

**PERCEIVED EFFECTIVENESS OF SCHOOL COMMITTEE ON PUPILS'
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN
MOROGORO MUNICIPALITY, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation entitled; **“Perceived effectiveness of School Committee on Pupils’ Academic Performance in public primary schools in Morogoro Municipality”** in partial fulfilment of the requirements for the award of the Master of Education in Administration, Planning & Policy Studies (APPS).

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.....
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Date

DEDICATION

This work is dedicated to my loving family, whose unwavering support and belief in me helped me reach this milestone.

ACKNOWLEDGEMENTS

I am deeply grateful to acknowledge the invaluable contributions of many who have supported me throughout this journey. First, throughout my research project, I am grateful to God for guiding, protecting, and blessing me with grace and support. Without his divine intervention, this work would not have been possible.

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ABSTRACT

The study examined the effectiveness of school committees on pupils' academic performance in public primary schools in Morogoro Municipality. The study adopted a quantitative approach, and a cross-sectional design to collect the information at one specific point in time. The target population was 675 respondents; 168 respondents were the study's sample size. The sampling techniques used, were purposive, stratified and simple random sampling. The questionnaire, checklist and documentary review were used to collect data. The collected data were analysed using IBM SPSS Statistics. The findings revealed that the decision-making process from school committees does not affect pupils' academic performance because school committees participate to ensure pupils' success in their education activities. Different members of the school committees do not volunteer and do not influence the community to volunteer in school activities. Enhancing student achievement includes involving teachers in the school committee to suggest improvements for the school's educational progress. Moreover, the findings indicate that the school committee is engaged in decision-making to promote good behavior among students; this demonstrates that the committee is responsible for all decisions related to student discipline. The study concluded that the composition is suitable for including people like education stakeholders. If possible, pupils should enter the composition to contribute to topics related academics and school. The study recommends that to improve the pupils' academic performance in primary school, it is required to strengthen school committee training and involvement in implementing their set roles and accountability.

Keywords: *School Committees, Pupils', Academic Performance, Primary Schools.*

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LIST OF ABBREVIATIONS

APPS	Administration, Planning & Policy Studies
BAEP	Brainstem Auditory Evoked Potential
BEMP	Building Energy Modelling Professional
EFA	Education for All
ESR	Erythrocyte Sedimentation Rate
GST	General Systems Theory
MDG	Millennium Development Goals
PEDP	Primary Education Development Programme
SDGs	Sustainable Development Goals
SMCs	School Management Committees
SPSS	Statistical Package for the Social Sciences
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This study assessed the effectiveness of the school committee on pupils' academic performance in public primary schools in Morogoro Municipality. The first chapter explains the study's background, statement of the problem, research objectives, research questions, significance, scope and delimitation of the study, and definition of the critical term.

1.2 Background to the Problem

Academic performance is essential for pupils, the entire education system, and society. Academic performance in primary schools is often a strong predictor of students' future educational attainment. High-performing students in primary schools are more likely to excel in secondary and higher education. A good pupil's performance can lead to a good development of knowledge and skills for the pupils themselves and society in general. Despite the importance of academic success for pupils, performance in education has been seen as a challenge, and pupils do not perform well (Aziz, 2022).

UNESCO (2022) showed that more efforts have been made to improve primary school education globally. For example, The United Nations Educational, Scientific and Cultural Organization (UNESCO), a specialised agency of the United Nations (UN), was established to support the achievement of Education for All (EFA) and build effective education systems worldwide from pre-primary to higher learning educational levels. For several decades, the world's greatest need has been investing

heavily in education to build human capital (Becker, 2016). However, it seems that investment alone in education is not enough without ensuring the close supervision that the school leadership carries out the management in coordination with the school committees. Longino (2019) found that school committees integrate school management tools that are often necessary to manage and decentralise finance and network collaboration.

Longino (2019) and David, et al., (2020) conducted a study on school leadership and management, however, these studies are still very few in the area of the effectiveness of school committees linked to the academic performance of pupils. In achieving the academic performance goal in primary school, various efforts have been made to ensure pupils required skills and knowledge (Sumra and Katabaro, 2019). This aspiration is reflected in the establishment of several worldwide programmes such as Brainstem Education for All (EFA), Auditory Evoked Potential (BAEP), Building Energy Modelling Professional (BEMP), Erythrocyte Sedimentation Rate (ESR), Millennium Development Goals (MDG), Primary Education Development Programme (PEDP), Sustainable Development Goals (SDGs), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF) and Universal Primary Education (UPE).

These programmes aimed to ensure improvement in access to primary education and better performance at both primary and secondary levels. UN (2017) found that several studies have shown achievements in implementing these programmes. In contrast, other studies, including Bourdon et al. (2019), found that establishing and

implementing the programmes have led to massive increases in enrolment. Still, there are remarkable concerns that learning outcomes and academic performance have not improved.

In the African context, Lockheed (2019) indicate that the government in developing countries places responsibility for managing primary schools on school committees and recognises the role of school committees in mobilising local support to provide school academic development. Despite being given the responsibility to manage schools by the government in the past, school committees have failed to carry out their duties to increase school performance. WB (2020) found that children who finish primary school may still lack the basic skills needed for work and life. This indicates a deep management problem as it appears that the school committees supposed to supervise real learning seem not to fulfil their responsibilities, as evidenced by poor academic scores as a measure of the learning outcomes of any educational process.

Okumu, *et al.*, (2021) in Ghana found that despite the vital role that community participation in supporting schools has been acknowledged worldwide. UN (2018) added that as an essential strategy to ensure quality and inclusive education, not many schools have embraced the idea, and many do not have concrete strategies to maintain school-community relationships. Tanzania Education book (2018) states that the school committee's role is to supervise learning and teaching in the school, ensure that the teachers carry out their duties, and ensure that all pupils attend classes in accordance with the law. Also, the school committee must meet within two weeks of the school's proposal. However, despite all this, its implementation is not fully visible in primary schools.

Recently, male and female students' academic performance in primary schools in Morogoro has experienced a sharp decline—for example, examination results from Morogoro District Council primary school five years back. The results show that the Council has not exceeded its target from 86.51% achievement to 82%. Also, the position of the Council on the final primary school examination PSLE 2022 has decreased from 7th (2021) to 8th (2022). The position of Morogoro District Council among nine Councils includes Morogoro (R), Ifakara City, Gairo, Kilombero, Kilosa, Malinyi, Mvomero and Ulanga.

Table 1.1: Performance per Percentage and Position of Council in the Region

No.	District Council	Year	Percent	Position among nine Councils
1.	Morogoro (MC)	2022	68.18	8
		2021	76.51	7
		2020	74.68	6
		2019	63.86	7
2.	Morogoro (DC)	2022	82.9	6
		2021	85.51	2
		2020	84.04	2
		2019	58.54	9
3.	Ifakara city	2022	91.3	1
		2021	74.51	8
		2020	81.16	3
		2019	61.2	8
4.	Gairo	2022	66.18	9
		2021	86.51	1
		2020	86.92	1
		2019	90.92	1
5.	Kilombero	2022	85.1	7
		2021	78.51	6
		2020	78.28	4
		2019	76.28	4
6.	Kilosa	2022	89.3	2
		2021	84.51	3
		2020	73.96	7
		2019	81.16	3
7.	Malinyi	2022	87.3	3
		2021	80.51	5
		2020	75.4	5
		2019	86.04	2
8.	Mvomero	2022	82.7	5
		2021	82.51	4
		2020	73.24	8
		2019	71.4	5
9.	Ulanga	2022	84.5	4
		2021	72.51	9
		2020	72.52	9
		2019	66.52	6

Sources: DEO office, Morogoro District Council (2022).

Various scholars, including Everard (2018), Nyanaet *al.* (2019), and Gran (2017), have linked this situation with factors such as a lack of solid school leadership, including school committees (Everard, 2018), inadequate teaching and learning materials (Nyanaet *al.*, 2019), insufficient number of teachers and unavailability of library facilities (Gran, 2017) and the like. Although much has been said in the literature, little has been done to identify the factors that cause poor academic performance in Primary Schools.

Adeolu (2019) says that providing quality education to citizens is very important, and the government needs to ensure that schools have committees to raise student achievement. This necessitates the need to conduct a study specifically focusing on examining the effectiveness of school committees on pupils' academic performance in public primary schools in Morogoro municipality. By observing (i) the composition of school committees, which kind of people are school committees formulated? What are their levels of education and communication affiliation, and to what extent are they involved in the communication of the education development and pupils' education performance? (ii) Level of engagement includes frequent gaps in involvement in school activities. (iii) The decision-making process of school committees includes the role of various members, a transparent process in decision-making, factors that influence the decision process, and communication with parents, teachers and pupils.

1.3 Statement of the Problem

The Tanzanian government has undertaken various initiatives, including the development of an educational document (2018-2022) that serves as a framework for

delivering education in primary schools. Furthermore, the government worked alongside education stakeholders to train members of school committees in effective strategies to address the challenges faced by primary schools, aiming to enhance pupil performance. However, research by Longino(2019), Sezary (2021), and Ngowi et al. (2022) indicates that these initiatives have not proven to be sustainable, school committees were established to engage parents and teachers in decision-making and management activities(Yamada, 2021). However, parents do not appear to actively participate in the decision-making process. The process of selecting parent representatives for school committees lacks appreciation, as certain members may not be willing or able to fulfill their responsibilities on behalf of those they represent.

The authority to make educational decisions has been given to local levels. So far, school committees have been empowered to take on development responsibilities in their schools (Oloka, 2019). Adeolu (2019) and Lockheed (2019) revealed that school committees have fallen short of fulfilling their mandates to improve school academic performance. Consequently, the researcher of this study aimed to evaluate the impact of the school committee on students' academic achievement in public primary schools. This research aims to address the obstacles that prevent school committees from fulfilling their role in enhancing students' academic performance, providing valuable insights into current strategies for action in the literature.

1.4 Objective of the Study

1.4.1 General Objective

To investigate the effectiveness of a school committee that monitors pupils' academic performance in public primary schools in Morogoro Municipality.

