

**ASSESSING THE PERFORMANCE OF SCHOOL BOARDS IN MANAGING
SCHOOLS IN A DECENTRALISED SCHOOL SYSTEM IN TANZANIA:
THE CASE OF BUKOBA MUNICIPAL COMMUNITY SECONDARY
SCHOOLS IN KAGERA REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read the dissertation titled “Assessing the Performance of School Boards in a Decentralized School System in Tanzania”: The case of Bukoba Municipal Community Secondary Schools in Kagera Region and hereby recommends for the acceptance by The Open University of Tanzania. This dissertation has been submitted by Simon Pastory Mwombeki in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies.

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Date

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DECLARATION

I Simon Pastory Mwombeki do declare to the Open University of Tanzania that this dissertation is my own original work and that it has not been submitted anywhere by anybody for the similar award of Master of Education in Administration, Planning, and Policy Studies.

Signature

Date.....

DEDICATION

This work is dedicated to my beloved father , the late Pastory Magombolora Bainamile and my mother Petronilla Bakambonahoki both of whom I owe much gratitude and love for the care, commitment and support rendered to me all the time and especially during my schooling days . I also dedicate this work to my loving wife Evangelista and to my children for their ever good wishes and moral support which in a way facilitated the completion of this work.

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ABSTRACT

This is a report of the study that critically explored the implementation effectiveness of School Boards in community based secondary schools in Tanzania. The main objective of the study was to assess the performance of School Boards in a decentralized school system in Tanzania. The study employed mainly the qualitative research approach though quantitative data were also collected through documentary review and informal field observations. The instruments of data collection were mainly Interview, Documentary review and Field observation. Population samples included heads of schools; school boards chair persons; ordinary members of school boards, ward leaders including councillors and ordinary school teachers. In brief the study revealed that School Boards have relatively been doing well in some aspects like students' discipline, students' enrollment and construction of classrooms. However, the findings also revealed that School Boards were not efficiently, confidently and comfortably performing their school management and administration roles. Challenges which still characterize the contemporary school management and administration sphere include; lack of transparency practices, poor parents' commitments and obligation in school development activities like in construction of school buildings, paying for the schooling of their students, management of school finances and in the facilitation of proper implementation of the curriculum. The researcher recommends that School Board members be trained to acquire skills and knowledge of management about their roles and responsibilities as governors of schools. The study report is concluded by recommendations for future School Boards' handling and empowerment that would enable them to manage better their duties as governors of schools.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

The idea of managing schools through advisory boards/committees in Tanzania has its roots in the colonial education system and continued to be practiced in the succeeding years after Independence. Nguni (2005) asserts that the practice has always been in conformity with educational reforms that have been taking place world-wide in the name of education decentralization and restructuring.

In 1961, School Advisory Boards were established in all Post Primary Institutions and Colleges of Teacher's Education all-over the country following the institutionalization of the Education Ordinance Act No.37 of 1961, although the Act itself did not specifically define and articulate the roles of these school boards/committees (Lweja, 1983). In March 1967 the then President of Tanzania Mwalimu J.K.Nyerere announced and instituted the Arusha Declaration as the policy and ideological framework of the country. The Arusha Declaration propagated the launching of Education for Self-Reliance (ESR) as an Educational Philosophy. It lasted almost a decade; from 1967 to 1978. In between, the Government of Tanzania took several measures to initiate and propagate the philosophy of Education for Self-reliance.

Several legal frameworks in line with the goals of the Arusha Declaration and inclining to the objectives of Education for Self-reliance (ESR) were formulated to enhance the implementation of the declaration at different levels. One such legal input was the Musoma Resolution (1974) which among other things intensified adult

literacy education and made Primary Education Universal and compulsory (UPE).

Second were the National Education Act No.25 of 1978 and its amendment No.10 of 1995 set the Government's path and direction in the decentralization of education management and administration. Important facets that were considered included fiscal, physical, human and administrative structures. In this regard, the country was able to define the managerial and administrative powers of School Boards thus enabling them to have legal mandates for executing their managerial duties and functions.

Among the duties assigned to them was to ensure availability of school physical facilities, financial resource management including budgeting and planning of school programmes, management of human resource and facilitating the implementation of the curriculum. Other duties assigned to them included monitoring, organizing and mobilizing parents and other community members to participate in self-help programs and schemes geared to soliciting funds and contributions for school academic development and general welfare improvement of schools (URT, 1982).

Central to the government practice of restructuring and initiating the local reform programs and the first to be established were School Boards to foster community democratic participation in educational activities. This was aimed at ensuring sound administration of schools and increase of sound community opinion in the school affairs.

1.2 Definition of the Problem

Tanzania has a National long term Vision 2025, which stipulates the National Development Goals and Targets on how to eliminate poverty among the people. Embedded within the Vision 2025, is the administrative decentralization by devolution which is one of the government key reform measures currently under implementation throughout the country (Mosha & Dachi, 2004).

The decision to decentralize decision making powers to lowest levels down closer to the schools, led to the establishment and institutionalization of School Boards geared at improving the physical facilities in schools, provision of financial and material resources, managing the human resources and facilitating the implementation of the curriculum (Balwitegile, 1990).

Like in any other African countries which have undergone decentralization, Tanzania has only been directing efforts into decentralizing the fiscal and physical material entities, while forgetting the people who in reality are meant to assume the management responsibilities at schools. School Board members were expected to be trained, motivated and empowered with and in technical assistances and supportive inputs to enable them perform and excel in their duties.

It was for such reasons and conditions that this study was undertaken to explore the current secondary education decentralization processes; examine the powers and influence of the School Boards, assess their ability to provide physical facilities in schools, measure their skills in resources manage, and explore their potential in

facilitating the implementation of curricula. It is argued that restructuring and empowering school boards for managing schools would improve quality education delivery, increase transparency and enhance accountability to different actors to which schools are responsible. Subsequently, it is believed that School Boards when fully empowered through management training and provided with other supportive would perform with confidence and have their autonomy enhanced.

Various government policy documents which show power delegation from the central government down to lower levels include:-

Education and Training Policy (ETP, 1995)

Local Government Reform Programme (LGRP, 1998)

Basic Education Master Plan (BEMP, 2000 – 2005)

Education Sector Development Programme (ESDP, 2002 – 2006)

Primary Education Development Plan (PEDP, 2002 – 2006)

Secondary Education Development Plan (SEDP, 2004 – 2010)

The Education and Training Policy (1995) which is largely a guide to education provision in Tanzania, stipulates that Ministries responsible for Education and training shall devolve major responsibilities of management and administration of Education and Training to lower organs in district councils and communities and that lower levels such as school committees/boards of education shall be responsible for school management, development planning; discipline and financing the institutions under their jurisdiction.

In other words, the lower organs such as school boards / committees were to be responsible and accountable for the management of schools; in economic planning and budgeting, construction and maintenance of buildings, monitoring education delivery strategies and quality, discipline, academic inputs and other school welfare activities. This study therefore intended to assess the performance of School Boards in managing schools in a decentralized school system in Bukoba Municipal Council.

1.3 The Purpose of the Study

Tanzania Government set its 2025 vision in which the National long term aspirations were spelt out and which envisaged the total declaration on poverty eradication among its people by 2025 (URT,2000). The mission statement targeted the elimination of poverty among the citizens and the strategy aimed at improved and efficient education provision. It was envisaged that increased and improved access to quality basic and secondary education would certainly have an impact on the social – economic levels of the Tanzania communities. So, the government's strategy to poverty eradication was through the provision of and access to high quality primary and secondary education.

The government strategy to re-in force and achieve that objective was manifested through its intensions and concerns in many of its policies, one of which was decentralization of education management with intention to assign more powers for decision making to lower government agents/levels and communities and the district councillors. The study firstly needed to make an assessment of School Boards performance indicators in managing and administering secondary schools ten years

after the inception of SEDP (2005 -2009) and five years after decentralization of secondary education through devolution of administration and management powers to lower levels of districts, schools and communities.

Secondly, the researcher wanted to assess the School Boards' Management skills and mechanisms employed in involving parents and the larger school community in mobilizing them to pay cash and in kind for practical support of the community secondary schools which they owned. The intended support was to include fiscal, human and physical material resources. The available literature did not show that it had been easy for School Boards to excel in their desired and prescribed roles and duties as stated in various educational documents including the National Educational Act of 1978 with its amendments No. 10 of 1995, the Education and Training policy of 1995 and the Education Circular No.22 of 2002. It was not revealed through various literatures that the new education structures set through decentralization of secondary education by devolution had brought in schools desired development changes and valuable educational outputs.

Many of the studies cited earlier and which were relevant to the study; Kisenge (1993), Kiwia (1995), Masanja (2003) and Etutu (2004) did not show their attention and concerns to Secondary School Boards' performance in developing schools and turning them into more attractive centers of teaching and learning. Thus the varying information and such contradicting arguments motivated the researcher to carry out the assessment study. The motive behind was to find out whether School Boards were performing to the level they were expected.

So, the study intended to uncover performance indicators, settings and structures which would reflect quality monitoring, transparency in management of resources and in setting up financial control mechanisms for quality education provision. The performance indicators in schools were expected to capture academic achievement, adequate and quality educational physical facilities, fiscal management, human resource development, parents and community commitments to schools' developments.

Following devolution of secondary education management and administration powers in the country the researcher wanted to find out more about the performance of School Boards in fulfilling their mandate to effectively administer and manage Secondary Schools in Tanzania. The study also attempted to find out whether Schools' achievements for all typologies, were ideally a result of School Boards' influence, inducement, commitment and practical skills in management and administration practices.

1.4 The Aim of the Study

The aim of the study was to assess the management and administration performance level of School Boards in a decentralized Secondary School System in Tanzania, taking Bukoba Municipal Council in Kagera Region to be a case of reference.

1.4 The Study Objectives

In light of the brief background information provided earlier on, the overall objectives of the study were to:-

- i. Examine the School Boards' innovative initiatives, which enable schools

to acquire and secure adequate physical facilities for their schools.

- ii. Assess the extent to which School Boards were able to mobilize and influence parents and the larger school community to willingly meet the costs for the schooling of their children.
- iii. Evaluate the performance of School Boards in influencing and facilitating the proper implementation of the School Curriculum.

1.5 Significance of the Study

The study was expected to be of significance especially in respect to the following areas:-

- i. Enhance knowledge and broad awareness on the roles, functions and responsibilities of School Boards in fostering institutional development and change in secondary education delivery.
- ii. Generate new information and knowledge insights that might enable other District Councils in Tanzania and elsewhere in developing countries to make use of the experiences gained from this study.
- iii. Generate gainful knowledge and broad awareness that could contribute to the growth of literature on the roles and responsibilities of School Boards in managing and administering secondary schools.
- iv. Provide some information that could inspire other researchers and educationist to carry out more studies related to the subject; assessing the School Boards performance in the management and administration of secondary schools.

1.6 Research Tasks and Questions

In light of the three mentioned study objectives, the study was guided by the following three research tasks each with three amplifying questions as follows:-

Research Task I

Examine the School Boards' innovative initiatives in enabling schools acquire adequate physical facilities for their schools.

