the drawbacks of subpar asset upkeep, efforts

are being made to enhance public building and management skills. The National Asset and Facility Management Convention was conducted in August 2008, and it was viewed as a significant move by the government. There is still much work to be done in every sector, including education, as evidenced by the convention's important participants' discussions.

A few academics have noted the challenges in enhancing the way schools are now managed in terms of upkeep. According to the SEDPII study, there have been weaknesses in the organization and administration of funds for school facilities; from 2004 to 2009, the distribution of funds for the upgrading of school infrastructure had the lowest proportion when compared to other school budget items. Because the government doesn't have enough money, it can't meet the needs of the students, like giving them enough classrooms and teaching and learning materials (Wambui, 2013; Vavrus, & Moshi, 2014).

This results in less money being spent on critical teaching and learning resources like textbooks and hiring more teachers, which makes it more difficult for the government to accomplish its educational goals (International Monetary Fund, 2003). Therefore, the funding given to schools is insufficient to meet the inadequate construction quality of school facilities such as classrooms, labs, restrooms, and other facilities. Desks and other educational supplies are insufficient. when teachers' housing costs are high and their pay is low (HakiElimu, 2004). Whether finances are provided in accordance with government strategies and laws has been a problem for the Tanzanian government when it comes to the provision of free education (Orodho, 2014). One of the issues is that parents and the general public occasionally don't

comprehend the free education program. If education is free, parents are more inclined to send their children to school. Children then overload the classrooms' capacity and the number of teachers as a result the teacher-to-student ratio is unbalanced (Kalunda & Otanga, 2015; HakiElimu, 2014).

A growth in enrollment once more demonstrates Tanzania's government's success in ensuring everyone has access to education. The necessity for important strategies, such as a new school construction and maintenance plan (SCMS), has become critical due to the increase in population (URT 2019). The SCMS lays out guidelines for determining where new schools ought to be built, what minimal amenities ought to be provided, and how they ought to be maintained. Analysis reveals that this SCMS is required nationwide as a result of insufficient classroom and educational facilities and rising student enrollment (URT 2019).

Corruption in education is frequently seen. Examples from numerous nations indicate that bribery is almost universal, and its unfavorable effects are well known. In Mexico, the theft of public education money frequently leads to an inadequate supply of textbooks being distributed to the schools, which has an impact on students' academic performance. Poor government oversight the majority of governments in Africa lack monitoring teams. At the very least, all governments should make sure to elect or appoint watching teams. These teams assist the government by touring multiple secondary schools and carefully assessing the caliber of the faculty, the state of the facilities, and other crucial areas that require close examination in secondary schools. If this is fully implemented, secondary schools will have fewer unqualified teachers and guarantee that pupils receive the

highest possible standard of education (Martinez, 2004).

2.4.5 Leadership Practices for Enhancing Good Governance in Management of Newly Constructed Facilities in Ward Secondary Schools

Graig (2005) defined "leadership" as a social influence process in which a leader includes the assistance of followers in order to accomplish organizational objectives. A complicated interplay between a leader, followers, and a situation is a requirement for effective leadership, according to Robert et al. (2004) The greatest ideas for the creation and efficient administration of teaching and learning materials are included in school visions by leaders in the education sector who follow the best leadership standards. The administration of the school exhorts students to set goals. The idea is also put forth that the institution ought to have a shared vision for growth among all staff members, which would motivate them to put in extra effort to realize it. To help parents and children understand where the school is going, this vision is also made apparent to them.

Setting a vision and enlisting others to help realize it is one of the most crucial things a leader must do. In a similar spirit, Maicibi (2005) emphasizes that an effective leadership style is necessary for rewarding good management and performance in the classroom. Even if a school had all of the resources it required in terms of teaching aids and funding, it wouldn't be able to use and maintain its equipment if pupils aren't taught how to use it properly or if the teachers in charge of instruction aren't prepared to use it.

Tanzanian secondary schools are currently beset by issues with leadership. The media has reported on several incidents of student misconduct and school violence,

including those that resulted in the destruction of school buildings, violence, boycotts, unsatisfactory teaching conditions, theft, expulsion, and suspension of students. These kinds of issues can influence students' behavior, which can impair the efficient use of educational materials and the learning process, which can result in subpar academic achievement. Poor leadership practices in secondary schools may therefore be the cause of the aforementioned effects. As a result, the management of educational institutions suffers from serious problems. (URT 2019).

2.4.6 Empirical Studies Outside Tanzania

Numerous studies in the area of good governance have focused on how school buildings are managed both inside and outside of the country. The study, which was conducted in Nigeria, looked at challenges to good governance in secondary school administration. Mohammed Abdullah (2018) investigated how Nigerian secondary schools are managed in terms of their use of resources, accountability, and participatory decision-making. We developed and examined three possibilities. The study's methodology was quantitative research design. According to the study, there is a substantial and favorable correlation between the management of secondary schools in Nigeria and resource management, accountability, and participative decision-making.

The use of good governance in Bangladesh's secondary schools was the subject of a study by Sumy and Giridharan (2016). This study revealed information about the efficient governance of the secondary school. This study outlined the detrimental impacts of corruption on the education sector, in particular secondary schools, as a result of bad governance, lower efficacy of SMC and head teachers, distorted

decision-making processes, and the undermining of moral and social values. According to the results of this study, strong governance can be a good place to start when attempting to improve educational institutions' performance.

The management of school facilities in Cross River State, Nigeria, was the subject of a study carried out by Uko (2015) that evaluated and explored how the competence and originality of principals affect this management. According to the study, there is a strong correlation between a principal's competence, originality, and overall educational goals when it comes to managing the facilities at a school. The impact of Pakistan's good governance on the efficient management of education was studied by Israr and Muhammad (2014). The study found a link between transparency and management in higher education.

Other studies were conducted by Edwards (1992), who discovered that students in school buildings that were maintained in excellent condition performed 6% higher than students in school buildings that were in poor condition. Edwards' study focused on the building conditions, parental involvement, and student achievement in the District of Columbia public school system. He came to the conclusion that outdated educational buildings had an impact on staff morale and student learning by causing heating and cooling systems to malfunction and damage electrical fittings. In his study on how to keep school infrastructure in good shape for productivity, Taiwo (2000) found that most secondary schools in African countries have a physical environment that makes it hard to learn to read and write.

2.4.7 Empirical Studies in Tanzania

The explanation of school facility management and its implications on primary

school students' academic performance in the Uvinza district (Paschal, 2017) Of particular note, the study identified the elements that contribute to the poor physical infrastructure in the Uvinza district's elementary schools. According to the study, there aren't enough physical facilities in primary schools in the Uvinza area because of the buildings' age, a lack of training in the creation and maintenance of school facilities, irresponsibility in using them, and the buildings themselves. Other factors have included a lack of community involvement in maintaining school facilities, insufficient funding, students who are unaware of their responsibility for facility maintenance, a lack of auditing by the school administration, and a lack of routine visits by administrators and school administration.