1.4.2 Specific Objectives

To accomplish the above general objective, the study focused on the following specific objectives;

- i. To assess the composition of school committees on pupils' academic performance in public primary schools in Morogoro Municipality.
- ii. To evaluate the level of engagement of school committees in pupils' academic performance in public primary schools in Morogoro Municipality.
- iii. To identify the decision-making process of school committees regarding pupils' academic performance in public primary schools in Morogoro Municipality.

1.4.2 Research Questions

The study adopts the following key guiding questions to meet the above objectives.

- i. What is the composition of the school committees that monitor pupils' academic performance in public primary schools in Morogoro Municipality?
- ii. To what extent do school committees monitor pupils' academic performance in public primary schools in Morogoro Municipality?
- iii. What is the school committee's decision-making process regarding pupils' academic performance in public primary schools in Morogoro Municipality?

1.5 Scope and Delimitation of the Study

The scope of the study means all those things are covered in the research project. Scope defines clearly the extent of content covered by the research to come to more logical conclusions and give conclusive and satisfactory answers to the research. Hence, this study aimed to investigate the impact of school committees on the

academic performance of primary school students in public schools within Morogoro Municipality. The 75 government primary schools have been purposively selected as the prominent and located in vulnerable areas.

The study focused on three dimensions to determine the impact of school committees on pupils' academic performance in public primary schools. These dimensions include examining the composition of school committees, assessing the level of engagement of school committees, and identifying the decision-making process of school committees. The study target School Committee (The school committee has 9 participants, including the head of the school, an academic teacher, and two (2) representatives of teachers. In that case, the Head of the Unit also becomes a member, with three (3) members to be elected by the meeting of parents and a neighbouring resident to be appointed by the head of the school) as the main population to which self-administered questions were used to assess School committee members.

1.6 Significance of the Study

This research identified the obstacles that impede the efficient functioning of school committees in the municipality, the consequences of their inefficiencies, and their role in improving students' academic outcomes. The study aimed to aid in the development of appropriate policies for decision-makers. Its objective was to assess the extent to which the effectiveness of school committees can impact students' achievements in primary education. Additionally, this research will provide policymakers with insights into the composition of school committees, their degree of involvement, and the processes by which decisions are made.

From a theoretical perspective, this work enhances knowledge for other researchers and educational stakeholders regarding the extent to which the effectiveness of school committees has contributed to the success of primary schools and student academic performance. The outcomes of the study significantly advance the academic community's comprehension of how school committees can improve the academic achievements of primary school pupils. Moreover, future researchers may refer to this study for their literature reviews, enabling them to perform in-depth analyses of the existing literature on this topic.

1.7 Limitation of the Study

Similar to other studies, this research commenced when the investigator recognized a deficiency in the existing literature and sought to remedy it. Nonetheless, the recognition or comprehension of a gap hinges on the researchers' accessibility to the current literature. In many instances, what may be perceived as a research gap could actually be a significant misunderstanding simply because the researcher lacked the access to a broader array of scientific literature. To address this issue related to the utilization of limited literature, the investigator endeavoured to utilize as extensive a range of literature as possible, ensuring the content was pertinent and available both in print and electronic formats. The researcher primarily leveraged contemporary advancements in information and communication technology to guarantee that sufficient information regarding the topic was collected and presented.

1.8 Definition of Key Terms

1.8.1 Academic Performance

Academic performance refers to the level of achievement a student, teacher, or

educational institution has attained in meeting their educational objectives, whether short-term or long-term. This can be evaluated through continuous assessment or by calculating their grade point average. For this study, academic performance is defined as the degree to which a student successfully reaches their educational goals, whether immediate or long-term.

1.8.2 Primary School

A primary school is a school for the primary education of children who are four to eleven years old. Primary schooling follows pre-school and precedes secondary schooling. In this study, primary school was used to refer to a school that usually covers the seven years of elementary school and sometimes kindergarten.

1.8.3 Public School

Public schools are institutions of learning supported by local, state, and federal governments. They offer comprehensive educational opportunities to students from kindergarten through the final grade, with many public-school programs including extracurricular activities. For the purpose of this study, the term "public school" was used to encompass the entire education sector, with additional support provided by the government and the more comprehensive education system.

1.8.4 Pupil

The term "pupil" typically refers to an individual who is enrolled in an educational institution or school. Additionally, it can be used to describe someone who requires close guidance from a teacher due to youth or specific needs. For this investigation, "pupil" was utilized to denote an individual under the direct supervision of a teacher, either due to being a minor or requiring special attention.

1.8.5 School Committee

A school committee is a dedicated group of elected or appointed members entrusted with managing and overseeing the school's activities while also providing community support. For the purposes of this study, the term school committee was used to refer to individual committees within each school that were tasked with implementing Project activities at the school level.

1. 9 Organization of the Study

In this study chapter one discusses the background of information of the study, statement of the problem, general objective, specific objectives, research questions;, scope of the study and relevance of the research. Chapter two comprises Literature Review Highlights Definitions of key concepts, Theoretical literature review; conceptual flame work as well as research gap. Chapter three provides a description of the procedures followed in conducting the study. Chapter four includes research findings and discussion as well as Chapter five includes summary, conclusion, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, we present a comprehensive review of the literature on the Effectiveness of school committees in enhancing the academic performance of primary school pupils in public schools. The chapter encompasses a theoretical literature review, an empirical literature review, a discussion of Research gap, and a conceptual framework, providing a well-rounded analysis of the topic.

2.2 Theoretical Literature Review

The theoretical framework serves as a foundation for understanding the underlying reasons for the research problem at hand. It provides a structure that can support the theories of a research study. In this particular study, the major theories utilised are the Community Participation Theory (1975) and the General Systems Theory (GST) from the 1950s.

2.2.1 Community Participation Theory

This study was guided by Charles Abrams' theory of community participation, proposed in 1975. The theory states that "local communities should be given a greater role in planning and improvements that directly affect them". It is imperative to entrust the control of things and decisions to the individuals who are most influenced by them, as it is the most prudent course of action. In addition, since there is no government or authority capable of solving all public problems correctly, it is necessary to involve people in issues that concern them (Abrams, 1975). However, delegating power to the people is not easy and involves much research into changing

the attitudes of authorities and professionals. The theory states that under the School Committees, the community can improve school management, facilitate the participation of citizens and parents in school management and identify how school committees are involved in the academic performance of primary school pupils in public schools.

The strength of the theory of community participation in this study was that it brought people together to create and make decisions about their schools through the school management committee's role in improving pupils' academic performance. Since people are actively involved in the professional performance process, the theory states that participation helps develop a sense of ownership and control among people. People's participation is an age-old idea that cannot be attributed to a single source. However, our study has effectively addressed this weakness by drawing from various literature sources to trace the evolution of people's participation. This study used the theory of community participation. This powerful concept refers to how teachers, parents, social groups, government officials, and others come together to improve academic performance, possibly in formal or informal collaboration.

2.2.2 The General Systems Theory (GST)

The general systems theory (GST) was developed by a Hungarian biologist, Ludwig von Bertalanffy, as a science in the 1950s (Shemahonge, 2012). Bertalanffy defined a general system as a theoretical system that interests more than one discipline (Shemahonge, 2012). Molnar reported that Bertalanffy based his version of reality on awareness of essential interrelatedness and interdependence of all physical,

biological, social or cultural phenomena. He commented that an organisation is a system, so the GST applies to it. It aims to be a general theory of the wholeness of entire systems in which many variables interact and whose organisation produces strong interaction. As for this study, a school is an organisation and, therefore, is treated as a system.

However, the theory above is suitable in describing how an organisation works through its systems to implement certain functions but not best suited in explaining how those functions or responsibilities to be implemented are formed. Therefore, the theory was complemented by the Role Theory advanced by Goffman in 1959, which suggested that human behaviour is guided by the expectations held by both the individual and other people. The expectations align with the various roles that people fulfil in their daily routines. The explanation further elaborates that individuals juggle numerous roles, each with its own set of objectives, tasks, and performance standards that must be met in any given circumstance.

While systems theory is a valuable tool for understanding complex systems, it does have certain limitations. One weakness is its assumption that any level of influence can exert control over the entire system and significantly impact its success or failure. However, we know that this is not always the case, as some issues may have a more significant impact than others. By acknowledging this limitation, we can use systems theory more effectively and make more accurate predictions about how a system will behave. This theory contends that there are specific roles that a group or individual must perform for the organisation to achieve its goals. Nonetheless, when role expectations are low or mixed, this may lead to role conflict, role confusion, and

role ambiguity. Role conflict emerges when an individual encounters tension due to incompatible roles. At the same time, role confusion is when an individual has trouble determining which role they should assume. For instance, the School Management Committee (SMC) experiences role conflict and role confusion since they are not expected to interfere with the running of the schools and yet they are school managers who should manage the school towards academic excellence.

The SMCs also experience role ambiguity, which is a lack of understanding of the rights, privileges, and obligations that a person has for doing the job. The SMCs' role in management does not clearly show how their activities in school support performances. Such a role is the core business of the primary school. Thus, the current study followed this knowledge to identify the effectiveness of school committee members in implementing their set roles and responsibilities.

2.3 Empirical Literature Review

The literature review focuses on the study's objectives, which include analysing the impact of school committee composition on academic performance in public primary schools, assessing the level of engagement of school committees in academic performance, and examining the decision-making process of school committees. Through these literature reviews, we aim to identify any gaps in current research.

2.3.1 Composition of School Committees on Pupils' Academic Performance in Public Primary Schools

Kumar (2020) conducted a case study to understand the composition of SMC in Himachal Pradesh. A descriptive survey method has been used in this study. A

random sampling method was used to select two educational blocks out of six in the Kullu district. There are 83 government middle schools from the two blocks, of which only 10 were randomly selected for this study. The author used the interview schedule for the SMC chairman and questionnaires for the school principal/teachers, SMC members, and parents.