1.6.1 Research Questions

- i. What strategies does the School Board employ in ensuring adequate and quality supplies of the physical facilities?
- ii. What has been the performance of School Board in ensuring adequate supplies of the physical facilities to school?
- iii. What challenges has the School Board faced when soliciting funds and support for the supply of adequate and quality educational physical facilities?

Research Task II

Assess the extent to which the School Boards were able to mobilize parents and the larger school community to meet the costs of schooling for their children.

1.6.2 Research Questions

Three research questions related to task two were as follows:

- i. What strategies does the School Board employ to mobilize and induce parents and the larger community to meet the costs of their children's

schooling?

- ii. What has been the School Boards' achievement in making parents meet together and discuss issues of the school and school development projects?
- iii. What are the challenges the School Boards faces when mobilizing parents and the larger school community to pay in cash or in kind for the costs of schooling of their children?

Research Task III; evaluate the performance of School Boards in influencing and facilitating the proper implementation of the curriculum.

1.6.3 Research Questions

- i. What are the strategies the School Board employs to ensure adequate supply of the teaching and learning materials to school?
- ii. What have been the School Boards' achievements in ensuring effective implementation of the curriculum?
- iii. What challenges has the School Board been encountering when ensuring effective teaching in school for quality education delivery?

1.7 Conceptual Framework

The study assessed School Boards performance in ensuring that schools realise the expected development. Focus was on the extent to which education management and administration devolved powers to the grass root levels for:-

- i. Improved democratic practices and decisions in schools for proper distribution of available meager resources.

- ii. Increased schools' and school boards' accountability, efficiency and transparency in school management and leadership.
- iii. Enhanced practical commitment and inducement of the parents and the larger school communities making education provision relevant to the communities from which learners came.
- iv. Provision of adequate and quality supplies of teaching and learning materials in schools.
- v. Familiarization of the School Boards with key government documents related to school administration and management; the Education Acts, Circulars and Guidelines.

The researcher's concern was to study the effective functioning of school boards so as to establish the degree to which organizational goals were achieved (Scheerens, 1992; Masanja, 2003). The study intended to assess the School Boards effectiveness and efficiency in bringing change in Schools and the degree to which they realized the stated roles and responsibilities given to them as per educational documents and regulations; the aspects of School Boards effectiveness in managing the fiscal, material, and human resources.

The research problem under investigation when critically analyzed show that for School Boards to perform well and meet the set objectives, they needed to be provided with substantial supportive inputs such as financial support, training in managerial skills, cooperation from parents cum school communities and availability of key Ministerial documents and guidelines. It was the contention of the researcher

that if supportive inputs were adequately available and properly allocated by School Boards, the end result would be adequate fiscal, human and physical resources; enough funding, adequate school buildings and furniture and more teaching and learning materials in schools needed to support growth and quality education delivery.

1.8 Delimitation of the Study

The study was delimited to Bukoba Municipality in Kagera region and within the area of the study only eight (8) community secondary schools were selected. For every school respondents picked were restricted to School Board members, heads of secondary schools, ordinary classroom teachers, and parents as community members, local leaders and politicians as well as the Bukoba Municipal Council workers. These were considered to be the most potential groups at the grass-root level and from whom adequate and reliable information on the subject could be obtained easily and with confidence. The methods employed were limited to three; interviews, field observations and documentary reviews.

1.9 Operational Definition of Terms

Assessment: Best & Kahn (1993) defines assessment as a fact finding activity that describes conditions that exist at a particular time. In the context of this study, the researcher intended to assess the value and amount of success and or failure of secondary school boards in accomplishing the tasks assigned to them. **Performance:** Draft (2000) defines performance as attainment of organizational goals having used the resources available in an efficient and effective manner. So in the context of this

study the term refers to the level of achievement or failure of school boards to mobilize and acquire effectively the necessary supportive inputs be it fiscal, physical or human resources. School Board: URT (1995) defines the term to mean bodies of people with authority in the administration and management of schools. They are bodies responsible for management, planning, finances, discipline, security and quality enhancement of the schools or institutions under their jurisdiction.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains presentation and discussion of literature related to School Boards' performance in ensuring the physical and material development of secondary schools in Tanzania. The review aimed at shedding light on what is known and what is not known as regards the School Boards performance in their managing of physical, human and fiscal resources in schools. Apart from exploring the managerial functions of school boards, the review of literature culminated in establishing the research gap that was to be filled by this study.

2.1 The Concept of School Management

Quality education provision in any country requires among other things, effective education system, which in turn demand quality management and administration of education functions at all levels. Quality management of schools is considered effective and efficient when it involves and interlinks with greater participating partners and other education stakeholders. With this belief and attitude, the Government of Tanzania decided to make deliberate efforts to strengthen school management and leadership through decentralization of school management and leadership.

Quality education provision in any country requires among other things, effective education system, which in turn demand quality management and administration of education functions at all levels. Quality management of schools is considered

effective and efficient when it involves and interlinks with greater participating partners and other education stakeholders. It is also believed that Managers are only likely to perform and deliver if they adopt certain basic managerial philosophies, skills and styles that kindle organizational performance in a more effective and efficient manner (Binde,1998). Always there is a need for appropriate degree of centralization or decentralization of authority depending on the nature of the tasks in hand and ability of personnel in question.

The contention was that management being essentially an integrating activity, permeates every facet of the operations of an organization and that community participation through School Committees and Boards is said to improve the governance and management of schools as well as increase the people's sense of schools' ownership (Mullins, 2006). With this belief and attitude, the Government of Tanzania decided to make deliberate efforts to strengthen school management and leadership through decentralization of school management and leadership.

2.2 Forms of Decentralization

Decentralization has been defined differently by different authorities. For this study the concept is taken to mean the transfer of authority and responsibility for public functions from the central government to subordinate or quasi-independent government organizations and/or the private sector (Wikipedia, the Free Encyclopedia). It is the process seeking to redistribute authority for planning, financing and management of public functions closer to the people and among different levels of governance. In community based schools it includes dispersal of

administration or governance down to the lower grass-root level such as parents and School Boards. Mosha & Dachi (2004); Winkler (1994), identify three degrees or forms of decentralization namely deconcentration, delegation and devolution.

Deconcentration is the first form which is defined as a process through which the central authority establishes field units, staffing them with its own officers. It seeks to redistribute decision making authority and financial and management responsibilities among different levels of the National Government. This can also merely mean shifting responsibilities from the officials in the capital city to those based in the regions or districts. As such great decision making authority and financial and management responsibilities in deconcentration remains under the control of the central government. This can also merely mean shifting responsibilities from the officials in the capital city to those based in the regions or districts. Because deconcentration does not transfer any significant authority to sub-national governments, it is regarded as the weakest form of decentralization. Some scholars have however warned that education deconcentration is unlikely to lead to potential benefits of education decentralization Mosha & Dachi (2004)

Second is Delegation that implies a stronger degree of power in decision-making at the local levels though basically power rests with the central authority. Through delegation the central government transfers responsibility for decision making and administration of public functions to semi-autonomous organizations not wholly controlled by the central government, but ultimately accountable to it. Under this approach, the Central Government delegates or lends decision making authority and

administration of public functions to lower levels of government or to semi-autonomous organizations with the notion that what is lent can as well be withdrawn. In educational context, the elected officials can be Regional or District officers who comparatively would exercise a stronger degree of decision-making at the local level than it would be in deconcentration.

Devolution is the third form administrative decentralization whereby the central governments transfer authority for decision making, finance and management to quasi-autonomous units of local government or councils. Devolution of education management involves transferring of service delivery and responsibility to lower levels of government such as regions, municipalities/districts, divisions and wards. Devolution is in theory the highest level of decentralization because it assumes complete independence in decision-making authority from the centre because it transfers authority for decision making, finance and management to quasi-autonomous units of local government. Also, unlike the earlier mentioned two types, it allows local governments to elect their own functionaries like councillors, to prepare budgets and raise revenues in recognized geographical boundaries in which they operate.

Winkler (1994) observes that the success or failure of devolution of educational management devolvment would depend on two aspects; empowering the stakeholders through training on one hand, and provision of technical assistance accompanied with enabling support to School Boards on the other hand. Binde (1998) in support of the argument puts it that School Boards are only likely to

perform and deliver if they adopt certain basic managerial philosophies, skills and styles that kindle organizational performance in a more effective and efficient manner.

2.2.1 Why Devolve Education Management?

There have been four main arguments justifying the reasons as to why devolve powers for educational management to School Boards in Secondary Schools. Firstly, devolution of powers from central government to lower levels is due to central government lacking detailed knowledge about the local geographical needs and cultural conditions of the people in their localities. It is argued that the central governments have increasingly been unable to manage, control and provide quality education to the youths. The inherent logic is that National policies and National implementation strategies are not only always set in environments that are very far from the people but also that they are foreign and alien to the users, based on a one size that do not fit all. The option to use School Boards for management at school level is thought to be appropriate because:-

First, as Mosha & Dachi (2004) puts it devolving school management and administration powers to lower levels, schools would be run in more efficient and effective manner for improved service delivery. It is believed that bringing decision making organs closer to the people facilitates access and avenues for hearing people's problems, practicing better management planning and observing effective budgeting sessions for schools' developments.

The second reason is that units at lower levels in school management structures enhances peoples' commitment and accountability which may ensure better

allocation of resources and services in a reasonable and equitable manner. Mosha & Dachi (2004) further elaborates the concept, insisting that devolution of powers to lower levels has the meaning that units at lower levels of district councils, school communities and boards shall have more responsibility and accountability for the schools' administration and management. This would imply that School Boards as organizational units would then be charged with duties and responsibilities of managing school finances, planning for school economic projects, provision of school physical facilities and maintenance of security and discipline of their schools.

Thirdly, the process of involving the lower levels in the provision of Secondary education is thought to have its significance in the sense that it improves democracy and enhances community school ownership. Nguni (2005) argues that stakeholders who identify closely with the objectives of the school and who are better informed about the school circumstances are more likely to willingly participate in planning school resource acquisition and utilization. Also involving the people at the grass root level in decision making process is a democratic process which at the same time increases the sense of ownership of the planned activities at the council, community and school levels.

The process would finally lead to improvement in decision-making; thereby contribute to the development and enhancement of democratic practices and equitable behavior in the distribution of available resources in the community. This would also grant parents more say on how their resources are to be spent. As a result, parents and communities would tend to show great commitment to their children's schooling by paying several fees and providing practical support

depending on mobilization and motivation inputs by the schools' management and school boards.

Fourthly, it is also accepted as true that involving the local community; parents and other education stakeholders in school management and administration, enhances people's accountability, transparency, effective communication and sustainable education delivery for better performance (Balwitegile,1990). As such it is therefore implied that efficient and effective management and administration at the grass-root levels become the cornerstone of school organizational effectiveness and change. However, effective management is by nature active, theoretical, complex and multidimensional encompassing organizational arrangements and processes that require a range of skills and knowledge so as to execute work at minimal costs but with maximum profit (Draft, 2000; Yukl, 2006).

The contention is that management involves development of skills and strategies for information processing, communication, planning, resource allocation, decision making and broad thinking, innovative and thinking big. Both Kisenge (1993) and Gupta (2006) agree with the logic that a manager with human skills would have added advantage because such a leader would be interacting freely, motivating the subordinates, facilitating work to be done and completed, leading others, communicating effectively, resolving conflicts and encouraging participation of subordinates in a range of organizational activities.

