

**INSTITUTIONAL FACTORS CONTRIBUTING TO  
INEFFECTIVENESS OF SCHOOL COMMITTEES IN  
MANAGING PRIMARY SCHOOLS' DEVELOPMENT  
PROJECTS IN KAHAMA TOWN COUNCIL**

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MANAGING PRIMARY SCHOOLS' DEVELOPMENT  
PROJECTS IN KAHAMA TOWN COUNCIL**

**BY**

**Lugangila, Vedasto**

**A Dissertation in Partial Fulfilment of the Requirements for the Degree of  
Master of Arts in Education (MA-ED) of the Mzumbe University**

**2019**

## **CERTIFICATION**

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled *“Institutional Factors Contributing to Ineffectiveness of School Committees in Managing Primary Schools’ Development Projects in Kahama Town Council”* in partial fulfilment of the requirements for award of the degree of Master of Arts in Education (MA-ED) of the Mzumbe University.

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**Major Supervisor**

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**Internal Examiner**

**Accepted for the Board of the Faculty of Social Sciences**

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**DEAN, FACULTY OF SOCIAL SCIENCE**

## **DECLARATION AND COPYRIGHT**

I, Vedasto Lugangila, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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I express thanks to God, the Enormous, most compassionate and beneficent, for awarding me with the prospect, strength and health essential for not only the pursuit of my studies but also efficacious accomplishment of this study. His indeterminate love and mercy throughout my life have always made me victorious in most circumstances. I am deeply thankful, as much, to my family for their continuous support and endless encouragement during my study.

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## **DEDICATION**

To my lovely son “Jiosephus”, my lovely wife Ajuza Ngonyani and my lovely mom Agnes Vitus Nyenza.

## **LIST OF ABBREVIATION AND ACRONYMS**

ADEM	Agency for Development of Educational Management
BOG	Body of Governors
BRNed	Big Result Now in Education sector
CBO	Community Based Organisation
CCM	Community Control Movement
CG	Central Governments
CSO	Civil Society Organisation
DAM	Democratic Administration Movement
DEB	District Education Board
DEO	District Education Officer
DOE	Department of Education
ETP	Education and Training Policy
FE	Free Education
FEDSAS	Federation of Educational Directors of South African Schools
FGD	Focus Group Discussion
FPE	Free Primary Education
FRN	Federal Republic of Nigeria
GES	Ghana Education System
HPS	Head of Primary School
IoDSA	Institute of Directors South Africa
LGA	Local Government Authority
LGRP	Local Government Reform Programme
MANTEP	Management Training for Educational Personnel
MNE	Ministry of National Education
MOEST	Ministry of Education Science and Technology
NES	National Education System
NGO	Non-Government Organisation
NPE	National Policy on Education
PEDP	Primary Education Development Plan
PGG	Principles of Good Governance

PTA	Parent Teacher Association
ROK	Republic of Kenya
RS	Regional Secretary
RSA	Republic of South Africa
SASA	South African School Act
SBM	School Based Management
SBMC	School Based Management Committee
SC	School Committee
SEDP	Secondary Education Development Plan
SG	School Governance
SGB	School Governing Bodies
SLO	Statistics and Logistics Officer
SMC	School Management Committee
IT	Institutional Theory
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
SRA	School Reform Act
GB	Great Britain
ST	System Theory
TCM	Teacher Council Movement
TED	Township Executive Director
TEO	Town Education Officer
TPEO	Town Primary Educational Officer
UBEC	Universal Basic Education Commission
URT	United Republic of Tanzania
WEO	Ward Education Officer

## **ABSTRACT**

The study explored the institutional factors contributing to ineffectiveness of school committees in managing primary school's development projects in Kahama Town Council. The study was governed by three specific objectives which were to identify the relationship between the level of knowledge (cognitive factors) of school committee members and the extent of ineffectiveness of school committees in managing primary schools' development projects, to find out the leading institutional factor among cognitive, regulative and normative factors contributing to ineffectiveness of school committees in managing primary schools' development projects and assess the institutional measures for improving school committees' performance in managing the development projects. The study adopted a case study research design. The study utilised mixed method research approach due to the nature of questions used.