Individual investigators visited the school for data collection after completing the research tools and selecting the sample. Thorough field information has been gathered, and all significant events have been carefully documented. The primary data collection was done through in-person visits. The investigator diligently checked and verified school records, including SMC meeting registers, cash books, and other relevant documents. Additionally, the study gathered information on the responsibilities and duties of SMC members from the school principal, SMC Chairman, other SMC members, and teachers from the selected schools. It was discovered that no existing system could fully inform SMC members, parents, or teachers about their roles and responsibilities within the school management committee. This work uses a single design to address potential questions about the validity and reliability of the findings, filling a necessary gap in the current research.

Abreu (2020) studied the composition of school management committees in school-based management in Ghana. The study used a phenomenological approach to unearth four variables that link to school-based management that SMC members carry out. According to the study, stakeholder involvement and participation in school-based management in selected communities within these two districts are poorly coordinated. Furthermore, school governance structures are not functioning

optimally. The School Management Committees' responsibilities are typically left to the Chairman and, in certain cases, the Parent-Teacher Association chair. There is limited collaboration between the SMC membership and the schools they serve, and significant concerns regarding committee planning and implementation have been identified. The study has succeeded in showing the use of a qualitative approach to analyse data but has not demonstrated the use of a qualitative approach, which is the focus of this study.

Masue (2019) studied composition in school committees and education development in Tanzania. The study used a qualitative approach and a descriptive approach to analyse data. According to research findings, men hold the majority of decision-making positions in school governance due to limitations imposed by the opportunity structure, particularly the patriarchal culture of both formal and informal societal institutions. For parents and school committee members to actively participate in local education-development initiatives, they must have a comprehensive understanding of not only their community's interests but also national issues such as policy intentions, education priorities, and curriculum content and direction. However, the extent to which school committee composition impacts student achievement in public schools has yet to be determined. This study aims to address this knowledge gap.

2.3.2 School Committees Level of engagement on Pupils' Academic Performance in public primary schools

Asim (2020) studied community engagement for school committees in Pakistan. The study used a quantitative approach and pilot to test the impact of steps to improve the

functioning of the school committees. The study was a randomised control trial in nearly 300 villages in rural Sindh province. The study revealed that text messaging platforms proved to be the most effective in improving school functioning and the availability of teachers.

The study has shown that schools located in areas where community members have access to a text messaging platform and new elections were conducted were more likely to be open on unannounced visits and had an extra teacher employed. This has led to an increase in enrolment and enhancements in school-level infrastructure. The study has successfully demonstrated community engagement for school committees. However, the level of engagement in pupils' academic performance in public primary schools has not been demonstrated, which is the main focus of this study.

Effendi, et al., (2020) studied the school committee strategy to improve the quality of educational services in Palembang. The study used a descriptive qualitative design. Data were collected using interviews, observation, documentation and literature review. Data were analysed using qualitative methods, including data collection, reduction, presentation, and conclusion. According to the study findings, the school committee has played a significant role in enhancing the quality of educational services. This has been achieved through various measures such as improving facilities and infrastructure, establishing strong connections between schools and the community, and promoting the development of human resources.

Additionally, the school committee has been instrumental in maximising financial, energy, and mental support. Furthermore, effective monitoring strategies have been

implemented to ensure sound decision-making and educational planning in schools. The school committee has also acted as a mediator between parents and the community, striving to identify their interests, needs, and concerns. While the study has demonstrated the effectiveness of the school committee's strategies in improving education, it has not explored their impact on pupils' academic performance in public primary schools, which is the primary focus of this research.

Rout (2019) explored the engagement of School Management Committees (SMCs) in rural elementary schools in Uganda. The study used a quantitative approach, and one district was selected for the case study. The study reveals many aspects related to the various areas under investigation that have important implications for key primary education stakeholders. It also reveals that the SMC has fully implemented its role in achieving universal enrolment by monitoring pupil attendance and absenteeism. It also showed interest in developing the infrastructure, and SMC has used the appropriate funds to build the system. The review identified that the current study was conducted to rural elementary schools, and this study was conducted to public schools in urban areas to assess the extent to which school committees' levels of engagement contributed to pupils' academic performance in public primary schools.

Chuwa (2018) conducted a study on how school committees in Tanzania can ensure the quality of primary education. The study used a qualitative approach and a multiple-case study design. The study also involved a sample of 25 participants from three schools. The participants were selected through purposive and snowball sampling techniques. Study findings revealed that most of the members of the

committees were aware of their roles, as attested through managing school properties, improving academic performance, planning the school budget and maintaining teachers' and students' discipline. The study further disclosed that some head teachers had little understanding of their roles as members of the school committees. The study concluded that, in recent years, the members of the school committees were aware of their roles, such as planning, monitoring and maintaining the school budget. The author of this study used a case study design in a qualitative approach, so this might raise questions; this study intends to fill that gap.

2.3.3 The Decision-making Process of School Committees on Pupils' Academic Performance in Public Primary Schools

Chen (2023) studied school-based management, school decision-making, and education outcomes in primary schools in Indonesia. The study used a quantitative approach and a conceptual framework of an accountability system of public service delivery. The study used data from a nationally representative survey of about 400 public primary schools in Indonesia. The study shows that parental participation and voice in school management are meagre in Indonesia. Although school committees are limited to managing community relations, school facilities, and other administrative areas, school principals and teachers have more control over the schools.

The current accountability system in Indonesia's school system is weak, which is reflected in inadequate information flow to parents and low parental awareness of the need to hold schools accountable. The government supervisory bodies currently emphasise top-down supervision and monitoring. However, school-based

management in Indonesia is beginning to help schools make better decisions on allocating resources, hiring additional teachers, and creating an enabling learning environment, resulting in increased teacher attendance rates and favourable effects on student learning outcomes. This study seeks to fill the gap in understanding the extent to which school committee decisions can lead to pupils' achievement in public schools.

Nnebedum, et al., (2022) studied the extent of principals' utilisation of the committee decision systems in the administration of secondary Schools in Nigeria. The study adopted a descriptive survey research design using a questionnaire administered to 280 respondents. Data was analysed using mean and standard deviation, and a test was used to test the hypotheses. The study found, among others, that there was a low extent of principals' utilisation of disciplinary committees in the administration of secondary schools. It also found no significant difference in the mean ratings of more experienced and less experienced principals on their utilisation of sports committees in the administration of secondary schools. The author of this study used a qualitative approach to analyse data, but this current study used a quantitative approach.

Masanyiwa, et al., (2021) studied the decisions of school committees in monitoring primary school projects in Tanzania. The study used a purposive sampling technique to select 17 primary schools and 136 school committee members and key informants involved in the study. Data were collected through structured interviews using a structured questionnaire, key informant interviews, and documentary reviews. The research involved analysing interviews using various statistical methods, including

descriptive statistics, chi-square test, and binary logistic regression. The findings revealed that school committees play a crucial role in decision-making related to primary education development and delivery, particularly in monitoring school projects.

Although most committee members participated in project identification and planning, their involvement in budgeting activities was limited. The study identified several factors that impacted committee participation, including their confidence to speak up in meetings, willingness to participate, and information sources. The study concluded that gender imbalance constrained the participation of school committees in monitoring school projects, highlighting the need for capacity building to enhance their roles and responsibilities. This study focused on investigating the participation of school committees in monitoring primary school projects in selected schools in Nyang'hwale District in the Geita Region. The mixed approach used in this study may pose challenges in data analysis.

Table 2.1: Empirical Literature Summary Table

S/N	Author (year)	Country	Title	Methodology (Data analysis)	Main findings
1.	Kumar (2020)	India	is a case study to understand the composition of SMC	A descriptive survey method has been used in this study. Also, a random sampling method was used.	No system can make any member of the SMC, including parents and teachers, fully aware of their roles and responsibilities as the best members of the school management committee.
2.	Abreh, (2020)	Ghana	composition of school management committees in school-based management	The study used a phenomenological approach to unearth four variables that link to school-based management that SMC members carry out.	The current state of stakeholder involvement and participation in school-based management within selected communities in these two districts is not well

S/N	Author (year)	Country	Title	Methodology (Data analysis)	Main findings
				coordinated.	
3.	Masue, (2019)	Tanzania	composition in school committees and education development	study used a qualitative approach and descriptive approach to analyse the data	Men dominate the decision-making process in school governance, and this is due to constraints posed by the opportunity structure, especially the patriarchal culture of formal and informal institutions in society
4.	Asim, Salman (2020)	Pakistan	Community Engagement for School Committees	The study used a quantitative approach and a pilot test. It was a randomised control trial in close to 300 villages in rural Sindh province.	Text messaging platforms have proved to be the most effective in improving school functioning and the availability of teachers.
5.	Effendi, <i>et al.</i> (2020)	Indonesia	school committee strategy for improving the quality of educational services	The study used a descriptive qualitative design. Data were collected using interviews, observation, documentation, and literature review. The data were analysed using qualitative methods, including data collection, reduction, presentation, and conclusion.	The contribution of the school committee in improving the quality of educational services through reforming the field of facilities and infrastructure, establishing relationships between schools and the community, and encouraging them to improve the quality of human resources.
6.	Rout (2019)	Uganda	Engagement of School Management Committees (SMCs) in rural elementary schools in Uganda	The study used a quantitative approach, and one district was selected for the case study.	The study reveals many aspects related to the various areas under investigation that have important implications for key primary education stakeholders. It also shows that the SMC has fully implemented its role in achieving universal enrolment by monitoring student attendance and absenteeism.
7.	Chuwa, (2018).	Tanzania	The engagement	The study employed a qualitative approach	Most of the committee members were aware of

S/N	Author (year)	Country	Title	Methodology (Data analysis)	Main findings
			and roles of school committees in ensuring the quality of primary education	and a multiple-case study design. The participants were selected through purposive and snowball sampling techniques.	their roles, as attested by their work managing school properties, improving academic performance, planning the school budget, and maintaining teachers' and students' discipline.
8.	Chen, (2023)	Indonesia	School-based management, school decision-making and education outcomes in Indonesian Primary Schools	The study used a quantitative approach and a conceptual framework. The study used using the data from a nationally representative survey.	The study shows that parental participation and voice in school management are meagre in Indonesia.
9.	Nnebedum, <i>et al.</i> (2022)	Nigeria	extent of principals' utilisation of the committee decision system in the administration of secondary Schools	The study adopted a descriptive survey research design using a questionnaire administered. Data was analysed using mean and standard deviation, and a test was used to test the hypotheses.	The study found, among others, that there was a low extent of principals' utilisation of disciplinary committees in the administration of secondary schools.
10.	Masanyiwa, <i>et al.</i> (2021)	Tanzania	studied decisions in school committees in monitoring primary school projects	The study used a purposive sampling technique. Data were collected through structured interviews using a structured questionnaire, key informant interviews, and documentary review and analysed for descriptive statistics, chi-square test, and binary logistic regression.	Results showed that school committees hold a central role in decision-making on various issues related to the development and delivery of primary education, including monitoring school projects.