School Boards have managerial functions and are therefore expected to realize and accomplish desired tasks so as to make schools grow, develop and excel in the

teaching and learning tasks and processes. It is therefore important that School Board acquire all managerial skills essential for their day to day performance when executing their duties. Effective management of secondary schools however, would always demand the integration of all available resources which support school development; with supportive inputs from the teaching staff, heads of schools, parents and all larger school communities.

2.3 School Boards in Tanzania

The school boards were established by the Education Act No. 25 of 1978 – section 39(3). The rationale behind was to institutionalize a sound administrative and management system of secondary schools in Tanzania to ensure an increased sound community opinion generally in all school affairs. The purpose was improvement in delivery of education services through community involvement. As a result the country has witnessed large scale education reforms taking place in the country since the mid 1990's and early 2000's. The Education and Training Policy document (ETP, 1995), categorically stipulated the major changes desired in the overall system of education practice and education delivery in Tanzania.

The major aims were to achieve increased enrolments in schools, equitable access to schooling opportunities, quality improvements of the structures in schools, expansion and optimum utilization of the facilities available in schools as well as improved operational efficiency throughout the education system (ETP, 1995). The policy also aimed at enhancing government-private partnership in the delivery of education, broadening of the financial base for cost effectiveness of the education

delivery, and streamlining education management structures through the devolution of authority to schools, local communities and Local Government Authorities. The Sector Development Programme (SDP) of 2001 revitalized the (ETP) document and its inputs by shedding more light on what was envisaged and desired through the policy of Decentralization by Devolution.

The Secondary Education Development Program (SEDP) of (2005-9) was a natural sequel of ESDP, the blue print for better education practice and service delivery; realization of improved enrolment, increased capacity building of teachers/personnel and strengthening institutional arrangement. Under SEDP, the school boards were binding and expected to deliver and ensure good management and administration practices in schools for quality delivery. This was envisaged to be a proper approach in enhancing School Boards to be autonomous and become more responsible for improved academic progress, academic achievement and enhancing practical competences of the learners (Nguni, 2005).

The current educational reforms are continuing to devolve the central government functions by transferring authority and power for decision making to quasi-autonomous units of local government and the school boards. It is of no doubt that new and current educational reforms are still necessary for the improvement of school structures and education service delivery. As pointed out earlier, it is at this grass root level, where most of the schools' activities both for the teacher and the learner would be directed and where a range of interacting roles, tasks and responsibilities of pupils, teachers, school boards, and the larger school community

would be delineated. It is also at the grass-root level where all inadequacies once discovered could possibly be quickly rectified.

Embedded in the current educational reforms are new processes, strategies and structures down to the grass-root level, which school boards need to access and operate with. These new structures will surely demand from community and district authority supportive inputs to the School Boards which may include; knowledge and working skills, information and good power relations, decision making strategies, greater accountability and influence among the board members and other stakeholders while assuming responsibilities, delegating powers, managing resources and being accountable to schools (Nguni, 2005).

Masanja (2003) stresses that good school governance and management for quality education delivery would demand School Boards to involve various stakeholders in many issues and areas of their concerns that would be of necessity to improve participatory democracy, community involvement in school affairs, legitimate power and power relations and validate their various functional roles to different community categories. To affect the idea of educational reforms envisaged by the government, school boards were established in each secondary school that was established and registered by law. The idea was that the management of all schools would be vested in the hands of local authorities and schools in the sense that School Boards were to manage schools, be responsible for development planning, financing of schools under their jurisdiction and maintaining school discipline (URT, 2002).

Thus through the Education Act of 1978 with its amendments of 1995, School Boards were made legal entities mandated and entrusted with several functions of performance. As such School Boards were to integrate schools with the communities which they served, promote the welfare of the pupils and teachers in schools and make schools to be attractive centers for the provision of education. URT, (1998) asserts that the decentralization of education management to the lower levels and organs aims at the provision of more opportunity and powers to the community and school boards to be more responsible in managing their schools instead of sitting down waiting for instruction and directives from higher level organs. The Act aimed at empowering school communities and School Boards to become more responsible and answerable in managing the schools in the communities they serve.

However, studies show that practical School Boards' empowerment, authority and autonomy have been too theoretical. URT (1998) argues that education was not effectively managed because the school organizational structures put in place did not clearly define the specific functions and particular roles of each individual among the actors and players such as members of the school board, parents, school teachers, district council's officials and local politicians. Balwitegile (1990) has also conceived that School Boards have gradually become inactive and indecisive in action and implementation, due to absence of clarity, specifications and transparency in school management procedures, discipline issues, finances control , academics and human resource management.

It has generally been pointed out that some management weaknesses of school boards have been unveiled through their failure to involve and bind the community

together to participate in the realization of development projects in schools. More so, the management and administration of education and training institutions in Tanzania has to a large extent been claimed to continue being in the hands of heads of schools who continue to exclude communities from participation and involvement in their schools management styles. No wonder then that the Education Circular No. 22 of 2002 was issued by the government through the Ministry of Education as remedial measures for countering unsatisfactory trends of School Boards. It aimed at specifying and spelling out the managerial and administrative powers of School Committees and School Boards, as deliberate moves and strategies to strengthen the organs entrusted in the management and administration of secondary schools.

However, these attempts to improve education provision through participation of local community in management administration of schools, particularly in decision making processes since the inception of SEDP in 2004 need to be assessed so that they can be strengthened . It is the researcher's contention that since the launching of SEDP School Boards were supposed to be strengthened through deliberate training programmes in management skills, economic planning and financing as well as materials management so as to increase members' awareness, confidence, knowledge and skills to execute their powers more efficiently.

2.4 School Boards' Management of Physical Facilities

One of the School Board's indicators of good performance in school management is its ability to secure educational physical facilities for the school. Academic needs of the students have to be supported by the adequate provision of school infrastructures

that facilitate teaching and learning process. These may include provision of desks, books, classrooms, toilets, teachers' houses, laboratories, sports gears and library.

The school board in collaboration with the head of school and the neighbouring school community has the duty to ensure the availability of these facilities in adequate numbers and quality. But their availability has to go hand in hand with assurance of their proper maintenance and repair so as to ensure proper utility for educational goals and objectives (URT, 2007). The emphasis here is that academic achievement in schools can only be realized if and only when schools access required physical facilities such as teachers' houses, classrooms, desks and other physical facilities through improved infrastructure. Sayi (1993) has noted that quality education achievement through enhanced teaching and learning process was facilitated by the availability of physical facilities; teaching and learning materials together with adequacy in buildings.

Lekalakala (2006) emphasizes that school achievement and quality in education provision partly depends on the availability of school facilities. He insists that School Boards were responsible for ensuring that all physical facilities were adequately available and that they were kept safely and in good order, while the practice of general rehabilitation and repair of classrooms and furniture was to be regular practiced. Also he claims that schools were to be trained to handle with care all new and old acquired books, equipment and buildings and protect them against insects, rodents, direct sunlight, rain, thieves and all malicious destruction. With such reasoning therefore, the researcher intended to conduct the study so as to assess

the performance of School Boards in managing to acquire the required facilities in schools for quality education enhancement and delivery in the country.

2.5 Fiscal Resource Management by School Boards

URT (2001) asserts that the decision of devolving powers of school financial management to school boards, districts and communities, requires School Boards to acquire financial management mechanisms and training. The study would need to answer the question whether School Boards were usually made aware of the financial regulation before they were assigned duties to manage school revenues like capitation grants, development grants, and capacity building grants, school fees and other contributions from parents. Much depends on the context in which the process of decentralization is undertaken. This includes, among other things, political will and support, local financial power and management capabilities.

URT (2001) also affirms that the role of School Boards include budgeting for school development, management and monitoring of funds and preparing financial reports for submission to the village /mtaa committee, the local government authority and other education stakeholders. URT (2003) report shows that PEDP and SEDP projects have increasingly and significantly made available to schools the central government funding as capitation on the bases of total schools' enrolment. This has called for more significant concerns of School Boards to acquire necessary gears and skills to enable them perform their management functions for total schools' development and growth. So, one reason for this study was to assess School Boards' performance mechanisms in managing schools for total growth and development of

the schools they owned.

2.6 Experiences from Existing School Boards

In this study the researcher was also interested to assess the level of community participation in school activities and projects. Winkler (1994) accepts that engagement of community in a wide range of school activities is a catalyst to school development for that it strengthens school management and enhances school community partnership. This was prompted by the contention that community participation in schools' development activities had mainly remained to be marked areas of construction and repair of school buildings and furniture as well as in the purchase of supplies (Lekalakala, 2006). Observations made as regards to the implementation of the Education Act No.25 of 1978 and its regulations of 2002; do not make it explicitly clear whether the system of operation which involved structures of school administration in Tanzania placed school governance and administration wholly resting in the hands of the School Boards.

Mulengeki (2004) dwells almost on the same issue and he doubts School Boards' competences in planning and monitoring of school activities. He targets both rural and urban placed School Boards and makes a comparative assessment of their levels of performance and competence especially in school planning, budgeting and envisioning the future. Etutu (2004) perceives that some School Boards appear to be ineffective and the indicator is that in such schools, the heads are left freely to dominate decision making processes. It is so because school boards have been found to have no access to important government documents including Staff and

Ministerial Circulars and Education Regulations such as the Education Act No. 25 of 1978 and its amendment No.10 of 1995, the Education and Training Policy of 1995 and the National Corporal Punishment Act of 1979, all of which were found to be unfamiliar to both the heads of schools and school board members.

The researcher thus wanted to find out whether the phenomenon regarding School Boards' management competences cannot be of significance as a feature that could weaken the School Boards' management structures and thus render them ineffective and toothless to orchestrate important school management reforms.

2.7 Research Gap

The studies that the researcher has referred to, so far only shed light on the functions of school boards, but do not address the issue of their performance making schools develop and grow to some height. The study aimed at assessing School Boards initiatives and skills in ensuring adequacy, effectiveness and efficiency in the management of educational resources; be it physical, financial or human in nature. But also the researcher found it necessary and important to assess the issue of School Boards' functioning competence in the current decentralized education management and administration structures after devolvment of powers from the central government down to the grass-root levels.

The study had therefore one other aim of establishing the level of school boards' performance in managing to mobilize parents and other community members and make them pay for the schooling of their children. Kisenge (1993) shows that School Boards have been ineffective and weak in enhancing quality education in Tanzania.

URT (2001) also observes that School Boards were not active and that they lacked clarity of their responsibilities, authority, transparency, legal powers and mandate. Kiwia (1995) justifies why school boards continue to perform poorly. He mentioned two reasons; low level of education and poor communication. Binde (1998) attributes boards' poor performance to first lack of autonomy while attending to their duties in schools and secondly that of ignorance about many of the education circulars and regulations.

URT (2001) makes a general observation that School Boards failed to perform because they lacked three things: lack of clarity about their responsibilities and powers; lack of legal mandate; and lack of transparency. The government is quite clear on its policy as regards to institutionalization of School Boards as documented in the Act and elaborated in circulars and regulations. As School Boards were established by law, heads of schools were to regularly remind themselves of the need and importance of ever keeping the School Boards alive, functioning and in place.