A sample of 160 respondents, including the head of schools, academic masters and mistresses, teachers, and form four students selected from thirty-four secondary schools (CSS) in Rombo, were used in Leah Jengo's (2016) study on the effects of school management on students' academic performance in secondary schools in the Rombo District Council. To evaluate the managerial skills of heads of schools, the methods they employ to raise pupils' academic achievement, and the efficacy of those methods, primary data were gathered using questionnaires and interviews. The analysis revealed that none of the 10 school heads had received management training. School administrators frequently employ a range of strategies, such as rewarding or disciplining teachers, to help children perform better in the classroom.

Although the majority of school administrators lacked formal administration training, given the circumstances of the community secondary schools in the Rombo district, their management tactics were effective. An overview of the conclusion The

study suggests that the government take into account educating the school administrators to guarantee top-notch management of the schools. Additionally, it motivates school administrators to advance their academic careers. In order to introduce teachers to management challenges, the study also suggests that management skills be introduced to teacher preparation programs. Future studies on this subject will focus on how school administrators might work together more to improve management effectiveness and the standard of education offered in these institutions (Leah Jengo 2016).

Furthermore, according to Kapinga (2016) on the evaluation of school resources and facilities in the context of fee-free basic education in Tanzania, the implementation of free basic education sparked a 5.1% increase in primary school enrollment in 2016. According to him, this marks a significant achievement for Tanzania's educational system. The report did suggest that the expansion and enhancement of school infrastructure, including classrooms, desks, seats, libraries, and water, toilet, and other sanitary facilities, had not kept pace with the growth in enrolment. The research also observed that important stakeholders in education have been debating whether the government's initiative will be sustainable given the resource constraints. The report concludes by advising the government to reconsider its policy of offering free basic education and involve a larger community in the managerial process.

2.5 Conceptual Framework

Numerous related concepts are combined to form a conceptual framework in order to explain or provide a deeper understanding of the phenomenon of interest (Magigi,

2015). The conceptual framework in Figure 2.1 illustrates how good governance aids in allocating a sufficient budget, involving the public, affiliating good leadership practices, and getting better monitoring and evaluation, enhances the management of school facilities like classrooms, restrooms, and school chairs to work properly and be safe, cleaned, decorated, repaired, and maintained.

Independent Variable	**Intervening Variable**	**Dependent Variable**
The Contribution of Good Governance	• Allocating Enough Budget • Community Participation • Good Leadership Practices • Improved Monitoring & Evaluation	Effective Management of Newly Constructed Facilities
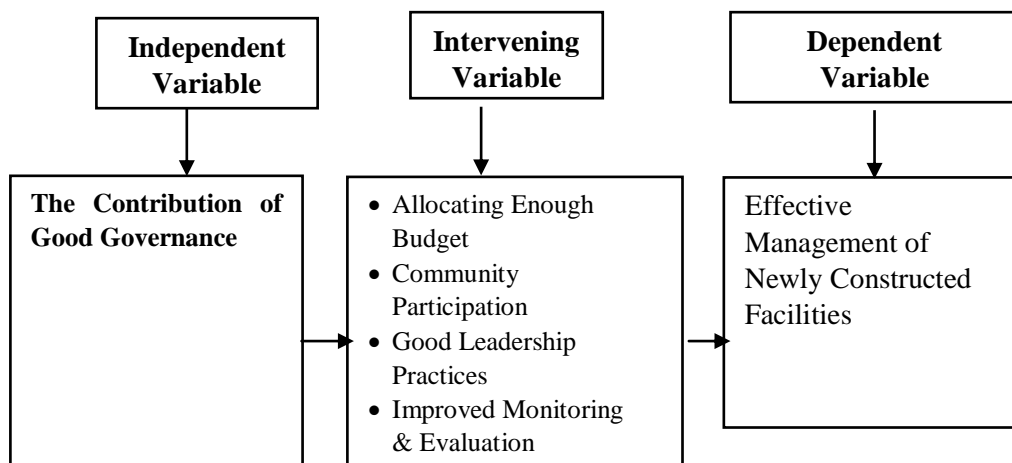
Figure 2.1: Conceptual Framework

Source: Designed by the Researcher after literature review, (2021)

2.7 Research Gap

Studies on managing school facilities in Tanzania are still grey in the literature, but those that exist include the management of physical school facilities for students' academic achievement at Tanzania's public primary schools in the Uvinza area (Mvuyekule, 2017). Assessment of school facilities and resources in the context of Tanzania's free basic education (Kapinga, 2017), and the effect of school management on student success in community-based secondary schools in the Rombo area (Jengo, 2016). However, none of those studies were carried out in the Singida Region, and they all tended to be more management-focused. As a result of

the lack of knowledge, the gap between effective governance and management of recently built school buildings continues to widen and harm student performance outside of Singida municipality. This study concentrated on contributing to this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

A research topic can be solved methodically by conducting an in-depth inquiry, which is referred to as a research technique (Kothari, 2006). The study field is chosen, along with the research design and methodology, as its main points. Following these are the methods used for data collection in the study, the sample and sampling process, and the population that will be studied. Additionally, it describes the research tools that will be utilized in the study and how they were validated, as well as how the data were analyzed and ethical issues.

3.2 Research Design

The study used a cross-sectional case study design to illustrate a specific circumstance or issue. In a cross-sectional study, the researchers evaluated both the study participants' exposures and outcomes simultaneously. The inclusion and exclusion criteria were used in this design to choose the participants in a cross-sectional study (Setia, 2016). It is also a technique that was used to focus a very large area of study into a topic that could be investigated in depth. It allows a researcher to look at numerous characteristics or assess multiple variables at once such as gender, age, occupation, income, level of education e.t.c.

This means that the cross-sectional design was used in this study so that the researcher could collect data from multiple sources within a specific time frame. This design would allow researcher to assess the relationship between good governance practices and the management of new school facilities across different

ward secondary schools in Singida Municipal. It would provide a snapshot of the current situation in the selected schools at that specific moment without tracking changes over time. An investigation on Propioni bacterium acnes isolates in a tertiary care hospital in India was conducted using a similar methodology (Sardana et al., 2016; Setia, 2016).

The researcher used a qualitative research design to gain in-depth insight into the experiences, perceptions and opinions of stakeholders involving in the management of these school facilities in ward secondary schools. Qualitative research aims to explore the meanings and motivations behind human behaviour and experiences. In this study, a qualitative approach would involve methods such as: in-depth interview, this was conducted by one-on-one interviews with school teachers to understand their perspectives on how good governance impact the management of new school facilities. Document analysis was done by reviewing relevant documents such as school policies, budgets, and official reports to identify how governance practices are intergrated into the management of school facilities and resources. Thematic analysis this was done by analyzing the collected data to identify recurring themes, patterns and narratives related to the impact of good governance on facility management.

By utilizing a qualitative research design, the study can provide a rich and nuanced exploration of the way in which good governance practices influence the management of new school facilities in singida municipal's ward secondary schools. The findings could offer valuable insights for policymakers, school administrators, and other stakeholders involved in education management and governance in

secondary schools.