Source: Researcher's Construct (2023).

2.4 Research Gap

The theoretical and empirical reviews show that much focus and attention was on the roles of the school committees, whereby the question of the effectiveness of school

committees on pupils' academic performance in public schools remained with less attention. Studies by Masue (2019), Adeolu (2019), Yamada (2021) and Chen (2021) show that little attempt has dared to unveil the challenges incurred by the school committee like, most of the time, biased decisions that are not crucial to the management of schools are taken due to lack of teamwork, lack of knowledge and skills.

From knowledge gaps, different literature, including Chuwa (2018), Masue (2019) and Asim (2020), found that most of these studies concentrated on the composition and engagement of school committees in education but failed to show the effectiveness of school committees and pupils' academic performance. This study, therefore, intends to fill the gap by investigating the effectiveness of the school committee on pupils' academic performance in public primary schools in Morogoro Municipality.

2.5 Conceptual Framework

The conceptual frame developed from this study shows the relationship between the effectiveness of the school committee and pupils' academic performance in primary school and public schools and how they affect one another. In the conceptual framework, the independent variable comprises the composition of school committees, School committees, Level of engagement and the decision-making process of school committees. Intervening variables comprise the Introduction of new school committee policies and political interference. Also, dependent variables include pupils' academic performance in public primary schools; this was considered to enhance the effectiveness of the school committees on pupils' academic

performance in public primary schools.

Independent variables

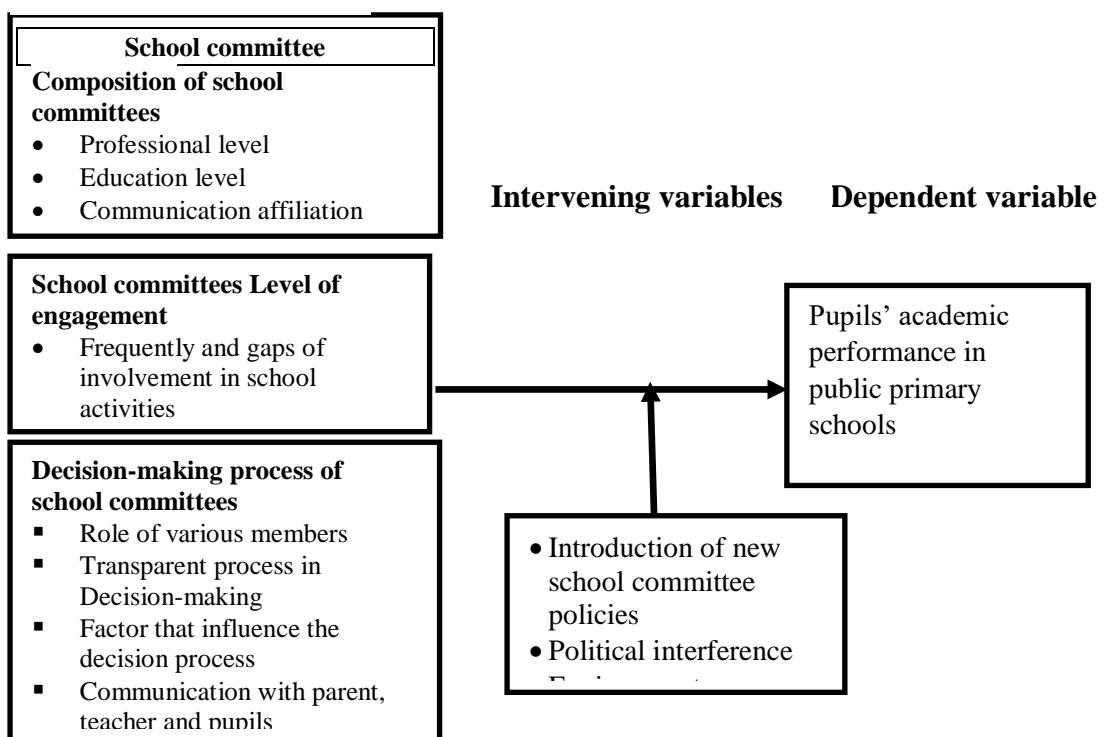


Figure 2.1: Conceptual Framework

Source: Researcher, (2023).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology utilised in the study. It highlights the research philosophy, research approach, research, design, study area, target population, sample size, sampling procedures, method of data collection, data analysis, validity, and reliability of the study. The chapter ends with ethical issues in research.

3.2 Research Paradigm

The paradigm of the study was positivism philosophy. Saunders *et al.* (2019) found that research philosophy relates to the development of knowledge and the nature of that knowledge. Most contemporary social scientists explain the nature of the world around us by considering two major philosophical assumptions: positivism and subjectivism. Lwiza (2022) associated positivism with quantitative, objective, experimental, traditional or empiricist, whereas subjectivism was related to the qualitative, interpretive, constructionist phenomenological, naturalistic or humanistic paradigm. Therefore, this study is going to use the positivist philosophy. This study used positivism because “effectiveness” aligns with the idea of measurements and evidence to support the school committee, indicating a more positivist epistemology.

3.3 Research Approach

The study adopted a quantitative research method to examine the effectiveness of school committees on pupils' academic performance in public primary schools in Tanzania. The design was suitable for this study because it clearly focused on this

method when investigating and collecting data (Saunders et al., 2003). Therefore, the study mainly relied on a quantitative strategy to triangulate findings.

3.4 Research Design

This study used a cross-sectional design, where a survey was conducted on the whole sample only once. The study used cross-sectional studies because they are typically used to predict the occurrence of findings in a particular population. Also, the cross-sectional analysis was reasonably inexpensive and took a short time.

3.5 Study Area

This study was conducted in Morogoro Municipality, a government primary school. The factors behind the choice of Morogoro Municipality as a case study were the results of primary education performance in municipality, which have continued to be unsatisfactory. This was the reason for choosing this municipality as a case study.

3.6 Target Population

The target population of this study was 675 respondents from 75 government primary schools in Morogoro Municipality (Municipal Council, 2023).

3.7 Sample and Sampling Procedures

3.7.1 Sample Size

The sample size was based on Roscoe's (1975) rule of thumb for estimating the sample size in four times the standard deviation in statistical distributions. That means

If, $1=100\%$

What is $1/4$ of the total population?

1 = 675

1/4 = q

Which is: 1 x q = 1/4 x 675 =

q = 168

Therefore, 168 respondents were determined as the sample size.

25% of the study's target population was used in sample size. The study selected 168 participants who were fully engaged in this study for clarification. Participants of this study were 21 Headmasters of schools, 21 academic teachers, 42 representatives of teachers, 21 Headmasters of the special needs unit, and 63 members to be elected by the meeting of parents. The selected size was comprised as shown in the Table 3.1.

Table 3.1: Sample Size

Respondents	The sample size for each school	Total
Head of school	01	21
Academic teacher	01	21
Representatives of teachers	02	42
Head of the special needs Unit – (if the school has a unit for pupils with special needs)	01	21
Members to be elected by the meeting of parents	03	63
Total	08	168

Source: Field Data 2023

3.7.2 Sampling Procedures

The study involved two sampling techniques to select the study's sample; the first method was simple random sampling, which consists of choosing a sample from the population with all the items of the population having an equal chance of being involved in a sample. This method was employed in selecting the academic teacher, representatives of teachers, the head of the special needs unit, and members to be

elected by the parents' meeting to constitute a sample to be studied. The study also employed a purposive sampling technique, which was used to select the heads of primary schools.

3.8 Data Collection Methods and Procedure

This study utilised primary data collection methods to get information from respondents. Primary data are collected from the field for the first time and are original. Therefore, the researcher used questionnaires method and Checklist method to collect primary data from the field and Documentary Review method to collect secondary data from the field.

3.9 Research Instruments

3.9.1 Questionnaires

In this study, questionnaire methods were used to obtain information from School committees, including the head of the school, Academic teacher, representatives of teachers, Head of the special needs Unit and Members to be elected by the meeting of parents).

3.9.2 Checklist

This study was observed in Checklist (i) the Presence of the school committee in primary school and (ii) the Number of members in the school committee.

3.9.3 Documentary Review

It is also worth mentioning that this study employed secondary data to supplement the primary data. Secondary data and information were gathered from books, journal articles, reports, and internet-based materials. The study reviewed different official

documents concerning the effectiveness of school committees. Official documents include the Education Policy and Act, school committees' minutes and reports regarding regular meeting attendance, committee meeting calendar, annual budget, and whole school development plan.

3.10 Data Cleaning

During the process of preparing raw data, the researcher ensured the correction and removal of inaccurate records, inconsistencies, and errors. This included ensuring that data followed the same format and standards throughout the dataset, verifying that numerical values fell within expected ranges, fixing spelling mistakes and incorrect entries, as well as ensuring that data entries made logical sense.

3.11 Data Analysis

IBM SPSS Statistics Version 2.0 was used for statistical analysis, whereby the tools used to analyse descriptive statistics are cross-tabulations and frequencies. The data was checked out in the data entry to ensure there were no missing values, and then the researcher ensured all data were valid, reliable and followed all ethical issues.

3.12 Reliability

To ensure the reliability of research instruments for data collection in this study, Cronbach's Alpha was used to test the reliability of the multiple and Likert questionnaires and was acceptable.

3.13 Validity

To ensure the validity of the research instrument, a pilot study was conducted, which gave positive results as there was no query on the questions' precision. A discussion

of the research instrument with experts in the subject matter, including my supervisor, some of the school committee and my colleagues, also confirmed that there were no ambiguous questions, thus validating this study.