Nguni (2005) concludes that Tanzania educational reforms being of large scale and directed towards raising education quality, calls for efforts of school based management, which would orchestrate as well as guarantee the success of the change process which is needed in the current school reform initiatives. But at the same time he accepts the truth of the fact that the success of decentralized education system in which the school boards operate is faced with fiscal constraints and limited resources and that effective school leadership can be seen as the key variable to guarantee the success of the reform agenda in Tanzania. Basing on the above challenging and

contradicting perceptions and views, the researcher intended to find out whether School Boards should consistently be considered viable instruments of change in schools and whether the decentralized education system should continue banking on them for schools' whole development and survival without forging out ways of empowering them to perform.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The chapter contains description of the methods and procedures which the researcher employed in carrying out the study. Specifically it provides information on the research approach, research design, target population, sample and sampling techniques, research methods, validity and reliability of instruments, and lastly the challenges and lessons learnt from the field.

3.2 Research Approach

Research Approach in Research design refers to and covers the general orientation and conduct of the social science research (Bryman, 2004). There are fundamentally two different research approaches; one is qualitative and the other is quantitative in nature. Because the researcher wanted to provide an over view assessment of school boards management efficiency in Bukoba Municipal Community Secondary Schools, qualitative method was mainly employed. This was intended to give a broad range of non-numerical measurements of events, people and factors that influence the subject matter at hand.

3.3 Research Design

Bryman (2004) defines research design as that framework the researcher utilizes to guide the collection and analysis of data. The researcher opted for survey design because his motive was to make an inquiry and study of contemporary issues from a large population that could provide an analytical frame of adequate fact base for

further studies. The study was to describe and assess the scenario of School Boards' management and administration practices, in a decentralized school system as portrayed by the respondents.

This was thought to be appropriate for the researcher to capture the current experiences related to school boards' management practical skills, their vision and powers as they manage schools and make things happen in areas of their jurisdictions. The researcher was of the view that the study would provide an optional basis to answer well the research questions. Furthermore, the study covering a relatively larger area would simplify the researcher's work of gathering information from the mouths of the most required and responsible respondents. This would enable the researcher to verify whether School Boards were performing their prescribed duties as agents of change in schools.

3.4 Area of the Study

The study was conducted in Bukoba Municipal Council which is the capital town of both Bukoba District and Kagera Region. The Municipal Council lies between latitudes 1°06'0" to 1°08'42" south of the Equator and between longitudes 31°16'12" and 31°18'54" East of Greenwich. It has a total area of 80 square kilometers and its population according to the 2012 National Census results is 128,796 people with annual growth rate of 4%. Of the total population, 66,275 are women while 62,521 are men (National Bureau of Statistics, 2012). Bukoba Municipal Council is comprised of fourteen (14) wards with a total of 30 secondary schools of which nineteen (19) are government schools while the rest eleven (11) are privately owned.

The Bukoba Municipal Council is composed of fourteen (14) wards and they are Ijuganyondo, Kibeta, Rwamishenye, Kagondo, Nyanga, Buhembe, Nshambya, Kahororo, Kashai, Bilele, Bakoba, Hamugembe, Miembeni and Kitendaguro. The council has a total number of twenty nine (29) secondary schools of which nineteen (19) are government schools while the rest ten (10) are privately owned. Bukoba Municipal Council was picked for the reasons that the researcher is currently an employee of Bukoba Municipal Council. In such a case it was considered appropriate because such a choice would enable the researcher simplify work of data collection and make it easy for him to access different official documents and information from the council, thus minimize restrictions.

3.5 Target Population

The targeted population in this study involved mainly informants from members of School Boards, heads of schools, classroom teachers, parents with and without children in schools, local politicians including the councillors and Municipal council workers. These were thought to be the most potential groups of informants at the grass-root were rich in experiences, knowledge and data.

3.6 Sample and Sampling Techniques

The study was conducted in only government community owned secondary schools, which were the only target. This coverage constituted about 40% of all registered community secondary schools. In the study, the sample included a total number of 48 informants. Sampling was deliberate, purposive and non probable.

The qualitative approach was useful in this study because purposive sampling that was predominant enabled me get informants who were rich in information and data related to the question at hand. The methods also enabled the informants to explain their experiences and feelings using their own words and other non verbal expressions. The other rationale behind my choice of this methodology was that it seemed more likely to assist in answering the research questions formed.

The researcher considered target population to be possible units of interest to the study and to whom possible and reliable information about the study could apply. The instruments in application were such that could handle better the research questions and be able to give reliable, valid and sufficient information needed. Sampling for proportionality was not the researcher's primary concern because the targeted respondents were those who were thought to be very rich in contemporary information on the subject. As Creswell (1998) puts it that the goal in qualitative research is to collect rich data in order to present the accurate reality even if the data is from a single entity. The study included 8 heads of schools; 8 schools' chair persons; 8 local politicians, one from each of the sampled wards; 16 other education stakeholders, from the council and schools' community and 8 ordinary school teachers, at least one from each of the sampled schools. The total number of respondents was thus forty eight (48), the figure which was considered enough and appropriate for the study.

3.7 Data Collection Instruments

In this study, three techniques of gathering and collecting information were deliberately employed namely interviews, documentary reviews and field

observations. These were employed so as to allow the researcher to countercheck information and data gathered using one given instrument. This aspect notwithstanding, the other aim was to increase the desired credibility and reliability of data collected using single instrument. This facilitated triangulation of information and data gathered using various sources.

3.7.1 Interview

The study employed interview method in which the researcher initiated face to face contacts and collected the information from selected respondents. The interviews carried out were both in form of direct personal investigation and indirect oral enquiry which even involved cross-examining people thought to have abundant knowledge about the subject matter in question.

The study used un-structured and semi-structured interviews to gather information from different respondents because the researcher aimed at obtaining deeper information from the informants. Semi-structured interviews were purposively used to provide an opportunity to the researcher to freely ask questions and in case of need be able to probe further into issues that needed clarification. So, by allowing such flexibility of asking and being asked supplementary questions, some aspects of great value for results interpretation were considered and included then and after. Patton (2002) argues that semi-structured interviews enable the researcher to capture individual informants' experiences and opinion, which form the basis of the findings.

Interview sessions that purposely involved face to face contacts and interactions, enabled the researcher to elicit views and feelings from informants regardless of

their personal ability, educational level or even their language proficiency. Respondent's characteristics, situations and verbal language expressions were often of great value in interpreting the results because even gestures and words for instance could cement the non formal observations made. The researcher administered open ended interviews and semi structured questions to all informants; school heads, school board members, parents, community members as stakeholders and ordinary teachers. The aim was to find out from them those things beyond the researcher's observations, feelings, thoughts, and intentions that take place at some time. Patton (2002) rationally and logically concludes that we interview people to find out from them those things we cannot directly observe and that we have to ask people questions about those things.

Semi-structured interview enabled me to capture individual informants' experiences which formed the basis of the study pertaining to performance of School Boards. The aim was to give an opportunity to informants to provide their views and experiences freely. Interviews involved face-to-face sessions which enabled the researcher to capture informant's views and feelings from even non verbal expressions like gestures and body language.

Through interviews respondents were able to reveal whether or not school boards interact and involve parents; whether or not the larger school community was being involved in school development activities and whether or not school boards were properly managing school resources and facilitating the implementation of school curriculum. Of interest also to the researcher, was to know from the respondents

whether or not it had always been easy for the school boards to regularly and effectively communicate new development ideas to parents and the larger school community through ordinary discussions and parents' meetings .

3.7.2 Documentary Review

Bryman (2004) refers to the term 'documentary review' as any written or recorded material which is not prepared for the purpose of the inquirer. So by this method the researcher wanted to gather two types of information; primary and secondary. Primary documentary sources included original reports collected from first hand source on how school boards managed the financial contributions, material purchases and building constructions in the schools while secondary source of information were extracted from books, pamphlets, articles in journals and reports which do not bear any direct physical relationship with the inquirer, but which shed light on the subject. Others included development projects and activity action plans, school budgets and financial receipt and expenditure documents, minutes of various meetings and records of School Boards' meetings. One advantage from this method of data gathering was that documents do not change overnight and that once documented they could serve longer and regularly be reviewed as need be.

3.7.3 Field Observation

Non-formal observations were also conducted in the field. The intention was to observe the real situation in schools pertaining to performance of School Boards in ensuring good management of schools and their resources. The use of field observation was the right option of the researcher because as Patton (2002) puts it

the method uses data which other methods such as interviews and documentary review cannot do with much perfection and validity.

The researcher's own and direct investigation on real school development activities, and programmes in schools visited, was an eye opener which at same time facilitated assessment of School Boards' management competence in making things to happen. Whenever the researcher went to schools for data collection, eyes were open to see and affirm development of infrastructures, finance management transactions and control mechanisms together with resource management strategies.

In the process direct assessment of the quality and magnitude of schools' projects was done to validate the aspect of value for money in the implemented projects. The researcher had time to walk around the schools' compounds taking note of whatever was needed to be covered in the study.

3.8 Validity and Reliability of Instruments

The two concepts of "validity" and "reliability" have generally been referred to by various authorities as method performance characteristics in research works that help to verify that the product or service meets the needs of its users; a system checkup to verify or validate the performance specifications of the research instruments under current environmental conditions (Patton, 2002).

Validity is referred to as that quality attached to an instrument as to verify accuracy, correctness, truthfulness and righteousness. In order to achieve validity in this study, the researcher first employed triangulation as a multiple source of data collection and

through which multiple comparison of data was done through the use of three different methods including interviews, documentary reviews and field observations. By this strategy the researcher was able to rule out contradictory statements, biases and influence of the respondents. The strategy was also used by the researcher to ensure that all the instruments prepared were checked by both the internal research supervisor and fellow study group students who refined more the instruments of research study.

Reliability refers to the degree of consistency demonstrated in a study (Patton, 2002). Because the use of this approach in research and testing depend on specified instruments, the researcher employed these instruments after they were pre-tested in two community secondary schools, one from the town proper and another from the town periphery schools. The aim was to find out if the instruments could apply when used by different researchers at the same area and time or by the same researcher at different areas and time.

3.9 Data Analysis

The data collected were analyzed to suit the theme of this study; assessing the performance of school boards in Managing Schools in a Decentralized School System in Tanzania. In so doing assessment was done to find out whether the amplified data were responding to the research questions and that they were to meet the intended objectives before the results were discussed. Eventually the findings were organized into the proper order and a comprehensive report was written adhering to the series of specific objectives which guided the study.

3.10 Summary

The logic behind education decentralization in Tanzania, as Mosha & Dachi (2004) puts it, was meant to enhance and promote democratic and popular participation of people for broad based collaboration and mobilization of educational resources. School Boards as institutional organizations were ideally instituted by law with a view of facilitating effective and efficient school management as well as enhancing the people's sense of schools' ownership.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The research findings are presented, analyzed and discussed in this chapter. The findings are presented in respect to the three tasks with respective related research questions. School Boards' Innovative Initiatives to enable schools to acquire adequate physical facilities. Under Research Task One the researcher intended to find out the strategies which school boards employed to ensure that schools were adequately equipped with physical facilities. The guiding question was: - *what are the strategies that the School Board employs to ensure that there is adequate and quality supplies of the physical facilities?* The research question aimed at examining strategies employed by school boards in ensuring that community secondary schools had adequate physical facilities, including classrooms, teacher's houses, administration blocks, toilets, books and other teaching and learning materials.