The sample size was drawn through the use of simple random and purposive sampling techniques whereas 87 study participants were involved in the study. Data were collected by means of questionnaire and face to face interviews. Quantitative data were analysed descriptively using a computer software known as SPSS version 21 and qualitative data were analysed using content analysis by a tool known as Atlas Ti. Based on the specific objectives of this study, the findings showed that the level of knowledge (cognitive factors such as knowledge, skills and mental-ability) of school committees' members has direct relationship with ineffectiveness in managing primary school's development projects, it also, found that the cognitive factor was the leading one in contributing towards ineffectiveness of school committees in managing schools' development projects.

The findings also show several institutional measures proposed for improving school committees' performance, they include providing seminars and training, attending meetings, encouragements and disciplinary measures. The study recommends that, the government in association with educational stakeholders need to establish sustainable programmes on capacity building and conduct orientation and induction courses to the newly elected members of school committees. Furthermore, school committees' meetings should be mandatory on regular basis and members of school committees should be reminded to attend all regular established school committees' meetings for effective management in schools.

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## CHAPTER ONE

### PROBLEM SETTING

#### 1.1 General Introduction

At the global level, education is one among sectors which has undergone transformation in its management, administration and leadership and in the general educational institutions governance including school. Therefore, schools' systems across the world are no longer seeking to operate under the centralized management systems where decisions about educational expansion, financing and service delivery to and through schools are made at the ministerial level (Gaynor, 1998; Sifuna, 2007; Mbelle, 2008; Matete, 2016). Reasonably, there is struggle to transfer the centralized functions to sub-national education offices which is known as deconcentration, or to move resources and decision, making authority from the centre to elected bodies at the periphery which is called devolution. Such transfer enhances local participation and facilitates comprehensive, extensive and wide-ranging locally-based decision making processes (Mollel & Tollenaar, 2013). This kind of system responds to the citizens' local needs and cherishes their commitment to educational development (Nielsen, 2007; Therkildsen, 2000; World Bank, 2003; Masue, 2014).

This study intended to explore the institutional factors contributing to ineffectiveness of school committees<sup>1</sup> in managing primary schools' development projects in Kahama Town Council in Tanzania<sup>2</sup>. This chapter examines and analyses the background information which provides in-depth insight on the decentralisation of school management to the local school community known as school committees. Many nations in the world including Tanzania, have passed or are seriously considering to pass the law mandating some form of school committees in governing schools (George & Potter, 1991). School-based Management will make it possible for the community to take part in the decision making in their schools via school

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<sup>1</sup> School committee is the management body for pre and primary school while school board is the management body for secondary school, college council/board is for colleges and Universities senates and councils are the management bodies for Universities.

<sup>2</sup>Tanzania comprised Tanzania mainland and Zanzibar since the union of 1964. This study refers only to Tanzania mainland.

committees (Ogundele & Adelabu, 2009; Abu-Duhou, 1999). The chapter presents the Problem statement, the Purpose of the study, Specific objectives, Research questions, Significance of the Study, Delimitation and Limitations of the study and Organisation of the study.

## **1.2 Background Information to the Study**

For the last century to date, school management has concurred the attention of the governments, scholars as well as the educational stakeholders. As a result, it was the beginning of the notion of establishing an organ which would be dealing with managing schools, schools' development projects and daily school activities.

United Republic of Tanzania (URT) (2003) highlights that Education Act No. 25 of 1978 and its amendment number 10 of 1995 and 2002 states that, school committees means, a committee initiated for the aim of managing and administrating pre-primary and primary schools. The committee members hold an office for the period of four years followed by termination of the committee in which provides a room for re-appointment. The school committees work hand in hand with the head teacher, staff, non-teaching staff, pupils and parents so as to ensure effective governance of pre-primary and primary schools, School committee has some effects on the whole development and success of a school and the school's development is somewhat determined by this organ. Therefore, when considering the importance of school committees in governing schools, there should be a clear clarification of roles, responsibilities, tasks, duties, and functions to the school committees' participation and involvement in the whole process of governing schools effectively and successfully (URT, 2002).

School committee is the means of communication between school and school users including pupils, parents, teachers and other school's stakeholders. In general, the school committee authorises the head teachers to practise power and authority in their leadership. However, for the purpose of strengthening good relationship and getting adequate assistance, a head teacher is required to provide information to the committee on important decisions made; the committees are often consulted for

advice and way forward over various issues in schools (Management Training for Educational Personnel (MANTEP), 1991; 1998).