3.14 Ethical Issues

The researcher observed all essential rules and procedures to observe the cultural values, ethics and human rights of all participants involved in the study. Hence, it may help the researcher protect respondents from stress, harm, or danger. The researcher was obtaining research clearance letters, confidentiality, informed consent and privacy. The researcher obtained research clearance from the Open University of Tanzania. After obtaining a clearance letter, the researcher obtained permission from the Morogoro Regional Administrative Secretary to conduct the study at the Morogoro municipal council.

The researcher assured the respondents that the data obtained was used only for academic purposes. The researcher assured the respondents that no participants were documented by their names in the research report; only acronyms were used to represent them. Then, all records and pictures were taken with their respondents' permission and not otherwise. Their security was observed, and they were not forced to fill out the questionnaire or be interviewed. The researcher informed respondents of a reasonable description of the research topic, purpose, and objectives of the study. This helps respondents or participants understand the aim and significance of the study and the effectiveness of the interview. Respondents were informed that their involvement in the study is contingent on their willingness, so whenever they want to withdraw, they are allowed.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Overview

This chapter presents and discusses the findings based on the significant study themes. This study begins by presenting demographic information. It then presents the composition of school committees on pupils' academic performance in public primary schools, the Level of engagement of school committees on pupils' academic performance in public primary schools, and the decision-making process of school committees on pupils' academic performance in public primary schools.

4.2 Response Rate

The study presents the demographic information of respondents to understand the respondent's response rate from data collection. The results revealed that out of 168 questionnaires distributed to school committees, only 147 returned, implying a response rate of 88%. As suggested by Mugenda and Mugenda (1999), a response rate of 50%-60% is rated as adequate, 61%-70% is rated as good, and 71%-100% is rated as very good. In this context, this study is considered to be very good. Rear et al. (2020) suggested that higher response rates assured more accurate survey results. Since the response rate of this study was rated as very good, it indicates that the results are correct.

4.3 Demographic Information of the Respondents

This section presents respondents in terms of demographic information such as gender, age, level of education, and experience working with the organisation.

Table 4.1: Gender of Respondents

Gender category	Frequency	Percent
Male	65	44.2
Female	82	55.8
Total	147	100.0
Age category	Frequency	Percent
20-29 years	34	23.1
30-39 years	45	30.6
40-49 years	40	27.2
50 years and over	28	19.0
Total	147	100.0
Work experience category	Frequency	Percent
Below 10 years	64	43.5
10-20 years	56	38.1
Above 20 years	27	18.4
Total	147	100.0
Educated Category	Frequency	Percent
Certificate	71	48.3
Diploma	46	31.3
Degree	30	20.4
Total	147	100.0

Source: Field Data (2024)

4.2.1 Gender of the Respondents

Data in Table 4.1 presents the respondents' distribution by gender. More than half, 82 (55.8%) of the respondents are female, compared to 65 (44.2%) of respondents who are male. These findings show that the number of males was low compared to the female counterpart. This indicates the existence of gender imbalance; this study has no special gender issues; thus, this gender imbalance does not harm the findings. This implies that females are still more eager than males in workplaces.

4.2.2 Age of Respondents

The data present the respondents' distribution by age. As shown in Table 4.2, about 34 (23%) were between 20 and 29 years old, followed by 45 (30.6%) who were between 30 and 39, 40 (27.2%) who were between 40 and 49, and 28 (19%) who

were between 50 and over. These findings indicate that the school committees are an active age group factor which will affect the academic performance in public primary schools.

4.2.3 Working Experience

The data in Table 4.1 presents the respondents' distribution by working experience. A large number of respondents, 64 (43.5%), had less than ten years, compared to 56 (38%) who had 10-20 years, followed by 27 (18%) who had more than 20 years. Thus, these results show that the organisation has enough employees with experience who can carry out various education activities for better work output. On the other hand, this indicates that experiences can lead to positive outcomes for primary school education performance.

4.2.4 Level of Education of Respondents

The data in Table 4.1 presents the respondents' distribution by education level. A large proportion, 71 (48%), had a Certificate level of education, compared to 46 (31.3%) who had a Diploma level of education, followed by 30 (20.4%) who had a Degree level of education. These findings imply that even though the educational level is one among the variables to be assessed in this study, the researcher was interested to determine the available effectiveness of the school committee in terms of educational capacity since skills and knowledge of staffs in any institution seem to be very essential for better work results.

Thus, these results show that the school committee has enough skills and knowledge to carry out various activities to improve pupils' academic performance in public

primary schools. On the other hand, this indicates that the primary schools still need to increase efforts to develop those school committees in terms of education, especially those with certificates, so that they enter higher levels of education, with many school committees entering the master's level and continuing according to the needs of knowledge and skills.

4.2.5 Presence of School Committee in Primary School

This part includes information collected from checklist data; data found that Morogoro municipality has 75 government primary schools, and from those primary schools all have school committees 75 (100%). The data presented revealed that the leadership of primary schools has tried to have school committees in every primary school. This shows how much school development and pupil achievement can be stimulated due to the presence of these school committees.

4.2.5 Number of Members of the School Committee

According to Education Law No. 25 of 1978 and its Amendment Chapter 353 of 2002, every Primary School must have an active School Committee (for pre-primary and primary schools). In addition, the Government has been issuing guidelines for creating and running those school committees. The government document aims to provide specific guidance on school committees' structure, responsibility and operation. The guidelines for the formation and operation of the school committee indicate that each primary school should have about nine members, includes the Head of the school, the Academic teacher, and two (2) representatives of teachers; if the school has a unit for pupils with special needs, the Head of the Unit was also become a member, three (3) members to be elected by the meeting of parents and a

neighbouring resident to be appointed by the head of school. Checklist data revealed that in several schools, there has been a challenge of a lack of representative teachers to represent pupils with special needs. This is according to a government document that has clarified that it is important for the school committee to have a representative teacher for pupils with special needs.

4.3 Composition of School Committees on Pupils' Academic Performance in Public Primary Schools

One of the objectives of this study was to determine the composition of school committees on pupils' academic performance in public primary schools. To determine the composition of school committees, the researcher had five questions to be answered using a Likert scale: 1=strongly agree, 2=agree, 3= Undecided, 4=disagree, 5=strongly disagree. The study investigated the school committee, including members of the community.

Table 4.2: School Committee Includes Members of the Community

		Frequency	Percent
Valid	Strongly agree	23	15.6
	Agree	54	36.7
	Undecided	-	-
	Disagree	68	46
	Strongly disagree	2	1.4
	Total	147	100.0

Source: Field Data (2024)

The data presented in Table 4.2 revealed that the majority, 54 (39.5%) of respondents out of 147, agreed that the School Committee includes members of the community. However, 23 (15.6%) respondents strongly agree, and 58 (39.5%)

disagree. The 4.5 findings found that the school committee has to include the community in different decisions in primary school to a large extent. The study found that the school committees are generally seen as representative of the parents and community members and as having the authority and legitimacy to make decisions, mobilise community support, and solve school problems.

The Researcher was also interested in assessing whether the school committee prepares staff meetings with different education stakeholders, including teachers, concerning pupils' academic performance.

Table 4.3: School Committee prepares Staff meeting with different Education Stakeholders, including Teachers, concerning Pupils' Academic Performance

		Frequency	Percent
Valid	Strongly agree	32	21.8
	Agree	79	53.7
	Undecided	36	24.5
	Total	147	100.0

Source: Field Data (2024).

The data presented in Table 4.3 revealed that 79 respondents out of 147, which is 66.1% out of 100%, Agree that the School Committee prepares staff meetings with different education stakeholders, including teachers, concerning pupils' academic performance, while 36 (24.5%) Undecided, those strongly agree were only 32 (21.8%). This implies that, to a large extent, the education stakeholders participate in school committee decisions to improve pupil performance. This study, in this aspect of the composition of school committees, also wanted to assess whether the school has a unit for pupils with special needs and whether the Head of the special needs Unit is included in the school committee.

Table 4.4: the School has a Unit for Pupils with Special Needs, the Head of the Special needs Unit was included in the School Committee

		Frequency	Percent
Valid	Strongly agree	23	15.6
	Agree	84	57.1
	Undecided	29	19.7
	Disagree	11	7.5
	Total	147	100.0

Source: Field Data (2024)

The data presented in Table 4.4 revealed that 84 (57.1%) of the respondents Agree that the school has a unit for pupils with special needs, the Head of the special needs Unit included in the school committee, and others Strongly agreed that 23 (15.6%) who Undecided were 29 (19.7%) and who Disagree 11 (7.5%). These findings imply that the school has a unit for pupils with special needs, but the Head of the special needs Unit is not included in the school committee. This shows the weakness of participation in decisions concerning pupils with special needs made by a committee without their representative teacher. The Researcher was also interested in assessing whether pupils are members of the school committee.

Table 4.5: Do Pupils include as Members of the School Committee

		Frequency	Percent
Valid	Undecided	40	27.2
	Disagree	80	54.4
	Strongly disagree	27	18.4
	Total	147	100.0

Source: Field Data (2024)

The data presented in Table 4.5 revealed that 80 (54.4%) of the respondents disagreed, while 27 (18.4%) and other Undecided were 40 (27.2%). The findings imply that primary school pupils are not a part of the decisions in the school

committee, which can lead to poor decision-making that directly concerns pupils in schools. The researcher was also interested in assessing whether the school committee includes representative teachers.

Table 4.6: Does the School Committee include representative Teachers

	Frequency	Percent
Valid		
Strongly agree	29	19.7
Agree	114	77.6
Undecided	4	2.7
Total	147	100.0

Source: Field Data (2024)

The data presented in Table 4.6 revealed that 114 (77.6%) of the respondents Agree that the school committee includes representative teachers, while others strongly agree 29 (19.7%), and others were undecided 4 (2.7%). The findings reveal that, to some extent, the school committee includes representative teachers to be able to introduce the challenges their pupils face; this helps to highlight the different challenges found in primary schools.