The question was based on the fact that among the many tasks assigned to school Boards was to see to it that schools have enough physical facilities. The Education Circular No. 22 of 2002 directs school boards to have managerial and administrative powers to ensure that schools had adequate physical facilities to enable schools look ideal and deliver. The logic behind was that School Boards by law were legally entrusted and mandated with the duty to equip secondary schools with enough physical facilities. So, this study wanted to assess the extent to which school boards were ensuring schools in their jurisdictions to have adequate physical facilities that would effectively and efficiently facilitate the teaching and learning processes.

Credit was to be given to the school boards who exemplified innovative initiatives and skills in planning, budgeting and resource mobilization for total schools' development.

Through interviews done with all sampled groups it was revealed that in spite of the fact that school heads were not working out school budgets together with their School Boards, poverty lingering around people's necks was another big problem. The interviewees in all schools listed the following five sources of school income according to priority or importance as follows:-

- i. School fees and other school contributions as per joining Instructions.
- ii. Government funding through capitation and development grants.
- iii. Donors funding chipped in through organizations such as TASAF, TEA, CIDA, UNICEF, MacMillan Printers, financial banks and communication media bodies such as Air-tel and Vodacom.
- iv. Fund-raising collections from organized parents meetings or gatherings.
- v. Self-reliance school income generating projects.

Personal observation in schools together with review of office documents did not correlate with respondents' views through interviews. Instead it was revealed that schools were dependent mainly on two reliable sources of revenues which were:-

- i. Government funding disbursed in secondary schools as Capitation and Development Grants.
- ii. School collections as fees and other payments for school construction, mid-break meals, furniture, academic related activities, field excursions

and others.

Table 4.1: Respondents views on the Strategies used to acquire Physical Facilities in Schools

Strategy	Heads of schools	Board chair-persons	Teachers	Parents/ Community	Local Political Leaders
Government Funding	1	1	1	2	1
Community contributions	2	2	1	4	1
Self-reliance Projects	4	4	4	4	4
From other Donors	3	4	4	4	4

Key: 1-Very Reliable; 2 Reliable; 3- Casual; 4- Never Reliable.

Source: Field Data, December 2012

Heads of schools complained that the Government was sending little money to schools as capitation grant and that schools were sometimes failing to put the allocations to any viable use. Donors' funding was observed in 3/8 schools, community contributions through fund raising was also verified in 3/8 schools of which the money contributed covered academic and classroom related activities like tuition fees, academic tours and graduation ceremonies. None of the contributions

were to cover school constructions, purchasing of construction materials, and purchase of class-room materials. The researcher verified that in all schools there was acute shortage of furniture in classrooms and that there were no plans of action by school board and school administrations as a whole to rescue the situation in future times.

During school visits, only two (2) schools out of eight (8) were found with viable self-reliance projects and had self-reliance financial records in books of accounts. Although the Education and Training Policy (1995) document guides and directs schools to engage in income generating activities for financial stabilization and substitutes, the situation in schools was the opposite. Even in the two schools that championed economic projects, the total income generated from the projects was very meager (below Tsh. one million per annum) while school enrollment was exceeding five hundred (500) students. The marginal profits from the projects were also too low to make any useful impact in the schools.

The situation was more worrying in a school in which neither the School head nor was the School Board chairperson able to explain why have school economic projects never been put as agenda in school board meetings'. It was revealed in schools visited by the researcher that seven out of the eight schools under study lacked the major building infrastructure including classrooms, teachers' houses, laboratories, administration blocks, toilets and sports grounds. Only one out of the eight schools (1/8) under study had budgets for itemized school building structures. Also from the visits the researcher learnt that for the past four to five years, no major school construction projects had taken place in any of the Municipality schools.

Table 4.2: Secondary School Furniture Status in Government Schools, 2011/12

Name of School	Students' Chairs and Tables (Sets)			Teachers' Chairs and Tables (Sets)		
	REQ	AV.	SHORT	REQ	AV.	SHORT
A	80	45	35	12	2	10
B	273	209	64	22	9	13
C	781	820	Nil	65	50	15
D	360	348	12	30	10	20
E	900	841	59	31	10	21
F	434	413	21	18	11	7
G	600	598	2	30	12	18
H	96	83	13	16	4	12
TOTAL	7473	6527	985	452	223	229

Source: TSS 1-8 Consolidated Report Forms, March 2011

The findings by the researcher were not different from Mulengeki (2004) who observed that although the Education Circular No. 22 of 2002 directs school boards to have managerial and administrative powers to ensure that schools have adequate physical facilities the actual school situation revealed in-competences in School Committees for planning, budgeting, monitoring and evaluation of school activities.

Table 4.3: The Status of School Buildings and Furniture in Bukoba Municipal Schools in 2011

ITEMS	REQUIR ED	AVAILA BLE	SHORTA GE	% AVAILAB LE
TEACHERS' HOUSES	350	82	268	23.4
CLASSROOMS	250	171	79	68.4
STUDENTS' TABLES	7473	5833	1640	78.1
STUDENTS' CHAIRS	7473	6527	946	87.3
PHYSICS LABORATORY	21	5	16	23.8
CHEMISTRY LAB.	21	7	14	33.3
BIOLOGY LAB	21	6	15	28.5
PIT-LATRINES	469	230	239	49.0
ADMIN. BLOCKS	19	6	13	31.5
HOSTELS	19	5	14	26.3
SPECIAL ROOMS(GIRLS)	19	1	18	5.3

Source: BMC-TSS 1-8 Forms, March 2011

4.1.1 School Boards' ability to acquire School Physical Facilities

School Boards were also not different when the researcher assessed their ability in enabling schools to acquire adequate physical facilities for schools. Data in Table 4.3 shows great disparity in terms of needs and supply as far as school needs in Bukoba Municipal schools are concerned. Further enquiry during interview as to the reasons why School Boards were failing to construct and furnish school buildings appropriately, one interviewee had this to say:-

.....You can imagine how politics can retard people's development! Some politicians do use political plat-forms to misguide and confuse people they lead on issues related to development projects. Had it not been for the tireless efforts of the then regional government leaders many of the community schools built and started in 2007 would have remained a dream.

The researcher interviewed 8 heads of schools, 8 local politicians, 8 school boards' chairpersons, 16 ordinary education stakeholders, and 8 school class-room teachers. The observation was that school boards' performance in acquiring physical facilities in community secondary schools was unsatisfactory as it was found that many of the schools were less equipped with the necessary facilities needed in a school. The visits made by the researcher to schools revealed that there was less effort put by School Boards to facilitate schools with adequate teaching and learning facilities in Municipal Community Secondary Schools.

Table 4.3 on the previous page shows how Bukoba Municipal Council experiences shortages in infrastructure. The researcher learnt that 1/8 of the schools had enough desks and chairs and that it was only in one school where many of the teachers were residing in teachers' houses, which though now look old and dilapidated because they were inherited from the other and previous land occupier. Another observation noted was that all schools had acute shortage of toilets for both boys and girls. One school for example was found to be using only six pit latrines for both sexes for a total population of 226 students. This generally stood at the student ratio of 1:38. The current Educational guidelines by the Ministry of Education and Vocational

Training directs and demands that school pit latrines be at the student ratio of 1:25 for boys and 1:20 for girls. Yet, not a single school among those visited by the researcher was found to meet the conditions laid by the Ministry.

The School Board documents and the parents' meeting minutes did not show that construction of pit latrines and rehabilitation undertakings had ever been put as agenda in meetings of staff, parents and school boards. Only one out of the eight visited schools had minutes of the school boards' meeting with an agenda on the issue but there were no deliberation made on the issue. It was evident therefore that the issue of school health and hygiene was given little attention by the school management and administration including the school boards. When School heads were interviewed on the recruitment and retention of teachers, they unanimously agreed that teachers' retention was a problem because nearly all newly recruited teachers were not allocated houses in schools to live in.

It was also aired from both teachers and members of the school board that some young teachers posted in schools recently from 2009 to 2011 were no longer in their stations of work. It was said that some teachers move out of their located schools without notice and that they go to some unknown places. Members of the School Boards were all not happy with the situation and were really grieved because the actual situation in schools did reflect signs of credit on the part of School Boards. It was obvious that their performance in facilitating conducive environment and continued support for teachers especially those on first appointment was not sufficiently enough.

An interview with one School Board member as education partner showing their concerns on shortage of teachers in schools remarked as follows:-

.....to a certain extent classrooms in our schools have been built though not yet enough and in total completion. Serious problems now include the absence of the teachers' houses because many teachers are staying very far from the schools they teach and are renting houses, many of which are poor in quality and very far from their working stations.

Table 4.4: Availability of Teachers' Houses in the Eight (8) Community-Based Secondary Schools

	SCHOOL NAME	CONSTRUCTED TEACHERS' HOUSES					TOTAL 2013
		2007	2008	2009	2010	2011	
1	BILELE	0	0	0	0	0	1
2	BUHEMBE	1	0	0	0	0	2
3	BUKOBA	0	0	0	0	0	2
4	HAMGEMBE	0	0	0	1	0	1
5	IJUGANYONDO	0	0	0	0	0	1
6	MUGEZA	0	0	0	0	0	8
7	RUMULI	1	0	1	0	0	1
8	RWAMISHENYE	1	0	0	0	0	1

Source: TSS 1-8 Consolidated Report Forms (March 2011)

Review of the files from schools and District Council on various Training Programmes, together with reports derived from Capacity Building Grant schedules at the Council offices did not reveal that the Municipal Council had an organized

pattern of developing School Board members in terms of capacity empowerment. It was clear from the records available that neither schools nor the District council had programmes of empowering School Boards members with relevant skills and knowledge to enable them to manage schools and resources with more ease and confidence. Some schools established as far back as five years past had school board members without any rudimentary knowledge nor skills of planning, budgeting and soliciting funds for various schools' projects.

4.1.2 Challenges that School Boards Experience when Soliciting Funds and Support from parents

The researcher also aimed at finding out the challenges which school boards faced when ensuring that schools acquired adequate physical facilities for their schools. When interviewed all the school heads together with a few school board chair persons mentioned the following as challenges which School Boards face in their endeavor to solicit funds for acquiring enough physical facilities in schools. Schools not receiving enough funds as Capitation and Development Grants. Parents and community members offering very little cooperation as reflected in poor attendance to meeting calls as well as their commitments in contributions towards various development projects. The local political leaders as well as the councilors offering little push and support due to fear of disturbing the people who put them to power. They also fear contradicting top government leaders' directives on voluntary development contributions.