Before the year 2016 in Tanzania, Education Act No. 25 of 1978 section 39 stipulates clearly that school committees, according to Tanzanian schools, is conceived as an advisory organ comprises of not more than fifteen (15) members including parents obtained from the yearly parental meeting (MANTEP, 1991; 1998). But from the year 2016 to date, ADEM (2016) affirms that in Tanzania nowadays, school committee (SC) is the organ which is made according to the law. The Education Act No. 25 of 1978 and its amendment No. 10 of 1995 when is read together with educational circular No. 4 of 2016 establishes the legal basis for the SC and its formation in Tanzania. Section 3 subsection 39 of Education Act No. 25 of 1978, mandates Local Government Authorities (LGA) to establish and form SC to each primary school. When this section is read together with educational circular No. 4 of 2016 stipulates clearly that SC shall have 13 members from different categories which includes five (5) members elected by parents from among parents themselves whose children are schooling in that particular school. one (1) Chairperson one (1) vice chairperson, two (2) members from the LGA where school is situated, Head teacher, Academic master or mistress from respective school, one (1) teacher elected by teachers from among themselves and lastly, Ward Education Officer from respective ward, (ADEM, 2016). It is clearly cautioned that honourable members of parliament, Ward Councillors and Chairpersons of village/street should not be part of SC members (ADEM, 2016).

Like any other organisations, schools use committees as administrative organs which among others is meant to bring together teachers, parents and other schools' stakeholders to achieve the goals and objectives set by the schools. Theoretically, school committees encompass of members who have the same academic field or related field like science, technical or any other who have the same understanding upon the responsibilities, functions, roles tasks and duties which school committee is obligatory to perform (MANTEP, 1998). Schools perform well at the time when the community through parents are fully engaged and included in its operations. Essentially, a school committee works hand in hand with the head teacher, teachers

and non-teaching staff to formulate a entire school development plan, manage and supervise day-to-day activities of the school on behalf of the community (URT, 2009).

Aczel (1995) says although there are different structures, school committees exist in all schools, the genuine sharing of power in decision making is limited especially in the less successful schools. There is inadequate and ineffective communication between higher levels of the administrative machinery and school committees. The school committees are not fully aware of their powers and responsibilities, and in most cases, they function only when the schools head want them to do so. The school heads call for board or committee as it appears in the calendar, to brief them on schools' progress. Issues such as involving them in formulating, implementing and funding school objectives are hardly accorded attention. In fact, very few villages feel that they own public primary schools. The general feeling is that schools belong to the government. This has implications for the provision of resources, setting school objectives and commitment to their realisation. If school committees do not know their tasks, duties, roles and responsibilities automatically, they will not be aware on how to participate and involve in the management and governing of schools (Aczel, 1995).

The educational sector and school management in particular in Tanzania and other countries worldwide, is entrusted with supposition that school-based management and therefore school-based decision making is likely to be suitable school's organisation structure which will assist and support the effort of dealing and solving the educational quality, equity and access directly and effectively. It is very clear that the school committee should be very much conscious of their local problems and that it can easily deal directly with these problems at their level using the schools' community, human resources other resources available in that particular period of time when problems occur. Therefore, making school committees the focal point for decision making provides the best way to deliver education as well as accomplish educational quality, equity and access effectively and efficiently (URT, 2001).

Within the light of policy lens, mainly the ETP of 1995, it presents that, a SC shall be accountable and answerable for governing, developing and supervising the execution of the schools' development plans, discipline related issues and financial matters of the school under their jurisdiction, construction of buildings and procurement of teaching-learning materials and non-teaching materials. School committees must be active, innovative and effective in performing and fulfilling their daily responsibilities, tasks, duties, and roles in governing school (URT, 1995)

### **1.3 Problem Statement**

Over the last two decades, Tanzanian government has initiated main reforms in the education department so as to allow and permit local communities to play an active role in managing their schools. One among the initiative was the establishment of school committees in primary schools to enable administration of various school matters.