4.4 School Committees Level of engagement on Pupils' Academic Performance in Public Primary Schools

The second specific objective of this study was to assess the school committee's level of engagement in pupils' academic performance in public primary schools. To determine the level of engagement in pupils' academic performance, the researcher asked seven questions to be answered using a Likert scale such as 1 = Engage, 2 = slightly Engage, and 3 = do not Engage. The following are some questions and their responses in the following tables. This study investigated the school committee's level of engagement in preparing the whole school plan. Table 4.7 shows the results.

Table 4.7: Preparation of whole School Plan

	Frequency	Percent
Valid Engage	68	46.3
Slightly Engage	49	33.3
Do not Engage	30	20.4
Total	147	100.0

Source: Field Data (2024)

Table 4.7 reveals that the majority of respondents, 68(46.3%), Engage in the preparation for the whole school plan, 49 (33%) are Slightly Engaging and only 30 (20%) responded to Do Not Engage. These facts imply that, to a certain extent, the school committee is responsible for the excellent performance of pupils in primary school. The researcher investigated the school committee's level of engagement in the Construction of school Infrastructures. Table 4.12 shows the respondent's responses.

Table 4.8: Construction of School Infrastructures

	Frequency	Percent
Valid Engage	123	83.7
Slightly Engage	24	16.3
Total	147	100.0

Source: Field Data (2024)

Table 4.8 indicates that 123(83.7%) responded to engage inthe construction of school infrastructures, and 24(16.3%) responded Slightly Engage. These results imply that all issues related to the development of construction in the school are closely managed by the school committee; often, the school committee is involved in approving the amount of money that will be used to purchase building materials and construction. The researcher was also interested in understanding the School Committee's level of engagement on the Admission of pupils.

Table 4.9: School Committee's Level of Engagement on Admission of Pupils

	Frequency	Percent
Valid Engage	2	1.4
Slightly Engage	27	18.4
Do not Engage	118	80.3
Total	147	100.0

Source: Field Data (2024)

Table 4.9 reveals that most of the respondents, 118 (80.3%), responded too. Do not Engage on Admission of pupils: 27 (18.4%) responded slightly to Engage, and a few 2 (1.4%) responded to Engage. These facts suggest that the school committee is very limited in the stage of receiving new pupils in the school, that is, the registration of pupils. This is possible because the school committee has many responsibilities, including ensuring pupils get good results from suitable teachers. Also, the researcher investigated the school committee's level of engagement in handling pupils' discipline.

Table 4.10: School Committee's Level of Engagement in Handling Pupils' Discipline

	Frequency	Percent
Valid Engage	108	73.5
Slightly Engage	39	26.5
Total	147	100.0

Source: Field Data (2024)

Table 4.10 reveals that 108(73.5%) respondents responded to engage and 39(26.5%) responded to Slightly Engage. Responses indicate the school committee is responsible for being involved in decisions to ensure that the pupil has good behaviour; this shows that in all decisions concerning the discipline of the pupil then, the school committee is there for decision. The researcher also investigated the

school committee's engagement level on pupils' dismissal.

Table 4.11: School Committee's Level of Engagement on Dismissal of Pupils

	Frequency	Percent
Valid Slightly Engage	37	25.2
Do not Engage	110	74.8
Total	147	100.0

Source: Field Data (2024)

Table 4.11 reveals that respondents 110 (73.5%) responded on Engage and 37(26.5%) responded on Do Not Engage. The findings show the truth is that the school committee has a lot of power to ensure that it is involved in every final decision, that is, the big decisions of the school. Dismissal of pupils is one of the decisions made by the school committee after concluding that the pupil deserves to be expelled. The study also needed to investigate the school committee's engagement level on pupils' dismissal.

Table 4.12: School Committee's advising Head Teacher on matters relating to running the School

	Frequency	Percent
Valid Engage	133	90.5
Slightly Engage	14	9.5
Total	147	100.0

Source: Field Data (2024)

Table 4.12 reveals that most of the respondents, 133 (90.5%), responded to engage, and 14(9.5%) responded to Slightly Engage. The findings reveal that the school committee is mainly responsible for all decisions concerning the school, so the school's operation largely depends on its instructions. This study also intended to examine the school committee's level of engagement in Budget preparation.

Table 4.13: School Committee's Level of Engagement on Budget Preparation

		Frequency	Percent
Valid	Engage	91	61.9
	Slightly Engage	56	38.1
	Total	147	100.0

Source: Field Data (2024)

Table 4.13 reveals that respondents 91 (61.9%) responded to engage, and 56(38.1%) responded to Slightly Engage. Findings indicate that preparing the school budget is one of the most essential things in the school committee; it involves all the people in the school committee to ensure that the school budget decisions are made correctly.

4.4.1 The extent School Committees Engage on Pupils' Academic Performance in Public Primary Schools

The second specific objective of this study was to assess the school committee's level of engagement with pupils' academic performance in public primary schools. To determine the level of engagement in pupils' academic performance, the researcher had six questions to be answered using a Likert scale: 1=strongly agree, 2=agree, 3= Undecided, 4=disagree, and 5=strongly disagree. The study investigated the school has a strong school committee.

Table 4.14: Does the School have a Strong School Committee

		Frequency	Percent
Valid	Agree	108	73.5
	Undecided	22	15.0
	Disagree	17	11.6
	Total	147	100.0

Source: Field Data (2024).

The data presented in Table 4.14 revealed that the majority, 108 (73.5%) of respondents out of 147, agreed that schools have strong school committees. However, 22 (15%) were Undecided, and 17 (12%) Disagreed. The study found that

different schools have strong committees that help in different decision-making processes in the side of school. The researcher was also interested in assessing whether school committees engage in school supervision.

Table 4.15: Does the School Committee engage in School Supervision

	Frequency	Percent
Valid		
Strongly agree	32	21.8
Agree	91	61.9
Undecided	24	16.3
Total	147	100.0

Source: Field Data (2024).

The data presented in Table 4.15 revealed that 91 respondents out of 147, which is 61.9% out of 100%, Agree that the school committee engages in school supervision. In contrast, 32 (21.8%) strongly agree, and only 24 (16.3%) are undecided. This implies that the school committee is usually involved in managing the school, including participating in various school decisions. This study, regarding school committees engaging in school supervision, also wanted to assess whether school committee practices are transparent.

Table 4.16: School Committee Practices Transparent in School

	Frequency	Percent
Valid		
Agree	59	40.1
Undecided	65	44.2
Disagree	23	15.6
Total	147	100.0

Source: Field Data (2024).

The data presented in Table 4.16 revealed that 65 (44.2%) of the respondents were undecided that school committee practices are transparent. Other agreed were 59 (40%), and those who disagreed were 23(15.6%). These findings imply that school committees' transparency of decisions affects the development of the school,

including the projects managed by the school committee. The Researcher was also interested in assessing whether the school committee monitors capitation grants in school.

Table 4.17: School Committee Participates in Monitoring Capitation Grants in School

		Frequency	Percent
Valid	Strongly agree	33	22.4
	Agree	114	77.6
	Total	147	100.0

Source: Field Data (2024).

The data presented in Table 4.17 revealed that 33 (22.4%) of the respondents strongly agreed, while 114 (77.6%) agreed. The findings imply that in school committees, all decisions related to financial management involve all members in the decision-making process. The researcher was also interested in assessing whether the school committee prepares staff meetings with different education stakeholders, including teachers, regarding pupils' academic performance.

Table 4.18: School Committee Prepares Staff Meeting with Different Education Stakeholders, Including Teachers, Concerning to Pupils' Academic Performance

		Frequency	Percent
Valid	Strongly agree	43	29.3
	Agree	81	55.1
	Undecided	23	15.6
	Total	147	100.0

Source: Field Data (2024).

The data presented in Table 4.18 revealed that 81 (55.1%) respondents Agree that the school committee prepares staff meetings with different education stakeholders, including teachers, concerning pupils' academic performance. In contrast, others strongly agreed, 43 (29.3%), and others were undecided, 23 (15.6%). The findings

reveal that the development of pupil achievement involves the teachers in the school committee to make recommendations to improve the educational development in the school. The researcher was also interested in assessing whether school committee supervision helps improve pupils' academic performance.

Table 4.19: School Supervision done by the School Committee helps in Improving Pupils' Academic Performance

	Frequency	Percent
Valid	29	19.7
Strongly agree	118	80.3
Agree	147	100.0
Total		

Source: Field Data (2024)

The data presented in Table 4.19 revealed that 118 (80.3%) of the respondents Agree that school supervision done by the school committee helps improve pupils' academic performance, while others strongly agree 29 (19.7%). This finding reveals that the school committee has significantly contributed to raising pupils' achievement; cooperating with teachers has made examining and solving pupil achievement problems easier.

4.5 The Decision-making Process of School Committees on Pupils' Academic Performance in Public Primary Schools

A third objective of this study was to assess the decision-making process of school committees regarding pupils' academic performance in public primary schools. To determine the decision-making process of school committees, the researcher had five questions to be answered using the Likert scale: 1=Strong Disagree, 2=Disagree, 3=Undecided, 4= Agree and 5=Strong Agree. This study also investigated whether school committees influence parents/citizens to make decisions concerning school

academic performances, and the table below shows the results.

Table 4.20: School Committee influence Parents/Citizens to make Decisions concerning School Academic Performances

		Frequency	Percent
Valid	Strongly agree	24	16.3
	Agree	90	61.2
	Undecided	33	22.4
	Total	147	100.0

Source: Field Data (2024).

Table 4.20 indicates that 90 (61.2%) of those who agreed on school committees influence parents/citizens to make decisions concerning school academic performances. Other Undecided was 33 (22.4%), and strongly agree was 24 (16.3%). This implies that within school committees, parents and other citizens participate in the decision-making process about pupils' academic performance. This study also examined whether the school committee decision-making process affects pupils' academic performance.

Table 4.21: School Committee Decision-making Process affects Pupils' Academic Performance

		Frequency	Percent
Valid	Strongly agree	39	26.5
	Agree	62	42.2
	Undecided	46	31.3
	Total	147	100.0

Source: Field Data (2024).

Table 4.21 indicates that 62 (42.2%) Agreed that the school committee's decision-making process affects pupils' academic performance, but 46 (31.3%) were undecided, and 39 (26.5%) strongly agreed. The study revealed that the decision-making process does not affect pupils' academic performance because school committees participate to ensure pupils' success in their education activities. This

study also examined whether the school committee influences good pupils' behaviour in improving their academic performance; the results are shown in the Table 4.22.