3.3 Area of the Study

Two specifically chosen schools from the Singida Municipal Council, Mughanga secondary school and Ipembe secondary school, located in Minga and Ipembe wards, respectively, were the subjects of the study. One of Tanzania's six (6) councils is located in the Singida area. Iramba district to the north, Manyara Region to the northeast, and Mkalama district to the west encircle it. Ikungi district to the south. 12 wards Majengo, Mandewa, Mitunduruni, Mtamaa, Mtipa, Mwankoko, Unyambwa, Kindai, Mungumaji, Misuna, Minga and Ipembe make up the Singida Municipality's administrative division.

The researcher chose two wards to represent the other wards in municipality which are Minga and Ipembe. These wards were selected because they have secondary schools that were established earlier, where Minga ward has Mughanga secondary school and Ipembe ward has Ipembe secondary schools. As a result, they have a lot of expertise in running schools and may contribute to the research by offering sufficient and helpful data on the contribution of good governance in management of newly created school facilities in Singida's ward secondary schools.

3.4 Study Population

According to Saunders et al. (2007), a population is made up of all the observations that are relevant to the investigation. Study population can be group of individuals or subjects who are the focus of the research. This group was chosen based on specific criteria and characteristics relevant to the research question. It's the specific group

that a researchers gather data from and analyze to draw conclusions or insight. The characteristics of the study population are crucial for the study's relevance and generalizability of findings.

In this study, respondents that include head teachers, members of school committees and teachers from Mughanga and Ipembe secondary schools, located in Minga and Ipembe Wards, respectively were selected as the targeted population. To speak for other secondary schools in Tanzania on the subject of effective governance and facility management. Table 1 reveals that there are 56 head teachers, members of school committee and teachers working in the chosen schools.

Table 3.1: Number of Respondents

S/N	School	Number of Respondents (Population)
1	Mughanga Secondary School	30
2	Ipembe Secondary School	26
Total		**56**

Source: Singida Municipal Council Department of Secondary Education Report, (2021).

3.4.1 Sample Size of the Study

A sample, according to Memon (2020), is a selection of certain members of the population on the basis of which a decision is reached. He emphasized that a sample should be both large enough to accurately represent the population that is chosen and small enough to make data collection feasible. 49 respondents from two schools in the two wards that were chosen for the study are included. To generate a representative sample of head teachers, members of school committee and teachers, Solvin's formular presented below was used to create the sample:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n= sample size

N=population

e = margin of error (5%) with 95% confidence level

Therefore,

$$n = \frac{56}{1 + 56(0.05)^2} = 49$$

Therefore, 49 respondents made up the sample to be used in this study.

Table 3.2: Summary of the Sample Size

S/N	Respondents	Number of Respondents (Population)	Percentages (%)
1	Head Teachers	2	4.1
2	Members of School Committee	10	20.4
3	Teachers	37	75.5
Total		**49**	**100**

Source: Research data, (2022).

Therefore, the study included sample of two (2) head teachers, ten (10) members of school committee, and thirty seven (37) teachers from Mughanga and Ipembe secondary schools.

3.4.2 Sampling Technique

Sampling, according to Mason & Bramble (1997), is the process of selecting a sample from a population. It involves choosing a group of individuals, occasions, actions, or other components with whom to conduct research (Kothari 2006). Sample methods can be divided into two categories: probability sampling and non-probability sampling. Any method that uses some type of random selection is

considered to be using probability sampling since it ensures that each unit in the population has an equal chance of being chosen. Simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multistage sampling are all included. There is no random selection of sample units in non-probability sampling. It consists of quota sampling, snowball sampling, convenient sampling, and deliberate sampling (Mason & Bramble 1997).

In order to choose Mughanga and Ipembe secondary schools in Singida Municipal, the research employed a purposive sampling technique. Because they were established earlier and have experience, the schools the researcher has picked can offer appropriate and pertinent knowledge about excellent governance and management of school facilities. Purposive sampling, according to Mariano and Morrison (2000), is used to analyze a population that is divided into subgroups with various characteristics. Since the study needed participants who were skilled and informed in matters of good governance and management of school facilities, this technique was also employed to create the necessary sample for the study. In this aspect, head teachers, members of the school committee and teachers were selected to get rich information concerning the study.

3.5 Methods of Data Collection

The process of gathering information based on relevant covariates to reflect the direction that assists the researcher in responding to the study's questions and/or objectives is one of the data collection procedures (Kothari, 2004). The information gathered for the study included both primary and secondary sources of information.

3.5.1 Primary Data

According to Kothari (2006), primary data is an original study or set of raw data that has not been converted into a formal interpretation or viewpoint. He also described primary data as fresh, original information that is gathered. According to the nature of the study, structured questionnaires, interviews, and observation were used as the methods for acquiring the primary data.

3.5.1.1 Questionnaires

Kothari (2006) defined a questionnaire as a group of questions that are typically delivered to chosen participants for them to respond to whenever it is most convenient and then return to the researcher. To obtain first-hand information from the respondents, a closed-ended questionnaire will be used. A closed questionnaire's benefit is that it is quick to administer. In this approach, questionnaires were utilized to gather information from head teachers, members of school committee and teachers about their perceptions, issues, and recommendations about the idea of the contribution of good governance to the management of recently built school facilities in ward secondary schools. Because it offers a reasonably inexpensive, rapid, and effective approach to obtaining a lot of data from a large sample of people, the questionnaire method is essential in this study. Due to the researcher's absence at the time the questionnaires are taken out, data can be gathered rather efficiently.

3.5.1.2 Interview

The purpose of interviews is to obtain information directly from respondents. According to Kothari (2004), a personal interview or a telephone interview is a way of gathering data that entails the presentation of oral verbal stimuli and the following

exchange of oral verbal responses. On the other hand, Denscombe (1998) defined an interview as a meeting in which a researcher queries a subject to learn about his or her viewpoints. It is suggested that because an interview is adaptable, the researcher can learn a lot from it.

As a result, the interview is conducted in a methodical manner by speaking and listening to others. The researcher made the decision to choose and employ the interview approach since it enabled her to go deeper and learn more information by going beyond the scope of the preset questions. This approach is used to get comments from those who can't be reached through surveys or analyzing documents. To improve the accuracy of the data, 2 head teachers, 2 members of the committee and 2 teachers were interviewed. The researcher used the interview guide when conducting the interview.

3.5.1.3 Observation

Participant observation, according to Kothari (2004), occurs "if the observer watches by identifying himself more or less as a member of the group that he is observing to feel it." Best and Khan (1998) highlighted the fact that observation can take place in social or physical surroundings, during physical exercise, during nonverbal communication, during planned activities, or during spontaneous activities. By using the observation method, a researcher can gather the necessary data by watching a situation or occurrence without posing any questions to the participants. The importance of observation cannot be understated because it's impossible to deduce behavior from interviews and closed questionnaires. In selected ward secondary schools, the researcher used an observation schedule to record the state of school

facilities such as classrooms, laboratories, libraries, restrooms, and student chairs.