Lack of knowledge and skills resulting from poor exposure, education and training on the roles of the School Boards as stipulated in different government documents

and circulars. Records from the District Council showed that disbursement of funds to schools from the central government as Capitation and Development Grants has not only been unpredictable and erratic in nature but also not taking into consideration the total number of students enrolled in schools. Ideally Capitation Grants by the government to secondary schools was to stand at Tsh. twenty thousand (20,000) per every registered student in school. The following Tables (4.5a. and 4.5b.) exemplify the erratic, un- realistic and non-reliable schools' funding mechanism through Capitation Grants

Table 4.5a: Allocation of Capitation Grants from the Council to the Secondary Schools, May -2012

S/N	NAME OSCHO OL	ACCO NT NUMBER	NUMBER OF STUDENTS	MAY,2012	TOTAL
1	A	3181200125	126	117,416.88	117,416.88
2	B	3181200104	293	273,040.84	273,040.84
3	C	3181100123	666	620,632.08	620,632.08
4	D	3186600233	367	341,999.96	341,999.96
5	E	3181100125	1093	1,018,544.84	1,018,544.84
6	F	3181100127	417	388,593.96	388,593.96
7	G	3183500018	273	692,386.84	692,386.84
8	H	3181200100	191	177,989.08	177,989.08

Source: BMC-Capitation Expenditure Report, May 2012

Table 4.5b: Allocation of Capitation Grants From The Council to The Secondary Schools in June-2012

S/N	SHUL E	AKAUNTI NAMBA	IDADI YA WANAFUNZI	JUNE,2012	JUMLA
1	A	3181200125	126	921,460.26	921,460.26
2	B	3181200104	321	2,347,529.06	2,347,529.06
3	C	3181100123	770	5,631,144.47	5,631,144.47
4	D	3186600233	367	2,683,935.09	2,683,935.09
5	E	3181100125	957	6,998,708.13	6,998,708.13
6	F	3181100127	479	3,503,010.65	3,503,010.65
7	G	3183500018	311	2,274,397.31	2,274,397.31
8	H	3181200100	191	1,396,816.35	1,396,816.35

@ Student allocated Tsh.7, 313.17

Source: BMC-Capitation Expenditure Report, June 2012.

Basing on data contained in Table 4.5a and 4.5b, it is imperative that schools cannot continue depending much on the capitation funding for whole school development because what they are getting is not only too little for their uses but also always received in irregular form. Alternatively, School administrations and School Boards were expected to do the planning and budgeting for school development projects through community funding schemes and donations from various education partners. But interviews with respondents revealed that School Boards had not been successful in convening regular parents' and community meetings in schools, geared to discussing schools' development issues.

The problem of awareness, readiness and commitment on the side of the parents and school community at large was another challenge. School Boards' minutes in all the eight schools visited revealed that such meetings were characterized by records of poor attendance from not only the parents but also from the local government and community leaders to whom the schools belonged. It was mentioned by school heads and some ordinary teachers that in many cases schools were not receiving bilateral cooperation from the local community authorities who in many cases took for granted that school management and administration was solely the responsibility of the headmaster and the teachers.

Other challenges which School Boards faced resulted from lack of proper knowledge and skills of management which in turn made them weak and less confident in performing their tasks (Kiwia, 1995). Through interviews some members of the school boards showed they had rarely bothered to read important education circulars and guidelines because they had never thought of them as useful and relevant in fulfilling their management roles. Only one school board chair-person out of the eight interviewed expressed his concerns and desire to have the guiding and working documents with him.

During school visits and review of reports it was noted that heads of schools were getting problems in collecting fees and contributions for various school development projects. It was noted that six (6) out of the eight (8) schools in the study had unfinished classroom structures, teachers' houses, administration blocks and laboratories which had remained uncompleted for the past four to six years. Only

two schools had proper administrative buildings.

When the heads of schools and the teachers were asked to give reasons as to why some buildings remained unfinished for so long, the answer was that there had never been sufficient community contributions and involvement in many of SEDP projects. They attributed this unsatisfactory trend to poverty which characterizes most people residing in Bukoba Township.

4.2 Parents' Mobilization and Inducement to make them Pay the Costs for the Schooling of their Children

The researcher aimed at exploring the strategies School Boards employed in making parents and other community members respond to meetings calls and induce them to pay the costs for the schooling of their children. The question was based on the fact that decentralization of secondary education has a meaning when School Boards and parents assume the responsibility of funding schools and paying for the education of their children. The concept was enriched by the fact that increased parental and community participation in school development programmes would encourage school based management practice, increase community sense of school ownership and empower community members to manage their own schools.

Education Circular No. 22 of 2022 demands that School Boards apart from approving annual school budgets, their other role was to solicit funds and contributions for the total progress and social welfare of the schools. In so doing they were charged with the duty to set and recommend to the village/mtaa governments desired contributions in cash or in kind that were to be met by each and every

community member in the locality.

Heads of schools interviewed noted with regret that some parents have not been cooperative and have been refusing purposely to pay for the schooling needs of their children. Cash-books and school fees registers reviewed showed that in all schools many students had not settled their school bills though already issued with demand notes. On the average, one third of the population per every school was found to have not paid fully the school fees together with other school demands.

The concept of School Boards running and managing schools without consulting the local politicians including the local councillors have been found to have bad results. There is a question of class struggle where the local politicians need to be felt and recognized even in school parents meetings where resolutions and deliberations may need the councilor's blessings. Also the researcher learnt from Bukoba Municipal Council is that parents need to be further motivated, educated and empowered to understand their roles as education stakeholders and education partners. School Boards have to be empowered, motivated and recognized as legal entities and agents of change in community schools and that they deserve supportive inputs from both the government and school communities.

4.2.1 Parents Enhanced Participation in School Development Projects

The researcher also aimed to find the level of performance School Boards had attained in making parents respond to meetings calls as well as make them pay for the schooling of their children. The question was based on Education Circular No. 22

of 2002, which required School Boards to mobilize parents as well as other community members to participate fully in the development of the schools and recommend to the village governments scales of contributions in cash or in kind need to be footed by all eligible community members.

Visits made to schools and data collected from various school documents did not show that community members were actively involved in school development activities. Only 3/8 of the schools visited had files for parents' meetings and minutes were there to verify. Interviews with Heads of Schools and School Board Chairpersons affirmed that there were few parents' meetings conducted in schools. They attributed the reluctance and poor attendance to poor mobilization strategies by the leaders and School Board members. The Education and Training Policy (ETP 1995) insists that community participation in school development is a key factor in enabling parents and the whole school community to contribute towards educational development.

Documented records, observations made by the researcher in all schools, and interview respondents' views confirm the argument that there is poor involvement and participation of parents and other stakeholders in school development projects. The researcher therefore can as well conclude that School Boards have not effectively implemented their roles of making parents and the larger schools' communities to provide enough financial and material support as necessary inputs for the development of the schools which they actually own. It can as well be formulated that educational reforms through decentralization of education at

secondary school level have not yet orchestrated as well as guaranteeing the success of the change process in schools. Table 4.3 implicitly reveals parents' and community poor support and initiatives to contribute to the costs of schooling of their children. It is apparent that all schools in the Municipality have acute shortage of infrastructure including buildings, furniture and playing grounds.

4.2.2 Challenges School Boards face When Mobilizing and Inducing Parents to Contribute for the Costs of Schooling of their Children

The researcher also investigated the challenges the School Boards in their endeavor to mobilize parents to contribute in cash or in kind for the development of their schools. The question was administered with the intention of finding out various obstacles as challenges which School Boards faced when mobilizing community members to contribute in cash or in kind for the development of community secondary schools in Bukoba Municipal Council.

The interviewees mentioned the following challenges which were listed as follows:-

- i. Low level of education among community members was the first challenge mentioned with a mean score was 1.4. The contention was that lack of competent people with relevant skills and knowledge on decision-making, monitoring and evaluation, planning and implementation at the bottom level, was a hindrance for effective decentralization processes.
- ii. Heads of Schools formulating and instituting programmes and projects which have no origin and support from the people at the grass-root level.

The mean score was 1.6 indicating that school heads did not strongly involve community members and leaders in school leadership.

- iii. Lack of cooperation and good will from the local leaders including the councilors. The item scored a mean of 2.2 which was strong enough as a feature. Some members of School Board lamented that they have not always been considered important and supportive to village/ward leadership. Also they claimed to have always been down looked upon as ordinary people, a thing which made them command little respect from the community and people around.

Table 4.6: Respondents Views by Priority Wise

Challenges	Heads of Schools	School Board Chairpersons	Teachers	Parents	Local Leaders	Average
Low level of Education among the people	1	1	1	2	2	1.4
Lack of cooperation and good will from politicians	2	2	1	3	3	2.2
Schools seeking little collaboration and support from parents and School Boards.	3	1	2	1	1	1.6
Lack of government supportive inputs including finance	2	2	2	2	2	2.0
Poverty-ridden community living on poverty marginal line.	3	3	3	1	2	2.4

Key: 1-Very Strong; 2- Strong; 3- Average; 4- Weak.

Source: Field Data- December, 2012

The per capital income of Bukoba town people for example, was found to be below One USD, the financial resource earnings not suffice to render stronger support into school projects. This implies that imposing large financial burdens on the shoulders of the poor communities could mean having many poor communities without schools altogether or having some constructed but in poor standards.

Lack of financial support and other inputs from the government and community was another area mentioned to cause hardships and delays when School Boards needed to implement development programmes and supervise the implementation of School Curriculum. The respondents' score mean was 2.4., which was considered strong enough and significant. Table 5 reveals respondents views as regards the reasons to why it has been difficult for School Boards to mobilize parents and the school communities to be committed and contribute for development of their schools. Poverty among the community was also mentioned and scored a mean of 2.4. Poor communities have been unable to fund school projects and even where they managed to stretch their muscles, the material procured and structures made were found to be of poor quality.

4.3 School Boards' Effective Implementation of the Curriculum

The researcher set out to evaluate the extent to which School Boards employed strategies to ensure that schools adequately implemented the curriculum through improving teaching and learning processes. The researcher therefore aimed at exploring the level of School Boards' performance in ensuring that school curriculum and teaching were adequately implemented for total school development.

This was based on the fact that Education Circular No. 22 of 2022 instructs that one of the duties of School Boards was to ensure that schools improve and excel in both academics and other cross-cutting issues. In so doing they were charged with not only the duty to foster academic development but also to effectively coordinate extra-curricular activities such as sports and games, sanitation and environment upkeep, HIV/AIDS education and support all of which create supportive environment for effective teaching and learning.

It was also the researcher's concerns to find out whether it has been necessary for School Boards to acquire necessary skills and knowledge as tools of implementation. This demand arises from the fact that supervision and implementation of the curriculum is both a science and an art; demanding both the management knowledge and skills (science of management) and personal manipulation of variables and judgment according to one's feelings (the art of manipulation). It was therefore the researcher's intention also to find out if members of school boards` were receiving training first to acquire necessary skills, knowledge and competences before and during the tenure of office. It was to be so because of the researcher's perception that curriculum implementation and supervision linked well the disciplines of professional development and growth of mind.

Findings in all the schools under the study revealed that School Boards as institutional organizations have not been able to effectively and confidently deal with school organization issues of planning, monitoring and supervising. Through interviews conducted involving all sampled population respondents did not show

that it has been easy for School Boards to effectively supervise the implementation of planned changes in the teaching and learning processes.

Ten (10) out sixteen (16) members of the School Boards interviewed showed that they did not know that it was their obligation and responsibility to improve academics and maintain better standards of the their schools. Some did not believe that they could even be demanded to impose both rewards and penalties to both the learners' teachers in order to elicit better performance. Other members only laid blames on the government for not providing to schools the equipment, text-books and facilities required for the proper implementation of the curriculum.