Table 4.22: School Committee influences Good Pupil's Behaviour in improving Academic Performances of the Pupils

		Frequency	Percent
Valid	Strongly agree	48	32.7
	Agree	99	67.3
	Total	147	100.0

Source: Field Data (2024)

Table 4.22 indicates that those who agree that the School Committee influences good pupil behaviour in improving the academic performances of pupils 99 (67.3%) and others. Strongly agree 48 (32.7%); the study revealed that the presence of the school committee greatly influences the excellent behaviour of school pupils; often, pupils with misconduct are called before the school committee for decisions to correct behaviour, including punishment or expulsion from school. This study also examined whether members of school committees volunteered or influenced the community to volunteer in school activities like teaching, security, cooking, and cleanliness; the results are shown in the table 4.23.

Table 4.23: Members of School Committee volunteering or influence the Community to volunteer in School Activities like teaching, Security, cooking and Cleanliness

		Frequency	Percent
Valid	Strongly agree	3	2.0
	Agree	15	10.2
	Undecided	17	11.6
	Disagree	112	76.2
	Total	147	100.0

Source: Field Data (2024).

Table 4.23 indicates that most Undecided 17(11.6%) that Members of school committee volunteer or influence the community to volunteer in school activities like teaching, security, cooking and cleanliness, disagree 112(76.2%), but some of the respondents strongly agree 3(2%) and others agree 15(10.2%).Studies reveal that different school committee members do not volunteer or influence the community to volunteer in school activities like teaching, security, cooking and cleanliness, but the community themselves take time to participate in different education activities found in primary school. This study also examined whether school committees influence parents/citizens to contribute to teaching and learning resources like books and buildings; the results are shown in the Table 4.24.

Table 4.24: School Committee Influences Parents/Citizens to Contribute to Teaching and Learning Resources like Books and building

		Frequency	Percent
Valid	Agree	17	11.6
	Undecided	24	16.3
	Disagree	106	72.1
	Total	147	100.0

Source: Field Data (2024).

Table 4.24 indicates that most respondents Disagree with 106(72.1%) on the school committee influences parents/citizens to contribute to teaching and learning resources like books and building other Undecided 24(16.3%) and Agree 17(11.6%). The study implies that the school committee is not responsible for persuading people in the community to donate learning materials such as books; the school committee is focused on ensuring that the school makes progress by managing the law, discussing progress and ensuring that the school has strong leadership.

4.6 Discussion of the Findings

The discussion of these findings concerned specific objectives regarding the

effectiveness of school committees on pupils' academic performance in public primary schools in Morogoro municipality. The general objective of this study was centred around the impact of school committees on pupils' academic performance within public primary schools in Morogoro municipality. The primary objective was to determine the effectiveness of school committees in achieving this goal. Specific objectives included evaluating the composition of school committees and their level of engagement, as well as identifying the decision-making process of these committees concerning pupils' academic performance.

4.6.1 Issues Related to Composition of School Committees on Pupils' Academic Performance in Public Primary Schools

The research findings on those aspects revealed that, to a large extent, the school committee has to include the community in different decisions in primary school. School committees are generally seen as representative of the parents and community members and as having the authority and legitimacy to make decisions, mobilise community support, and solve problems for the school.

Also, the school has a unit for pupils with special needs, but the Head of the special needs Unit is not included in the school committee. This shows the weakness of participation in decisions concerning pupils with special needs made by a school committee without their representative teacher. These findings concur with the findings by Kumar (2020), who realised that no system can make any SMC member, parent, or teacher fully aware of their roles and responsibilities as the best members of the school management committee. This may be the reason why some members of the school committee do not know their position within the committee; this may

reduce the power of decisions within the school committee.

The study implies that, to a large extent, the education stakeholders participate in school committee decisions to improve pupil performance in school. The school committee includes representative teachers to introduce the challenges their pupils face; this helps to highlight the different challenges found in primary schools. Also, primary school pupils are not a part of the decisions in the school committee; this can lead to poor decision-making that directly concerns pupils in schools.

The results align with Masue's (2019) research in Tanzania, which suggests that men dominate school committees in terms of decision-making. This is primarily due to the limitations presented by the opportunity structure, specifically the patriarchal culture of formal and informal institutions within society. The study indicates that in order to participate in local education-development initiatives actively, parents and school committee members must not only stay informed about their local community interests but also possess a strong understanding of national-level issues such as policy intentions, education priorities, and curriculum content and direction.

In my view, the composition of the school committee has been like the heart of all decisions concerning the school; it is suitable for every school to realise that this will help raise the development of the school and bring diversity in the decisions concerning the school especially pupil's academic performance that the school committee will hold. Primary schools should have regulations that allow for forming a school committee. Also, these regulations should clearly state the qualifications required for each school committee member.

4.6.2 Issues related to School Committees Level of engagement on Pupils' Academic Performance in Public Primary Schools

The finding implies that, to a certain extent, the school committee is responsible for the excellent performance of pupils in primary school. The development of pupil achievement involves the teachers in the school committee to make recommendations to improve the educational development in the school. Also, findings reveal the school committee is responsible for being involved in decisions to ensure that the pupil has good behaviour; this shows that in all decisions concerning the discipline of the pupil, the school committee is their decision.

These findings concur with the findings by Effendi *et al.* (2020) in Palembang. of both parties and finding solutions that benefit everyone. Highlight the following points: 1) The school committee's role in enhancing the quality of educational services through facility and infrastructure reform, community-school relationships, and improving human resources. 2) Maximizing financial, energy, and mental support. 3) Implementing monitoring strategies to guide decision-making and educational planning in schools. 4) Serving as a mediator between parents and the community, identifying their interests, needs, and concerns, and finding mutually beneficial solutions.

Also, as indicated in chapter two, Community participation theory implies School Committees community can improve school management, facilitate the participation of citizens and parents in school management and identify how school committee involve on academic performance of primary school pupils in public school. Furthermore, the school committee has a lot of power to ensure that it is involved in

every final decision, that is, the big decisions of the school. The school committee makes the decision to dismiss pupils after concluding that the pupil deserves to be expelled. Also, the school committee has made a significant contribution to raising pupils' achievement in school; by cooperating with teachers, it has been easier to look at the problems of pupil achievement and solve them.

These findings correspond with Rout (2019) in Uganda, revealing that SMC has fully implemented its role in achieving universal enrolment by monitoring student attendance and absenteeism. It also showed interest in developing the infrastructure, and SMC has used the appropriate funds to build the system. From these facts, it implies that the school committee is very limited in the stage of receiving new pupils in the school, that is, the registration of pupils. This is possible because the school committee has many responsibilities, including ensuring that pupils get good results from suitable teachers. The school committee closely manages all issues related to the development of construction in the school; often, the school committee is involved in approving the amount of money that will be used to purchase building materials and construction.

Findings reveal, to a large extent, that the school committee is responsible for all decisions concerning the school. Hence, the school's operation largely depends on the instructions from the school committee. Preparation of the school budget is one of the most essential things in the school committee; it involves all the people in the school committee to ensure that the school budget decisions are made correctly. These findings concur with the findings by Chuwa (2018) in Tanzania, which revealed that most of the members of the committees were aware of their roles, as

attested through managing school properties, improving academic performance, planning the school budget and maintaining teachers' and students'" discipline. The study further disclosed that some head teachers had little understanding of their roles as members of the school committees.

4.6.3 Issues related to the Decision-making Process of School Committees on Pupils' Academic Performance in Public Primary Schools

Findings imply that within school committees, the parents and other citizens who participate in the decision-making process about pupils' academic performance do not affect pupils' academic performance because school committees participate to ensure pupils' success in their education activities. These findings concur with Chen (2023) in Indonesia, indicating that parental involvement and influence in school management are currently limited in Indonesia. Despite the existence of school committees, their scope is largely restricted to matters such as community relations and school facilities, leaving the responsibility of school management primarily in the hands of principals and teachers who wield greater professional authority.

Findings revealed that the presence of the school committee greatly influences the good behaviour of school pupils; often, pupils with misconduct are called before the school committee for decisions to correct behaviour, including punishment or expulsion from school. Different school committee members do not volunteer or influence the community to volunteer in school activities like teaching, security, cooking and cleanliness. Still, the community themselves take time to participate in different educational activities found in primary school.

Also, the school committee is not responsible for persuading people in the community to donate learning materials such as books; the school committee is focused on ensuring that the school makes progress by managing the law, discussing progress and ensuring that the school has a strong leadership. These findings concur with the findings by Nnebedum, et al., (2022) in Nigeria, which found there was a low extent of principals' utilisation of disciplinary committees in the administration of secondary schools. It also found no significant difference in the mean ratings of more experienced and less experienced principals on their utilisation of sports committees in the administration of secondary schools.

In my view, the presence of the school committee strengthens the school's decisions in all educational fields in this school, including pupil discipline and teacher discipline as well; the school committee's decisions go further and lead to the responsibility of the teacher in their daily activities at school, teachers can be the catalyst for pupil success in school if the school committee will take appropriate decisions in monitoring the performance of teachers and pupils as well as making decisions.

Also, community participation theory shows that there is no government or authority capable of solving all public problems correctly; it is necessary to involve people in issues that concern them. However, delegating power to the people is not easy and involves much research into changing the attitudes of authorities and professionals. The theory states that under the School Committees, the community can improve school management facilitate the participation of citizens and parents in school management and identify how school committees are involved in the academic

performance of primary school pupils in public schools.

The general systems theory (GST) notes that there are specific roles that a group or individual must perform for the organisation to achieve its goals. Nonetheless, when role expectations are low or mixed, this may lead to role conflict, confusion, and ambiguity. Role conflict emerges when an individual encounters tension due to incompatible roles. At the same time, role confusion is when an individual has trouble determining which role they should assume. For instance, the School Management Committee (SMC) experiences role conflict and role confusion since they are not expected to interfere with the running of the schools and yet they are school managers who should manage the school towards academic excellence.