3.5.2 Secondary Data

Saunders et al. (2007) define secondary information as the information that is taken from a body of literature; this includes published and archival information as well as data that has already been gathered by others for different purposes. The most pertinent books about the function of good governance in the maintenance of school facilities, published and unpublished dissertations, articles, journals, and newspaper reports are among the most significant pieces of literature on the subject of good governance and the management of school facilities that can aid in understanding good governance over the management of school facilities.

3.6 Methods of Data Analysis

A systematic questionnaire was used to gather the data in qualitative form. In this study, qualitative data from interviews and documentary reviews were analyzed using qualitative content analysis (QCA). This involves the identification of recurring themes and patterns within the data, facilitating a deeper understanding of participants' perspectives. The application of QCA was made possible by the procedure's adaptability and ease of use for the study. This allows for a "search for underlying themes in the materials" in order to examine the text's substance. By classifying text in the encoding process and identifying themes or patterns, it also permits a subjective assessment of the textual data's content (Mouhanna, 2016).

By combining and subdividing the information and data that addressed particular research questions into meaningful categories, the researcher was able to synthesize

the data and lookup for the overall pattern. This helped the researcher focus on the main themes, which were then looked at in light of the research goals. Data were coded, checked for quality, analyzed, and turned into useful outputs like tables (Ibid.) so that conclusions and suggestions could be made about how good governance practices affect the management of newly built school buildings in ward secondary schools.

Quantitative data from questionnaires was examined quantitatively using descriptive statistical tools in SPSS version 20. The analysis was carried out in stages, beginning with data coding, moving on to data entry, data processing, and finally, storing the results of the processed data. Frequencies and percentages are calculated from the extensive data to create tables.

3.7 Validity and Reliability of the Research Instrument

Validity is the property that a research technique or tool has of being truthful, accurate, useful, and correct. Contrarily, reliability was the degree to which measuring equipment consistently measured whatever it was supposed to measure (Ary, Jacob, and Razavieh, 1996). Measurement is always a must in research. There were two crucial qualities that each measurement device needed to have. The words "validity" and "reliability" are used here. The degree to which an instrument measures what it is designed to measure is referred to as its validity.

Therefore, validity denotes what we hope to achieve and what we are urged to measure (Enon, 1998). According to Cohen, Manion, and Morrison (2000), the idea of validity used to be primarily a means of demonstrating that an instrument

genuinely measures what it promises to. Validity, though, has evolved considerably in recent years.

The researcher makes sure the questions are created based on the three distinct aims in order to guarantee the validity and dependability of the study instrument. The methods used to obtain the data were also examined and critiqued by their peers. The researcher employed triangulation, which enhances the information in the report and entails applying a range of data collection techniques to the subjects. As a result, a researcher receives more dependable and confirming results, which are necessary to produce high-quality report output.

3.8 Ethical Consideration

Research ethics are something that must be considered. The moral values that participants, sponsors, researchers, and all other parties involved in the study should uphold are described as research ethics by Strydom (2007). We conducted this investigation in a morally upright manner. With the help of the data collection, it was possible to make sure that study participants who provided consent were contacted and that their privacy and confidentiality were maintained.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

In this chapter, research findings and a discussion on good governance are presented in relation to the management of recently constructed educational facilities in ward secondary schools. Mughanga Secondary School and Ipembe Secondary School, two secondary schools in Singida Municipal Council and Singida Region, served as the study's locations. Utilizing the three study tasks listed in Chapter 1 as a guide, data collection and presentation were carried out.

The first of these entails evaluating community involvement in the management of newly built facilities in ward secondary schools; the second, identifying the difficulties in governance in the management of newly built facilities in ward secondary schools; and the third, recommending the best leadership techniques for enhancing good governance in the management of newly built facilities in ward secondary schools. Also the study's findings from the interviews, surveys, observations, and documentary evaluations conducted with the contacted groups are presented in this chapter. The research findings were each presented, reviewed, and discussed separately in accordance with the main study tasks and questions.

4.2 Demographic Information

Before delving into the main analysis, it is important to provide an overview of the respondents' demographics and the response rate. This section outlines the characteristics of the participants, including their roles within schools and communities, which adds context to the subsequent analysis. All respondents were

asked to indicate in the questionnaire provided by the researcher their gender, level of education, and place of employment. The following respondent groups were of particular relevance to the researcher's information-gathering efforts:

4.2.1 Gender Analysis

The gender of each respondent was requested. For the purpose of determining the gender balance at Singida Municipal Council, the researcher was interested in gathering information from both males and females. Table 4.1 presents the findings.

Table 4.1: Gender of Respondent

Variables	No	Percentage
Male	29	59.2
Female	20	40.8
Total	**49**	**100**

Source: Research Field, (2021).

29 respondents (equivalent to 59.2%) were male, whereas 20 respondents (equivalent to 40.8) were female. The findings indicate that the study involved both males and female and make the study being free from gender bias even the most of respondents involved in this study were male than female.

4.2.2 Education Level of Respondents

The findings that reveal the respondents' capacities and understanding of matters of good governance and school facility management pertinent to the physical infrastructure of schools are presented in Table 4.2. In accordance with the Tanzanian educational system, the researcher asked the respondents to specify their highest level of schooling.

Table 4.2: Education Level of Respondents

Variables	No. of Respondents	Percentage
Diploma	14	28.6
Bachelor	35	71.4
Master's Degree	00	00
Total	**49**	**100**

Source: Research Field, (2021).

The study shows that 14 respondents (equivalent to 28.6%) had diploma, 35 respondents (equivalent to 71.4%) had bachelor degree and there were no respondents with master's degree.

4.2.3 School where Respondents Work

To make sure that the sample was well-balanced, the respondents were asked to say where they worked.

Table 4.3: School where Respondents Work

Variables	No. of Respondents	Percentage
Mughanga Secondary School	26	53
Ipembe Secondary School	23	47
Total	**49**	**100**

Source: Research Field, (2021)

The study reveals that 26 respondents (equivalent to 53%) were from Mughanga and 23 respondents (equivalent to 47%) were from Ipembe secondary schools, respectively.

4.3. Community Participation in Management of Newly Constructed Facilities in Ward Secondary Schools

The initial goal was to evaluate community involvement in the administration of newly built facilities in ward secondary schools. Data is shown to demonstrate the

level of community involvement in managing school facilities. The information was

gathered from the head teachers, members of school committees, and teachers listed

in Table 4.4 by giving them questionnaires and conducting interviews.

Table 4.4: Community Participation in Management of Newly Constructed Facilities in Ward Secondary Schools

Question	Strong Agree	Ag ree	Neutral	Disagree	Strongly Disagree
The government has a mechanism in place for ensuring that community members are involved in the management of school facilities	36.7%	46.9%	4.1%	8.2%	4.1%
Schools have a mechanism for the collection of donations from stakeholders to facilitate resource mobilization for the construction and maintenance of school facilities	83.7%	8.2%	4.1%	2.0%	2.0 %
The school has established a committee for the management of resources collected to ensure accountability	22.5%	61.2%	8.2%	2.0%	6.1%

Source: Research Field, (2021).