One of the indicators of School Boards' poor performance in facilitating proper implementation of the curriculum was students' poor performance in the National Examinations results. The table below for example shows students' performance in the sampled schools in Bukoba Municipal Council for the year 2010 as derived from National Examination results (NECTA). It also indicates the number of students who qualified to join Higher Learning Institutions in the very year. From the figures presented, the researcher was made to understand that though one of School Boards' roles was to facilitate the proper implementation of the curriculum, the mission was far from being realized.

Findings gathered through academic documents and minutes in School Board files in all the schools under study revealed that not very much have been achieved in this area. It was observed that academic progress and achievement in all schools was

low, un-attractive and less inspiring. Consequently students completing Form IV from Municipal Community Secondary Schools were rarely securing opportunities to join “A” level schools and consequently Higher learning Institutions.

Table 4.7: Evaluation of National Form IV Examination Results

2010 Bukoba Municipal Secondary Schools' Ranking.

S/N	SCHOOL	DIVISION POSITIONS					NU MBE R OF STU DEN TS	WHO JOINED HIGHER EDUCATION			%
		I	II	III	IV	0		M	F	TOT AL	
1	BILELE	0	2	2	31	22	57	3	1	4	7.0
2	BUHEMBE	0	0	2	21	69	92	2	0	2	2.2
3	BUKOB	15	16	30	83	91	314	3	23	58	18
4	HAMGEMBE	0	0	3	33	50	86	2	1	3	3.5
5	IJUGANYONDO	0	1	2	40	64	107	3	0	3	2.8
6	MUGEZA	0	3	7	53	62	125	6	2	8	6.4
7	RUMULI	0	0	0	12	29	41	0	0	0	0.0
8	RWAMISHENYE	0	0	1	21	29	51	1	0	1	1.9

Source: Bukoba Municipal Council Examination Analysis Report, March 2011

4.3.1 Challenges School Boards face when Implementing the Curriculum

The researcher also sought to find what have been the challenges which School Boards faced to ensure that schools adequately implemented the curriculum. Reason behind the inquiry was The Education Circular No. 22 of 2002 that required School

Boards to plan, implement, supervise, monitor and control education delivery mechanisms for total education progress and country development.

Analysis of the figures in table 4.7 generally does show that School Boards' performance in influencing the implementation of the curriculum in all schools was below average. Many factors seemed to influence possible efforts of making changes. The exercise demanded professional development, personal efforts, knowledge and skills, personal contacts and interaction, all of which were unavailable in school settings and environments.

Interview respondents across sampled population when asked give out the circumstances which prompted School Boards to be ineffective implementers of the school curriculum revealed the following four main school management huddles which included : -

Prevailing confusion due to unclear distribution of functions of individual members of School Board, which did not specify individual and institutional roles and lines of responsibilities.

School Boards' incompetence in management skills and responsibilities. As such they were often found preoccupied with mobilization of funds but leaving all the other roles of budgeting and reporting to only heads of schools. The differences in fiscal capacities and capabilities existing at the local levels, resulting into some communities to be difficult and complex to mobilize, organize and muscle stretch so as to be effective partners in school development projects. This may result from

unequal distribution, allocation and transfer of resources that may hinder the successful implementation of the curriculum. Teachers neither housed at schools nor provided with enough houses nearby schools. It is obvious and rational that teachers who work and live closer to their schools have a greater chance of attending most of their subjects in classrooms than those who live far away.

According to Table 4.8 the interviewees agreed that school administrations and School Boards were inefficient and less effective in school management and that the attributing factors were as tabulated in Table 4.8.

Table 4.8: Challenges School Boards face when Facilitating Proper Implementation the Curriculum

Possible Causes	Heads of Schools	School Board Chairpersons	Class-room Teachers	Parents and Community	Local Political Leaders	Mean score
Schools' heavily dependence on Government financing.	1	1	2	2	1	1.4
Lack of autonomy and mandate to hire and fire	1	1	3	2	1	1.6
Schools receiving insufficient funds from government	1	1	2	2	2	1.6
Lack of incentives and motivation schemes to teachers.	2	2	2	2	2	2.0
Less competent teachers.	2	3	3	3	2	2.6

Key: 1-Very Strong; 2- Strong; 3- Average; 4- Weak

Source: Field Data, December 2012

Although respondents were interviewed and reported differently in their respective schools and sittings their concerns ranged variably, covering staff recruitment, finance management, motivation strategies and teachers' competence. The respondents' views signal important and significant features which if not well addressed to soonest then there would be any justification for the Government to continue banking on School Boards as organizational instruments of change. Sampled population on the ground as noted on table 4.8 have differentiated between illusion and reality by identifying and matching along six areas of challenges facing school curriculum implementation as follows:-

Schools' heavy dependence on the Government financing in many of the Schools' projects. This scored a mean of 1.4 which indicated a very strong opinion according to the schedule. This was a result of many schools not having economic projects and not having alternative sources of funding. The idea was that adequate implementation of the curriculum needed schools to have sound financial back-up and support through Government budgets which are unfortunately currently unstable and shaky.

Lack of autonomy and mandate for School Boards to recruit teachers and control schools' manpower and staffing. This ranked second with a mean of 1.6. Schools wished they could have powers to make recruitment of teachers as it was appropriately felt. The idea was that effective implementation of the curriculum needed schools to have enough and competent teachers in their Schools, a thing currently thought to be far beyond and above the level.

Schools receiving from the government little and at irregular time schedule the Capitation Grants for teaching and learning materials. The mean score was 1.6 which, like the preceding reasoning, showed the argument to be strong. The idea was that proper implementation of the curriculum needed supporting inputs from both the Government and school community. Absence or insufficient supply of such inputs would affect implementation and slow down the teaching and learning activities in schools.

Lack of incentives and motivation schemes to teachers in schools. The argument scored a mean of 2.0 which ranked it important and strong. The argument was that teachers would tend to be committed and work harder when regularly empowered and motivated.

Un-skilled, less competent or poor quality teachers as graduates from teacher training institutions that lacked basic facilities, including stocked libraries, classrooms, offices, resource rooms, laboratories and computers laboratories. Such teachers who trained under the scarcity of teaching and learning materials are not likely to be better qualified teachers whom School management can bank on for provision of quality education. The reasoning was ranked fifth with a mean of 2.6.

Still the argument was strong enough according to schedule not to disregard the opinion of the interviewees. The point raised was that competence and mastery of the subject matter enhances teachers' confidence, interest and ability to deliver in classroom situations. Construction of classrooms not matching school requirements as many schools were without adequate infrastructure in terms of teacher houses,

desks, libraries, offices, laboratories with equipments and chemicals, pit latrines, water tanks and electricity.

The researcher has finally realized that School Boards as Institutional organizations though seem to occupy important position in school management; they leave much to be desired. He is in support of observations made by some school board chairpersons who remarked that; if the central government and district council's offices continue to be the only source of employment to teachers; if schools should continue surviving on governments' grants and capitation; if school boards members continue to assume advisory roles in schools; then it would be unwise to continue banking on them to ever influence desirable academic progress and effective change.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter provides a summary of the study which assessed the management performance of School Boards in a decentralized school system in Tanzania. It then presents conclusions based on the major research findings and recommendations for further study.

5.2 Summary of the study

The study assessed School Boards performance in managing Secondary Schools in a Decentralized School System in Tanzania, with a view of improving secondary schools management and administration, taking Bukoba Municipal Council as a case study. The study was guided by the following research questions:

- i. What have been the School Boards' innovative initiatives in enabling schools acquire and procure adequate physical facilities for their schools?
- ii. To what extent have School Boards managed to mobilize parents and the larger school community and induce them to contribute to the costs of schooling of their children?
- iii. To what extent have School Boards managed to influence and facilitate the proper implementation of the curriculum?

This study employed a qualitative approach in the collection, presentation, interpretation, analysis and discussion of the data. Data-collection methods used were interviews, documentary reviews and informal observations. Such methods

were ideal in a study which was specifically intending to:-

- i. Examine the School Boards' innovative initiatives in enabling schools to acquire adequate physical facilities.
- ii. Assess the extent to which School Boards had managed to mobilize parents and other stakeholders and induce them to contribute to the costs of schooling of their children.
- iii. Measure the performance level of School Boards in influencing and facilitating the proper implementation of the curriculum.

The researcher through interviews with the parents and local politicians as respondents that community members were not aware of the powers and roles of School Boards and that they had a low opinion of them. School Boards were also found to be more at ease with the heads of schools and ordinary school teachers. They were less incongruent with local leaders who appeared to command more the respect of the people who in many cases behaved as forerunners of School Boards' functioning. It was also found that most of the projected plans and activities at the local government and school levels could not be implemented because the donor's countries had not released funds to the Central Government. But even when the funds reached the schools on time, the actual funds allocation as capitation grant did not match the actual needs computed on student ratio-bases.

In spite of the challenges observed the current School Boards still have mandatory and legal obligations of molding and developing peoples' attitude, harmonizing people's feelings and advocating responsive behavior so as to create a supportive environment for change. However the findings did not show that the facilitation of

the curriculum by the School Boards was effectively done by the schools and the community at large. In all the eight schools visited school academic performances were still very poor. Many students were scoring very low grades in their subjects as reflected in various National Examination results. Table 4.7 exemplifies the observation and shows that because of poor performance in National examinations, rarely were schools get students promoted to advanced levels.

The researcher found that School Boards could not claim to be doing well when records show that no implementation of the curriculum was well done in almost all the schools in the study. It was neither found from schools records nor from interview respondents' comments' that School Boards were doing the facilitation of the proper implementation of the School curriculum; they portrayed that they were failing to cultivate and develop in schools the following distinctive features of an ideal school which include :-

- i. Developing a school culture of learning for professional development and growth.
- ii. Improving forms of learning and styles of teaching in schools for excellent professional delivery.
- iii. Learning taken to be an awarding activity showing a high profile in goals, vision, resources and instruments.
- iv. Developing individual teachers' motivation schemes which would make them shift from the old to the new modified methods, programmes and schemes.

5.3 Importance of the Study

The findings of this study were of importance because firstly it was expected that the study would add more knowledge and broad awareness on school boards functioning taking Bukoba Municipal Council. Secondly, the study would act as an inspiration to other researchers to carry out more studies related to the subject; assessing the school boards' innovative initiatives in enabling community secondary schools to develop and grow to some heights.

Thirdly, it was expected to generate new information, knowledge and insights generated that would contribute to the growing literature on the roles and responsibilities of school boards in fostering desired and practical secondary education. Fourthly the findings would generate information and data that could guide the initiatives of other educationists, facilitators, funders and education development partners enabling schools acquire adequate physical facilities for their schools in Bukoba Municipal Council. URT (1995) directs that all education and training institutions shall have school committees/boards and that they shall be responsible for management, development, planning, discipline and financial transactions of institutions under their jurisdictions.

The research findings show that School Boards were non performers when it came to calling and holding parents' meetings. School Boards have been noted not being well mobilized, sensitized and motivated to generate funds needed for running the schools and equipping them with the necessary facilities. Interviewed teachers and school heads did not show that it has been easy for School Boards to convene parents in meetings and urge them to pay school fees and other school costs for the schooling

of their children. It was also noted from them that School Boards and parents when left alone and unaided wishing to extend their inputs for the sustainable development and improvement of secondary education in the country.