CHAPTER FIVE

SUMMARIES, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is based on the summarisation of research findings, conclusion recommendations and areas for further research study; the recommendations of the research findings help to assess the effectiveness of school committees on pupils' academic performance in public primary schools in Tanzania.

5.2 Summary of the Findings

The summary of the significant findings is indicated below;

5.2.1 Composition of School Committees on Pupils' Academic Performance in Public Primary Schools

The study in this objective revealed that, to a large extent, the school committee has to include the community in different decisions in primary school. School committees are generally seen as representative of the parents and community members and have the authority and legitimacy to make decisions, mobilise community support, and solve problems for the school. Also, the school has a unit for pupils with special needs, but the Head of the special needs Unit is not included in the school committee.

This shows the weakness of participation in decisions concerning pupils with special needs made by a committee without their representative teacher. This may be why some school committee members do not know their position within the committee; this may reduce the power of decisions within the school committee. The study also

implies that, to a large extent, education stakeholders participate in school committee decisions to improve pupil performance. The school committee includes representative teachers who introduce the challenges their pupils face; this helps to highlight the different challenges found in primary schools.

Also, primary school pupils are not a part of the decisions in the school committee; this can lead to poor decision-making that directly concerns pupils in schools. Moreover, research indicates that to effectively participate in local education-development initiatives, parents and school committee members must possess a comprehensive understanding of not only their community's interests but also national issues such as policy intentions, education priorities, and curriculum content and direction.

5.2.2 School Committees Level of engagement on Pupils' Academic Performance in Public Primary Schools

The study in this objective revealed that the school committee is responsible for the excellent performance of pupils in primary school. The development of pupil achievement involves the teachers in the school committee to make recommendations to improve the educational development in the school. Also, findings reveal the school committee is responsible for being involved in decisions to ensure that the pupil has good behaviour; this shows that in all decisions concerning the discipline of the pupil, then, the school committee is their decision.

Furthermore, the school committee has a lot of power to ensure that it is involved in every final decision, that is, the big decisions of the school. Dismissal of pupils is

one of the decisions made by the school committee after concluding that the pupil deserves to be expelled from school. Also, the school committee has made a significant contribution to raising the achievement of pupils in school; by cooperating with teachers, it has been easier to look at the problems of pupil achievement and solve them.

The study implies that the school committee is very limited in the stage of receiving new pupils in the school, that is, the registration of pupils. This is possible because the school committee has many responsibilities, including ensuring that pupils get good results from suitable teachers. The school committee closely manages all issues related to the development of construction in the school; often, the school committee is involved in approving the amount of money that will be used to purchase building materials and construction. Also, to a large extent, the school committee is responsible for all decisions concerning the school. Hence, the operation of the school largely depends on the instructions from the school committee. Preparation of the school budget is one of the most essential things in the school committee; it involves all the people in the school committee to ensure that the school budget decisions are made correctly.

5.2.3 The Decision-making Process of School Committees on Pupils' Academic Performance in Public Primary Schools

The study in this objective revealed that within school committees, the parents and other citizens who participate in the decision-making process about pupils' academic performance do not affect pupils' academic performance because school committees participate to ensure pupils' success in their education activities. Findings revealed

that the presence of the school committee greatly influences the good behaviour of school pupils; often, pupils with misconduct are called before the school committee for decisions to correct behaviour, including punishment or expulsion from school.

Different school committee members do not volunteer or influence the community to volunteer in school activities like teaching, security, cooking and cleanliness, but the community themselves take time to participate in different education activities found in primary school. Also, the school committee is not responsible for persuading people in the community to donate learning materials such as books; the school committee is focused on ensuring that the school makes progress by managing the law, discussing progress and ensuring that the school has strong leadership.

5.3 Conclusion

This study aimed to assess the effectiveness of school committees on pupils' academic performance in public primary schools in Morogoro municipality. The study found that the decision-making process of school committees does not affect pupils' academic performance because school committees participate in ensuring pupils' success in their education activities. Also, the study found that the school committees are not responsible for persuading people in the community to donate learning materials such as books because the school committee focused on ensuring the school's progress by managing the law, discussing progress and ensuring the school has a strong leadership. Furthermore, different members of the school committee who do not volunteer also do not influence the community to volunteer in school activities. Also, the study concluded with the main findings as follows.

In the composition of the school committee, it is vital to include the members who should discuss the development of the school; the composition is good to include people like education stakeholders, and if possible, pupils should enter the composition of the school committee to contribute to topics related to the development of academic and school as well.

The school committee has to look at how to provide incentives to increase the level of engagement for all members of the committee; this will help to increase the sense of full participation in the committee without fail to ensure that all the decisions that will be made in the school committee involved all members of the committee. The decisions of the school committee have become an essential pillar in education and development. All committee members must thoroughly discuss the decision-making process within the school committee, and the advantages and disadvantages of leading to the development of the school and the success of pupils in academic performance are essential.

5.4 Recommendations

Based on this study's findings, the following recommendations have been made;

To improve primary school students' academic performance, they must strengthen school committee training and involvement in implementing their set roles and accountability. The school committee members should have full self-rule over those committee members who are not responsible for assigned activities. The school committee's head should be clear and include committee members in implementing roles and responsibilities as agreed upon in education guidelines.

The Government should ensure that primary schools have particular education guidelines such as the Education Policy and the Education Acts. This would help head teachers know their prescribed roles and responsibilities and spread them to school committees. The Government should emphasise frequent committee members' training soon after being elected. The training can be provided through workshops.

5.5 Area for Further Study

Therefore, the data generated and collected in this field of study cannot justify the reality of the whole country or other parts. Thus, the researcher recommends that a similar study can be conducted on the effectiveness of school committees in implementing the facility financing accounting and reporting system (FFARS) in Tanzania.

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APPENDICES

Appendix I: Questionnaires

Questionnaire for School Committee Members

My name is Boniface Amon. I am conducting research entitled “Effectiveness of the school committee on pupils’ academic performance in public primary schools in Morogoro municipality” in fulfilment of the award of the Masters of Education in Administration, Planning & Policy Studies M. ED (APPS) of the Open University of Tanzania. I have attached a questionnaire for you to complete. Please note that the information you provide will be kept confidential and will only be used for this research. No attempt will be made to disclose your identity.

I appreciate any help you can provide.

SECTION A: General Information

A1	Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
A2	Age	Under 20 years <input type="checkbox"/>	20-29 years <input type="checkbox"/>	30-39 years <input type="checkbox"/>
		40-49 years <input type="checkbox"/>	50 years and over <input type="checkbox"/>	
A3	Years of Experience	Below 10 years <input type="checkbox"/>	10-20 years <input type="checkbox"/>	Above 20 years <input type="checkbox"/>
A4	Level of Education			

SECTION B: Questions Relating to the Study

1. What is the school committees’ composition on pupils’ academic performance in public primary schools? Put tick (✓) to the appropriate answer where “1=strongly agree, 2=agree, 3=Undecided, 4=disagree, 5=strongly disagree.”

S/N	school committees composition	1	2	3	4	5
1.	Does the school committee include members of the community?					
2.	Does the school committee prepare staff meetings concerning pupils’ academic performance with different education stakeholders, including teachers?					
3.	If the school has a unit for pupils with special needs, does the Head of the special needs Unit participate in the school committee?					
4.	Are pupils included as members of the school committee?					
5.	Does the school committee include representative teachers?					

2. (a) To what extent do school committees impact pupils' academic performance in public primary schools? Put tick (✓) to the appropriate answer where 1=Engage, 2= slightly Engage and 3= do not Engage.

S/No	Engagement	Engage	Slightly Engage	Do not Engage
1.	Preparation of the whole school plan			
2.	Construction of Infrastructures			
3.	Admission of pupils			
4.	Handling pupils' discipline			
5.	Dismissal of pupils			
6.	Advising the head teacher on matters relating to running the school			
7.	Budget preparation			

(b) To what extent school committees engage on pupils' academic performance in public primary schools: Put tick (✓) to the appropriate answer where “**1=strongly agree, 2=agree, 3=Undecided, 4=disagree, 5=strongly disagree.**”

S/No	Engagement	1	2	3	4	5
1.	Does your school have a strong school committee?					
2.	Does the school committee engage in school supervision?					
3.	Does the school committee practice transparency in your school?					
4.	Does the school committee participate in monitoring capitation grants in school?					
5.	Does the school committee prepare staff meetings concerning pupils' academic performance with different education stakeholders, including teachers?					
6.	Do you think school supervision by the school committee helps improve pupils' academic performance?					

3. What is the decision-making process of school committees on pupils' academic performance in public primary schools? Put tick (✓) to the appropriate answer where “**1=strongly agree, 2=agree, 3=Undecided, 4=disagree, 5=strongly**

disagree.”

S/No	Decision-making process	1	2	3	4	5
1.	Does the school committee influence parents/citizens to decide on school academic performance?					
2.	Does the school committee decision-making process affect pupils' academic performance?					
3.	Does the school committee influence good pupils' behaviour to improve their academic performance?					
4.	Do members of the school committee volunteer or influence the community to volunteer in school activities like teaching, security, cooking and cleanliness					
5.	Does the school committee influence parents/citizens to contribute to teaching and learning resources like books, buildings, etc?					

I appreciate your cooperation.

Appendix ii: Checklist

(i) Presence of school committee in school (name of school)

- The school has a school committee

Has (✓)	Doesn't (✗)

(ii) Number of members on the school committee

Nine members(✓)	Below nine members(✗)	No member (✗)

Appendix ii: Clearance Letter

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG201400679

22nd February, 2024

Municipal Director,
Morogoro Municipal Council,
P.O Box 166,
MOROGORO.

Dear Director,

RE: RESEARCH CLEARANCE FOR MR. BONIFACE AMON REG NO: PG201400679

2. 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 of Tanzania mission is to generate and apply knowledge through research.

3. 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 Mr. Boniface Amon Reg. No: PG201400679, pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled "Effectiveness of School Committee on Pupils' Academic Performance in

Public Primary Schools in Morogoro Municipality". He will collect his data at your area from 22nd February to 30th March 2024.

4. 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,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: VICE CHANCELLOR