The statement that the government had put in place a structure to ensure that citizens

take a proactive role in preserving school facilities was met with strong agreement

by 36.7% of participants, agreement by 46.9%, neutrality by 4.1%, disagreement by

8.2%, and strong disagreement by 4.1%. Respectively, according to the study's

findings majority of respondents agreed that, there is a system in place by the

government to ensure that locals are involved in building and maintaining school

facilities. The study's conclusions showed that community involvement in the

management of the school facilities is essential to guaranteeing good governance

since it allows the community a sizable place to contribute their ideas, opinions, and

money. The school committee is made up of community members, and as a result,

the schools have benefited much from their work.

Throughout the interview, head teacher added the following:

> "*At community gatherings, the residents get together to raise funds for the construction and maintenance of school facilities that require assistance.*"

According to literature review, Tanzania's Education and Training Policy acknowledges and promotes the importance of community roles in education, which is backed by URT (1995). It states that cities, districts, municipal town councils, non-governmental organizations (NGOs), communities, and people would be encouraged and provided incentives and opportunities in order to build and manage at least one secondary school in each ward under their authority.

The purpose of community involvement, according to URT (2001a), is to promote participation and allow communities near schools the ability to actively participate in the implementation of decisions that will improve school administration. The findings support the investigation carried out by Kibona (2013) under the title "Community involvement in secondary school education management in selected community secondary schools in Moshi Rural."

The study concluded that community involvement in managing secondary schools in their specific locations requires not only the efforts of the school management team but also those of local authorities and citizens of those communities. Harmonious relationships between the school and the community would not only guarantee that local residents are accountable, cooperative, honest, and responsive to educational services and needs, but they would also promote cooperation, which would enhance administration in community secondary schools as a whole.

Additionally, URT (2019), which concurs with the aforementioned responses, asserts that forming a school management committee (SMC) and identifying its members are crucial measures in guaranteeing the secondary school's excellent governance. The Education Policy 2010 mandated that each funded school establish an integrated management committee to oversee the operation of the facility. Schools participating in the Direct Grant Scheme as well as other types of schools are urged to form a School Management Committee (SMC) with the same objectives.

In determining whether or not there is a structure in place for schools to receive donations from different sources to assist in resource mobilization for establishing and maintaining schools. The study found that among those who responded, 83.7% strongly agreed, 8.2% agreed, followed by neutral (4.1%), opposed (2.0%), and those who strongly disagreed (2.0%) about the idea that schools ought to have a system for requesting donations from stakeholders to make it simpler to use resources for maintaining school facilities. The study reveals that in order to deal with the strain of having insufficient funding for managing school activities, particularly the upkeep of school infrastructure, schools use a community involvement strategy. Head teachers also mentioned the following throughout the interview:

Head Teacher 1:

> "*The school is receiving funds from the government, stakeholders, and community members. Contributions help in running school activities, especially the construction and maintenance of school facilities..*"

Head Teacher 2:

> "*Some of the donations given to our school are from community members. We really appreciate their contributions even though*

sometimes other members of the community, including the parents of the students, don't want to contribute anything because of this notion of free education, so they feel that it is not their responsibility."

Additionally, from literature riview URT (2019) makes the case that building schools with community contributions through force is the best strategy because it involves the local community in the design and construction of the new educational facilities. This is done by highlighting the ways in which the community can finance educational endeavors. Most of the tiny towns have already decided this once or twice. It is preferable to hire regional contractors or a group of regional contractors. After MoEST or PO-RALG provides the necessary funding, the LGA and school building committees will work together to hold one another accountable for the formal and legal implications of deploying force. When using the force account, you must adhere to the current set of rules. However, the study found that some parents were hesitant to pay for their children's education because they felt it was not their responsibility because the government had said that education was free during the teacher interviews.

The poll found that 22.5% of participants very agreed, agreed (61.2%), disagreed (6.1%), strongly disagreed (2.0%), and were neutral (8.2%) on the proposition that schools should have a committee in place to manage the monies earned to ensure accountability in school infrastructure. Additionally brought up the following during the conversation with the school committee members:

"Our schools have formed a committee that includes the head of the school, teachers, community leaders, and community members to collect and manage the resources for school facility construction and maintenance."

According to literature review, in order to ensure accountability for this management, URT (2019), in support of the aforementioned finding, indicated that committees should lay out the rules for the management board. One facet of this, which applies to both public and governmental bodies, is accountability. To do this, the chair of the management committee, the head of the school, and the principal, along with other management committee members who represent various stakeholders, have their roles and responsibilities outlined. A better system of checks and balances will come from this. Due to this, the research revealed that the majority agreed that the school had established a committee for the administration of resources gathered to ensure accountability in school infrastructure upkeep.

The findings are also in line with the study by Abdullahi (2019), which examines the problems with good governance in Kwara State and Nigeria's secondary schools and educational system. According to studies, participatory decision-making in Nigeria's Kwara State has improved secondary school management and increased accountability. To improve the quality of education, these comprise facilitating all processes that will allow participants from the public and private sectors.

4.3.1 Governance Challenges in The Management of Newly Constructed Facilities in Ward Secondary School

In order to achieve the second research objective, this part examined the variables that affect governance in the management of educational facilities. To investigate the difficulties of facility management, both primary and secondary data are used. Research participants included teachers, school committee members, and administrators. Inquiries were made into:

Table 4.5: Governance Challenges in Management of Newly Constructed Facilities in Ward Secondary Schools

Question	Strong Agree	Agree	Neutral	Disagree	Strongly Disagree
The school have enough budget for school facilities management	6.1%	20.4%	8.2%	63.3%	2.0%
Administrators and school management do regular visits for auditing to ensure good progress in the construction and maintenance of school facilities	4.1%	2.1%	8.2%	67.3%	18.4%
School management Communicates effectively to ensure transparency in the construction and maintenance of school facilities	4.1%	6.1%	2.1%	67.3%	20.4%
Does the number of students have the same ratio as school facilities	4.1%	4.1%	6.1%	65.3%	20.4%
Do students take care of school facilities	6.1%	4.1%	8.2%	51.0%	30.6%

Source: Research Field, (2021).

According to the study's findings, 6.1% of participants strong agreed, 20.4% were agreed, 8.2% were neutral, 63.3% disagreed, and 2.0% strongly disagreed, respectively, that schools have enough money to manage their infrastructure. Therefore, the majority of respondents disagreed that the schools have enough budget. Additionally, head teachers added information throughout the interview:

Head Teacher 1:

> *"The budget provided in school is not enough for construction and repairing the school facilities, that's why some classrooms, laboratory, toilets are not in a good condition".*

Head Teacher 2:

> *"Construction and repairing of buildings were not completed on time because the budget was insufficient."*

The study's findings showed that there are still issues that the Tanzanian government faces when it comes to managing school facilities because the majority of respondents did not agree that schools have enough funding to handle facility management issues, which results in many facilities being in poor condition.