The study was conducted in Bukoba Municipality. In order to gather information, the study involved total number forty eight (48) informants from whom the study was enriched with information and data. From each of the eight wards, eight (8) schools were sampled out of the fourteen wards in the Bukoba Municipal Council. The Bukoba Municipal Council was chosen because it has both town proper schools and town periphery (green belt) schools. The related literature covered the concepts of school quality management, school boards management of the physical, fiscal and human resources, experience from existing school boards and the research gap.

The study employed case study design and was carried out in eight community secondary schools in Bukoba Municipal Council. In order to gather enough information and data the study included a total of 48 informants in the following categories; 8 heads of schools, 8 school board chairpersons, 8 local politicians one from each of the sampled wards, 16 education stakeholders; 2 from each of the sampled community school, 8 ordinary school teachers, 1 from each of the eight schools. The total number of respondents was 48. Both qualitative and quantitative approaches were used although the qualitative was dominant.

5.4 Further Recommendations

A comparative research study involving two or more regions with different economic and academic status ought to be made. Such a study would not only help

fill the identified knowledge gaps in the current work but may also enrich the research findings through different research approaches and methods both qualitative and quantitative in nature. It is also recommended that further study be carried out in a broader scope using larger sample size of informants. This would lead to reliable and valid findings for consistency and accuracy of the data presentation.

Local authorities should set aside budgets to facilitate training programmes to empower School Boards with skills and knowledge that would increase their awareness, confidence, and credibility as governors and administrators of schools. The Educational Act No.25 of 1978 with its amendment No.10 of 1995 need to be reviewed so as to give School Boards more legal governing powers and autonomy rather than it is to date where the powers of the School Boards are limited to advisory functioning. This will in a way help to resolve the challenges afore listed.

The law needs to allow them to:

- i. Freely develop more innovative initiatives through planning and budgeting.
- ii. Exercise management powers and command in schools over finance transactions, manpower deployment and curriculum monitoring and supervision.

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APPENDICES

Appendix A: (English)

Interview Guide for School Boards Chair-persons and Head of Schools

General / specific views

1. Are your powers of decision-making in school centralized or decentralized? Give specific examples.
2. Is the school board involved in making decisions on various issues concerning the development of the school? Give examples.
3. From your experience, to what extent do people around the School honour and respect democratic decisions made by the School Board?
4. Are there any social, economic or academic achievements due to the involvement of the community in managing and administering schools?
5. Does your school have enough physical facilities for use?
6. What is your experience with funding from the Central Government? Does your school get enough funds from the Central Government? In what things are the provided funds committed?
- 8 To what extent has the School Board manage to induce parents to pay for the Schooling of their children and participate in the development projects at School?
9. What do you think are the major problems related to the use of community contributions as a source of revenue for financing secondary education?
10. Do you really feel at ease when school fund is spent to pay for School Board's meetings as allowances instead of buying teaching and learning materials? Why?
11. In which aspect would you like the community members to participate so as to

ease the fiscal constraints and limited resources at school

12. What strategies does the School Board employ to manage well the school revenues and resources?

13. Do you think that the Education Act of 1978 (amended in 1995) empowers School Boards to exercise autonomy in decision making as education managers?

14. Apart from the funds which the school receives from the Central Government and the District Councils, what are other sources of funds for financing your school?

15. Does the School administration willingly involve the School Board in planning resource acquisition and utilization?

TANK YOU FOR YOUR CO-OPERATION

Kiambatisho B: (Kiswahili)

Mwongozo wa Usaili kwa Wajumbe wa Bodi ya Shule, Walimu na Wanajamii

Maelezo ya Awali

Kiwango cha elimu?.....

Je, mnayafahamu majukumu ya wajumbe wa Bodi ya Shule?

Je, una uzoefu/uelewa gani katika masuala ya ugatuaji wa madaraka ya utoaji, uendeshaji na usimamizi wa elimu toka ngazi ya Taifa na kuwa ngazi za Shule /Bodi na Halmashauri?

Taarifa za Jumla/Maalum

1. Je, Bodi ya Shule inafanya nini kusimamia ubora wa taaluma shuleni ?
2. Ni kwa kiasi gani Bodi ya Shule hushirikishwa katika maandalizi ya bajeti, matumizi ya fedha na kisha utoaji taarifa ya mapato na matumizi ?
3. Kutokana na uzoefu wako, ni kwa vipi Bodi ya Shule yaweza kusimamia maendeleo ya shule yenu likiwemo swala la ubora wa elimu itolewayo?
4. Je, kuna mafanikio yoyote ya kijamii, kitaaluma na kimiundombinu kutokana na jamii kushirikishwa katika usimamizi na uendeshaji wa shule?
5. Je, ni kwa kiasi gani shule yako ina vifaa vya kutosheleza kwa matumizi ya walimu na wanafunzi shuleni?
6. Je, huwa mnafanya mikutano ya pamoja ya walimu, wazazi/walezi wa watoto pamoja na Bodi ya Shule? Mara ya mwisho mkutano kama huo ulifanyika lini na mahudhurio yalikuwa vipi ?
7. Je, miundombinu ya shule hii inaathiri kivi mazingira ya kufundishia na kujifunzia?

8. Je, wazazi/walezi wanawalipia watoto wao karo na michango mingine ya shule kwa wakati muafaka ili kuwaepusha kuathirika kisaikolojia na kimasomo?
9. Je, unadhani kuna matatizo gani makubwa katika kutumia michango ya fedha kutoka kwa wananchi kama chanzo cha mapato ya kufadhili wa elimu ya msingi?
10. Je mna maoni/mapendekezo yoyote uhamishaji wa madaraka toka serikali kuu kwenda ngazi za chini?

ASANTE KWA USHIRIKIANO WAKO MUHIMU

Kiambatisho C: (Kiswahili)

Mwongozo wa Usaili kwa viongozi wa Mitaa na Wajumbe wa WDC

Taarifa za Awali

Mtaa/Kata ?

Kiwango cha elimu?

Uelewa kuhusu Bodi ya Shule na kazi zake?

Taarifa za Jumla/ Maalum

1. Ni kwa vipi utendaji wa Bodi ya Shule umedhamilia kuboresha mazingira ya kufundishia na kujifunzia katika Shule yenu?
2. Je, Bodi ya Shule hii inatumia mikakati ipi kuwashawishi wazazi na jamii kuchangia mipango ya elimu kwa lengo la kuendeleza elimu ya watoto wenu?
3. Je, ni kwa kiasi gani uchangiaji wa gharama za elimu ya msingi ni kikwazo katika machakato wa kuhamisha madaraka ya kielimu kwenda ngazi za chini?
4. Licha ya fedha zinazopatikana kutoka Serikali kuu na halmashauri je, kuna vyanzo gani vingine vya fedha kutoka kwa wazazi na kwa jamii innayoizunguka Shule?
5. Licha ya michango ya fedha taslimu, ni michango ipi zaidi hutolewa na wazazi na wanajamii?
6. Je, unadhani unadhani Bodi ya Shule inazojitihada za kutosha za kusimamia matumizi bora ya mapato ya Shule? Kwa vipi?
7. Ni kwa vipi ofisi ya Mkuu wa Shule inashirikisha Bodi ya Shule katika kupanga na kusimamia ipasavyo fedha na mapato ya shule ?
8. Ni mambo gani huathiri Bodi ya Shule katika kupanga na kusimamia ipasavyo

bajeti ya Shule, ?

9. Je, unadhani Bodi ya Shule in uwezo wa kuleta mabadiliko ya kiutendaji kuhusu maswala ya taaluma shuleni?

10. Je shule ina miundombinu ya kutosha ukilinganisha na idadi ya wanafunzi na walimu waliopo? Je,jamii inashiriki vipi katika ujenzi wa miundombinu hayo?

AHSANTE SANA KWA USHIRIKIANO

Appendix D: Letters

Appendix "D"

HALMASHAURI YA MANISPAA BUKOBA

(Barua zote zitumwe kwa Mkurugenzi wa Manispaa)

Simu: 028-2220231, 028-2220226
 Fax: 028-2220226
 Barua pepe: bmc@bukobamc.go.tz
 Tovuti: www.bukobamc.go.tz



S.L.P 284,
 BUKOBA,
 TANZANIA.

Ref.BMC/E.10/19/VOL.VI/32

12/09/2012

TO HOM IT MAY CONCERN

RE: RESEARCH PERMIT FOR SIMON P. MWOMBEKI

The heading above refers.

The above mentioned student is from Open University of Tanzania pursuing Master's Degree of Education in Administration, Planning and Policy Studies. He has been granted the permit of conducting research in Bukoba Municipal Council on the topic known as: **ASSESSING THE PERFORMANCE OF SCHOOL BOARDS IN MANAGING SCHOOLS IN A DECENTRALIZED SCHOOL SYSTEM IN TANZANIA: THE CASE OF BUKOBA MUNICIPALITY.**

The permit validity is from 16th -30th September, 2012.

Please accord him any necessary assistance he may need from your office.

Yours faithfully,


 H. Rushala

FOR MUNICIPAL DIRECTOR
 BUKOBA

APPENDIX 'E'

The Open University of Tanzania,
Kagera Regional Centre,
P.O. Box 1954,
Bukoba
Tel: 255-026-2220271
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E-mail: drckagera@out.ac.tz
<http://www.out.ac.tz>

Ref. No.: HD/E/226/T.11

11 September, 2012

TO WHOM IT MAY CONCERN

RE: SIMON PASTORY MWOMBEKI - REG. NO. *HDIE1226/T.11*

SIMON P. MWOMBEKI is a student enrolled for the Master of Education in Administration, Planning and Policy Studies (MEDAPPS) Degree with the Open University of Tanzania - Kagera Regional Centre.

As part of the requirements for the mentioned Degree, students are expected to do the dissertation which is an independent study under supervision; finalize the research and submit it to the Coordinator of the Postgraduate Studies.

In view of the above requirements, we kindly request you to assist him in his research which will be done from 16th - 30th September, 2012.

He will be doing his Dissertation Research and the Topic is: *ASSESSING THE PERFORMANCE OF SCHOOL BOARDS IN MANAGING SCHOOLS IN A DECENTRALISED SCHOOL SYSTEM IN TANZANIA: THE CASE OF BUKOBA MUNICIPALITY: KAGERA REGION.*

Areas to be visited:

- | | |
|---------------------------------|---------------------------------|
| 1. Bukoba Secondary School | 5. Mugeza Secondary School |
| 2. Kagemu Secondary School | 6. Ijuganyondo Secondary School |
| 3. Kashai Secondary School | 7. Rumuli Secondary School |
| 4. Rwamishenye Secondary School | 8. Bakoba Secondary School |

Hence, your assistance and co-operation is highly requested and appreciated so as to enable him undertake his dissertation.

Please assist him accordingly.

Thanking you in advance for your co-operation,

THE OPEN UNIVERSITY OF TANZANIA
Prof. E.M.B. Babyegeya
DIRECTOR
KAGERA REGIONAL CENTRE

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