According to a study by Mvuyekule (2017) titled "Management of School Physical Facilities for Pupil Academic Performance in Uvinza District Public Primary Schools in Tanzania," there are insufficient financial resources for school administration, underscoring the lack of funding. The researcher also found that some restrooms are not used because they lack doors and have cracked walls, and some classroom windows and doors are broken. The researcher discovered that laboratories are still being constructed, which makes teaching and learning activities more difficult generally, especially when it comes to science themes.

According to the research, which corroborates the statements, the government's insufficient financing prevents it from meeting the demands of the students, including providing suitable classrooms and teaching and learning tools (Wambui, 2013; Vavrus & Moshi, 2014). This makes it more challenging for the government to accomplish its educational objectives because less money is spent on essential teaching and learning resources like textbooks and more teachers are hired (International Monetary Fund, 2003). As a result, the financing provided to schools is not enough to cover the costs of building school facilities including classrooms, labs, restrooms, and other amenities, which are of subpar quality. The number of desks, teaching aids, and financial compensation for instructors are all inadequate (HakiElimu, 2004).

The study found that 67.3% of respondents disagreed and 18.4% strongly disagreed with the idea that administrators and school administration should regularly audit their use of school facilities. 4.1% of respondents highly agreed, 2.1% agreed, 8.2% were indifferent, and 2.1% agreed. Therefore, the majority of respondents dissented

from the idea that government administration and school management should conduct audits on a regular basis. The following was also said by head teachers during the interview:

> *"There is no regular visiting from the government administration and school administration to see the progress of the work in facility construction and maintenance. That's why sometimes work is not completed on time".*

The results are consistent with a research conducted in California in 1988 by Corcoran et al., who concluded that a key obstacle to maintaining and building school buildings was the absence of frequent inspections by administrators and the school administration. The study by Mvuyekule, (2017) also provided support for the conclusions. According to the study, the main issue is the absence of regular visits by administrators and school administration, and in order to address the issues, it is necessary for regular visits by administrators and school administration, auditing by school management, and community involvement.

In determining whether school management communicates effectively to ensure transparency in construction and maintenance of school facilities, the study reveals that 4.1% of respondents strongly agreed, 6.1% agreed, 2.1% were neutral 20.4% strongly disagreed, 67.3% disagreed. Also during the interview, teacher and members of school committee agreed that:

> *"The management of the school is not communicating effectively to provide clear information of what is going on about the plans, strategies of facilities construction and maintenance because there are no frequent meetings to discuss these things".*

Because the majority of respondents disagreed that school administration communicates effectively to maintain transparency in the upkeep of school facilities,

the data indicated that poor communication was the primary problem the school management had in managing school facilities. In a related study, Israr and Muhammad (2014) investigated how efficient governance could be used to administer Pakistan's educational system. The survey included 60 students from three universities and a sample of 66 heads of institutions, including professors, administrators, planners, and test experts. The findings demonstrated a connection between management and transparency in higher education. Lack of transparency hinders management decisions.

The management function needs to be transparent in order to promote successful community participation on the part of school management teams. According to Risteska (2013), transparency encourages openness in the democratic process through reports and opinions, unambiguous rules and procedures, and the behavior and deeds of people in positions of power. It enables citizens to obtain and comprehend information. As a result, we assess the educational system's transparency using the information that is readily available.

According to the survey, 6.1% of respondents didn't care one way or the other about whether there are roughly the same number of pupils as classroom space, 65.3% disagreed, and 20.4% strongly disagreed. But only 4.1% of respondents agreed, and only 4.1% strongly agreed. The head teachers concurred with the following during the interview:

> "*The available school facilities are not enough compared to the number of students. That's why even during national examinations other students have to stay outside because their classes are being used by the examiners*".

Likewise, teacher added that:

> *"Tables are not enough because other students have to share the available desks, and this is due to the high number of students due to the increase of enrollment and fee-free education policy".*

The results demonstrated that the ratio of pupils to school facilities is not equal. That implies there are more pupils than there are classrooms, and a teacher interview showed that this is due to a rise in enrollment and the availability of free education, which makes it harder to maintain the facilities. The study's conclusions were corroborated by a study by HakiElimu (2017) titled "The effect of the application of fee-free education in elementary education in Tanzania." The study, which comprised 7 districts in Tanzania, found that the change in educational policy resulted to an increase in the number of students enrolled in public secondary schools from 372,719 in 2015 to 538,826 in 2016.

The outcomes led to a lack of infrastructure, increased teacher effort, and prevented kids from receiving a decent education. The results concur with the research conducted by Mwakalukwa, (2019) that showed a packed classrooms lead to a lackluster delivery of high-quality instruction. On proceeding with assessing if the kids are maintaining the amenities at the school. In contrast to the 6.1% of respondents who highly agreed, 4.1% of respondents who agreed, 8.2% of respondents who were neutral, and 6.1% of respondents who agreed, the study found that 51.0% of respondents disagreed and 30.6% of respondents strongly disagreed that students take care of school facilities.

The findings revealed that the majority of respondents did not believe that students took good care of the facilities at the school. Because they don't care about

maintaining the facilities at the school, this indicates that pupils lack knowledge of facility management. In addition, during the interview, teachers said that:

> "*Students are careless about school facilities, we have many cases of students destroying school facilities and when their parents are told to pay for it they refuse, the condition that makes many facilities require maintenance*".

Accordingly, the findings showed that there are several instances of children damaging school property, which increases the number of facilities that need to be repaired, and when these instances reach the attention of the parents, they don't want to be held accountable. When compared to a similar study, the results support the finding that students' lack of facility knowledge is a problem (Mvuyekule, 2017).

4.3.2 Leadership Practices for Enhancing Good Governance in Management of Newly Constructed Facilities in Ward Secondary Schools

The ultimate goal of the research is to recommend the best leadership techniques for increasing good governance in the administration of newly built facilities. The information clarifies how well school committees and leadership systems work to encourage good governance in management of school facilities. To gather information from head teachers, members of school committees, and instructors, questionnaires and interviews were used. The inquiries were:

Table 4.6: Leadership Practices for Enhancing Good Governance in Management of Newly Constructed Facilities in Ward Secondary Schools

Question	Strong Agree	Agree	Neutral	Disagree	Strongly Disagree
School is required committee for facility management which practices good leadership	40.8%	20.4%	18.4%	10.2%	10.2%
School is recommended to have a mechanism in place for identifying school facilities that need construction and maintenance	55.1%	16.3%	12.2%	8.2%	8.2%
School is recommended to have a budget in place to facilitate the management of periodic school construction and maintenance	57.1%	18.4%	10.2%	8.2%	6.1%

Source: Research Field, (2021).

Determine whether the schools need a committee to oversee facility management, and then exercise excellent leadership. According to the survey, 20.4% of participants agreed, 10.2% disagreed, 10.2% strongly disagreed, 40.8% strongly agreed, and 18.4% were undecided on the necessity of a committee for facility management in schools.

In addition, during the interview, head teacher said that:

> "*The school needs a committee that practices good leadership so that it can be responsible for all activities related to school facility maintenance. The committee is responsible for planning and putting more effort and strategies into the whole process of managing school facilities. That is why the government insists every day that each school should have a committee.*"

Likewise, member of school committee said that:

> "*It is essential to have not only a* committee *but also a good leader who establishes a clear goal and is committed, a good communicator, and responsible. The head of school, as a leader of the committee, should practice good leadership, such as encouraging participation and influencing teamwork.*"

According to literature review, good leadership practices must be used in every firm. The conclusion was confirmed by Campbell et al. (1993), who noted that leadership is one of the key factors influencing a school's success or failure. The function of a leader in any company is to help define expected goals, guide the group in developing successful tactics to reach the goals, and offer encouragement and incentive to followers so they can also achieve the goals (Paisey, 1995). The leadership described by Rowan, Hen, and Miller (1997) is another important factor in organizational development. It serves as a method through which the leader motivates and safeguards others' participation in order to accomplish the organization's objectives. The majority of respondents agreed that it is crucial for the

school to form a committee under the direction of a good leader who adheres to the principles of good governance and is in charge of all management-related tasks. Galabawa (2000), emphasizing good leadership, points out that, in most cases, the style of leadership is influenced by four main characteristics: the leadership of the leaders, their attitude towards leaders, commitment, their level of skills, the need for independence, and the nature of leadership. He further emphasized that, in light of these qualities, a leader is advised to use a leadership style to suit the situation.

Mintzberg (1989) highlights that having a collaborative heart is crucial in a governance role at all levels because it encourages group cohesion, individual glue that keeps group members cohesive, honesty, and dedication. Mintzberg places a strong emphasis on teamwork when it comes to planning school activities. Society's diverse capacities come together to strive toward a common objective when institutions function as a group (Katzenbach and Smith, 2006). They establish performance standards and guidelines that each employee must follow in order to improve the institution.

According to the study, 16.3% of respondents agreed, 12.2% didn't care either way, and 55.1% strongly agreed that schools should have a system in place to identify buildings that need to be constructed and repaired. Of those respondents, 8.2% disagreed and 8.2% strongly disagreed. The conclusion showed that it is the school's duty to ensure that management and maintenance tasks are progressing well. The majority agreed that it is advised that schools have a system in place for identifying school facilities that need development and maintenance, according to the study's findings. One of the traits of effective leadership is the ability to emphasize.

One of the school's objectives in the maintenance process is for the management team to identify all facilities that need to be built or maintained. According to Davis (1972), the achievement of the goal serves as a motivating factor because, when people collaborate, they develop strong interpersonal bonds that will enable them to accomplish their shared objectives. As a result, leaders play a crucial role in every organizational structure's efforts to accomplish its objectives.

Additionally, during interview with respondents both agreed that the management of the school is required to identify school facilities which need to be constructed and repaired. One of the head teacher concurred the following during the interview:

> "*The management of the school is the one which is required to identify which school facilities need to be constructed and repaired*".

The establishment of a budget for the school's management of routine maintenance is also something to consider. The study found that 18.4% highly agreed, 57.1% agreed, 10.2% were neutral, 8.2% disagreed, and 6.1% strongly disagreed that it is recommended that schools have a budget in place to help with normal facility repair. As a result of the findings, it is clear that the management team is in charge of deciding on the budget and recommending the best times for doing construction and maintenance. Moreover, during interview with other respondents both agreed that the school should prepare a list of facilities that require construction and maintenance, the school should prepare a budget and suggest the time for facility construction and maintenance. One of the Head teacher concurred the following during the conversation:

> "*It is recommended that first school should prepare a list of facilities that require construction and maintenance; second, prepare a budget*

for it; and third, suggest periodic intervals for the management of school's facility construction and maintenance, such as twice per year."

According to URT (2019), which supported the findings, the management team must develop an annual building and maintenance plan for the school. All construction and maintenance components that are required and are found during checks will be listed in the plan. The team and school committee will then manage and prioritize building and maintenance tasks and create an annual budget after providing an estimated cost breakdown. The annual school development plan must include the building and maintenance plan.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter serves as the culmination of the research journey, presenting conclusive insights derived from the data analysis and offering recommendations for enhancing the management of newly constructed school facilities in ward secondary schools within Singida Municipal. The chapter begins with a brief introduction, setting the stage for the conclusions and recommendations that follow.

5.2 Conclusion

The detailed data analysis used in this study informed the conclusions reached, which are in line with the study's goals. These findings highlight the crucial part that effective governance plays in the administration of recently built infrastructure in Singida Municipal. The following observation demonstrates that excellent governance has a beneficial impact on the maintenance of recently constructed school facilities in secondary schools, which is supported by the research findings described above:

5.2.1 Community Involvement in Management of Newly Constructed Facilities in Ward Secondary Schools

The importance of community participation in the management and upkeep of educational facilities is one of the fundamental conclusions. Community members that are involved in school committees actively give valuable ideas, resources, and oversight that help to manage the facilities. The study revealed that there were

committees established in schools to gather and manage funds for school facilities construction and maintenance included the principal, teachers, and members of the local community. Although the government and the school administration should work harder to inform the public about the value of community involvement in school design and facility management. Members of the community who refuse to take part in educational activities on the grounds that the government should handle them are the focus of this issue. This will contribute to raising educational standards.

5.2.2 Factors Affecting Governance in Management of Newly Constructed Facilities in Ward Secondary Schools

Financial limitations, insufficient monitoring and evaluation, a lack of transparency due to poor communication from school management, a high student population compared to the number of facilities in use, and student ignorance of school facilities are just a few of the challenges facing facility management that are highlighted by the research. These difficulties highlight the requirement for better governance procedures.

5.2.3 Leadership Practices for Enhancing Good Governance in Management of Newly Constructed Facilities in Ward Secondary Schools

In accordance with best leadership practices, schools have operational committees that encourage community involvement in the management of facility building and maintenance. Effective leadership techniques, especially in the form of operational committees, emerge as a crucial component in guaranteeing efficient management in the development and upkeep of educational facilities. Although committees are in place at schools to oversee school activities, more transparency, accountability,

responsibility, and communication are required within these committees in order to have an impact on efficient facility management.

5.3 Recommendation

A series of targeted recommendations is offered to direct efforts aimed at improving the management of recently built school facilities in Singida Municipal based on the research findings and conclusions.

5.3.1 Enhancing Community Involvement

It is advised that schools think about implementing best practices for involving community members in facility management and maintenance in order to maximize the advantages of community involvement. This could entail teamwork, regular meetings, and open lines of communication.

5.3.2 Strengthening Monitoring and Evaluation

Establishing effective monitoring and evaluation systems should be a top priority for schools in order to track facility conditions and the efficiency of the management of school facility development and maintenance projects. Regular evaluations, feedback loops, and data-driven decision-making are all part of this.

5.3.3 Improving Communication

Having effective communication is essential for resolving the issues our study has uncovered. To make sure that all stakeholders are aware of facility building and maintenance projects, schools should work to improve transparency and communication within school management.

5.3.4 Promoting Leadership Practices

As a way to enhance good governance in facility management, operational committee formation and empowerment should be encouraged. Schools should develop leadership strategies that place a high value on responsibility, inclusion, and teamwork.

5.4 Recommendation for Further Research

Although this research offers insightful information, it is vital to recognize its limits. In Singida, Tanzania, a single local government council served as the setting for this investigation. Therefore, it is advised that additional research be done in various Tanzanian local government councils and areas to develop a more thorough grasp of the subject. The ability to make more general judgments would be facilitated by this.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

I **SARA M. SHUKIA** am pursuing a Master of Arts in Governance and Leadership at The Open University of Tanzania. Currently, I am researching the contribution of good governance to the management of newly constructed school facilities inward secondary schools. The case study Singida municipal.

In this case, I am kindly requesting you spare a few minutes to fill out this questionnaires. The data are collected for academic purposes only, therefore confidentiality is highly guaranteed. [Put a tick ($\sqrt{}$) where appropriate]

1. RESPONDENTS PROFILE
i. Gender of respondent

   a) Male   (   )

   b) Female   (   )

ii. Education level of respondents

a) Diploma   (   )

b) Bachelor   (   )

c) Master's Degree   (   )

iii. School where the respondent works

a) Ipembe Secondary School   (   )

b) Mughanga Secondary school   (   )

1. **RESPONDENTS RESPONSE**

i. **To assess the participation of the community in management of newly constructed facilities in ward secondary schools.**

Question	Strong Agree	Agree	Neutral	Disagree	Strongly Disagree
The government has a mechanism in place for ensuring that community members are involved in the maintenance of school facilities					
Schools have a mechanism for the collection of donations from stakeholders to facilitate resource mobilization for the construction and maintenance of school facilities					
Schools have established a committee for the management of resources collected to ensure accountability					

ii) To identify governance challenges in management of newly constructed facilities in ward secondary school

Question	Strong Agree	Agree	Neutral	Disagree	Strongly Disagree
Schools have enough budget for management of school facilities construction and maintenance					
Administrators and school management do regular visits for auditing to ensure good progress in the management of school facilities					
School management Communicates effectively to ensure transparency in the management of school facilities					
Does the number of students have the same ratio as school facilities					
Do students take care of school facilities					

ii. To recommend best leadership practices for Enhancing Good Governance in management of newly constructed facilities in ward secondary school.

Question	Strong Agree	Agree	Neutral	Disagree	Strongly Disagree
School is required committee for facility management that practices good leadership					
School is recommended to have a mechanism in place for identifying school facilities that need construction and maintenance					
School is recommended to have a budget in place to facilitate periodic school maintenance					

APPENDIX 2: Interview Guide for Head Teachers

The purpose of interview is to improve the accuracy of the data. Therefore, Head Teachers were interviewed to obtain information in depth about the contribution of good governance in management of newly constructed facilities in ward secondary shools.

1. What community do to ensure are participating in management of school facilities?

2. Where do schools receive grants to manage the construction and maintenance of school facilities?

3. Does the school has enough budget to manage the construction and maintenance of school facilities?

4. Administrators and school management do regular visit for audting to ensure good pregress in the management of school facilities?

5. Does school management communicate effectively to ensure transparency in management of construction and maintenance of school facilities?

6. Do you think school is required a committee for facility management which practice good leadership?

7. Is school recommended to have a mechanism in place for identifying school facilities that need construction and maintenance?

8. Do you think school is recommended to prepare a budget in place to facilitate management of periodic school facilities construction and maintenance?

APPENDIX 3: Interview Guide for Members of School Committee

The purpose of interview is to improve the accuracy of the data. Therefore Members of School Committee were interviewed to obtain information in depth about the contribution of good governance in management of newly constructed facilities in ward secondary shools.

1. Does the school has a committee to manage the construction and maintenance of school facilities?

2. Does school management communicate effectively to ensure transparency in management of construction and maintenance of school facilities?

3. Do you think school is required a committee for facility management which practice good leadership?

4. Is school recommended to have a mechanism in place for identifying school facilities that need construction and maintenance?

5. Do you think school is recommended to prepare a budget in place to facilitate management of periodic school facilities construction and maintenance?

APPENDIX 4: Interview Guide for Teachers

The purpose of interview is to improve the accuracy of the data. Therefore, Teachers were interviewed to obtain information in depth about the contribution of good governance in management of newly constructed facilities in ward secondary shools.

1. Does the school has a committee to manage the construction and maintenance of school facilities?

2. Does school management communicate effectively to ensure transparency in management of construction and maintenance of school facilities?

3. Does number of students have same ratio as school facilities?

4. Do students take care of school facilities?

5. Is school recommended to have a mechanism in place for identifying school facilities that need construction and maintenance?

6. Do you think school is recommended to prepare a budget in place to facilitate management of periodic school facilities construction and maintenance?

APPENDIX 5: Research Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.openuniversity.ac.tz

Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

REF: PG201985883

22nd July, 2021

Municipal Director,
Singida Municipality,
P. O. Box 236,
SINGIDA.

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 Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify 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 **Ms. Sara M. Shukia No: PG201985883 pursuing Master of Arts in Governance and Leadership.** We here by grant this clearance to conduct a research titled **"The Contribution of Good Governance on Management of New Constructed School Facilities in Ward Secondary Schools".** She will collect her data at Mughanga and Ipembe Secondary school between 26th July - 26th August 2021.

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.We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,

Prof. Magreth Bushesha
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

APPENDIX 6: RESEARCH PERMIT

UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE REGIONAL ADMINISTRATION AND
LOCAL GOVERNMENT
SINGIDA MUNICIPAL COUNCIL

In Case of reply please quote;

Ref.No. HM/SI/K.20/30/VOL IV/25   04/08/2021
Sara M. Shukia,
Student,
The Open University

Ref: RESEARCH PERMIT

Reference is made to the Letter with reference No.PG201985883 dated 22/07/2021 requesting for a research permit for a research titled "*The Contribution of Good Governance on Management of New Consructed School Facilities in Ward Secondary Schools in Singida Municipality at Mughanga and Ipembe Secondary School*".

I have pleasure to inform you that your request has been accepted to conduct a research from **26/07/2021 to 26/08/2021.**

E .T. Venance
For: Municipal Director
SINGIDA.

FOR MUNICIPAL DIRECTOR
P. O. Box 236
SINGIDA

Copy to: MEO – Secondary
          Head of Schools (For Assistance)

HalmashauriyaManispaa:Karume Road: S.L.P 236, Singida; SimuNa: +255 26 250 2179/2362; Nukushi Na: +255 26 250 2179; Baruapepe: md.singidamc@singida.go.tz; Tovuti:www.singidamc.go.tz