In an ideal situation, various national educational policies such as Educational for Self-Reliance policy (ESR) of 1968, Educational and Training Policy (ETP) of 1995 and Educational and Training Policy (ETP) of 2014, educational programmes such as PEDP, BRN Ed and Fee Free Educational (FFE) expected to see an improved participation of primary school committees in managing schools as well as schools' resources including schools' development projects. In real situation, however, evidences from Masue (2010; 2014); Nkongolo (2014), Geoffrey (2015) and ADEM (2016) show a significant increase of the problem of ineffectiveness of school committees in managing primary schools' resources; including development projects. Because of this, several negative outcomes have been realised in the study area. In Kahama Town Council, for example, the general observations show that less than 50% of educational development projects at the primary school level failed to reach their expected results timely (Interview with TEO-Primary School, Kahama TC, January 2019). While school committees have the obligation of providing advice and making rational decisions (MANTEP, 1998), little is known on the extent to which the School Committee provides oversight on behalf of the community. This is the knowledge gap which is filled by this study.

Regardless of innumerable initiative implemented to address the problem at both policy and practical levels, the problem continues being the norm. Besides other factors researched that account to the problem, little is known on how institutional factors within school settings that account to the problem in Kahama Town Council. Therefore, this study seeks to investigate and reveal the institutional factors contributing to ineffectiveness of school committees in managing primary schools.

Despite deliberate efforts made by the government and other educational stakeholders, the underperformance of duties and responsibilities by school committees leads to their ineffectiveness in governing public primary school (Baganda, 2008; Masue, 2010; 2014). This is why this study sought to find out institutional factors contributing to ineffectiveness of school committees in managing primary schools' development projects.

#### **1.4 The Purpose of the Study**

Generally, this study explored institutional factors contributing to ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council.

##### **1.4.1 Specific Objectives**

Specifically, this study intended to: -

- i. Assess the relationship between the level of knowledge (cognitive factors) of school committees' members and ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council.
- ii. Find out the leading institutional factor among cognitive, regulative and normative factors in contributing to ineffectiveness of school committees in managing primary school's development projects in Kahama Town Council
- iii. Assess the institutional measures for improving school committees' performance in managing primary schools' development projects in Kahama Town Council.

### **1.5 Research Questions**

- i. What is the relationship between the level of knowledge (cognitive factors) of school committees' members and ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council?
- ii. What is the leading institutional factor among cognitive, regulative and normative factors that contribute to ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council?
- iii. What institutional measures can be applied for improving school committees' performance towards managing primary school's development projects in Kahama Town Council?

### **1.6 Significance of the Study**

To the body of knowledge; this study will increase knowledge and provide an-up-to-date information about the institutional factors contributing to ineffectiveness of school committees in managing primary schools' projects. Besides, this study will help to supplement or add on the existing literature regarding the management and administration of public primary schools to the entire country

To the policy makers; this study will inform policy makers on viable strategies for achieving successful implementation, supervision and administration of FFE primary education in Tanzania. Through this study the institutions and policy makers will be able to understand challenges and reasons for ineffectiveness of school committees in the management of public primary schools which are invisible from the top level such as ministry, region, and district to lower levels such as schools.

To educational practitioners and leaders; this study will also be helpful for guiding procedures for recommending and selecting school committees' members. It will be helpful for the Town Education Officer (TEO), primary education and Local Government Authority (LGA) to develop SCs' guiding principle for a more effective schools' governance practice, it will also help to sensitise the school committees' members and surrounding community to be aware on various issues in the governance primary schools.

### **1.7 Delimitation of the Study**

In comprehending the institutional factors which contribute to ineffectiveness of school committees in managing development projects in primary schools, the study delimited itself to the public primary schools in Tanzania. Ten (10) schools found in Kahama Town Council, Shinyanga Region were involved for an in-depth analysis. One of the factors for the selection, was that all of them are public run primary schools and owned by the government both characterised by increased ineffectiveness of school committees in managing development projects in their respective schools. Second, while explanations for the various factors empowering the ineffectiveness of school committees in the school governance in public primary schools have been studied extensively, little is known on ability and competence of the school committees to cope with the effects brought by the implementation of FFE funds Tanzania's policy intervention in primary education.

Additionally, the study delimited to the institutional theory by explaining well the established patterns through specific objectives of this study. Also, the study delimited to the case study research design. The application case study design was justified by the small quantity of the population proportions which this study used in a specified topographical boundary. As well, the design was constructed from the post positivism philosophical paradigm that declares the truth as universally objective and interpretive philosophical paradigm which emphasises that the truth is depending on socially- created beliefs, norms values and perceptions. Therefore, data obtained from this study cannot be generalised as they are derived from limited number of schools in the district and not the whole country.

### **1.8 Limitations of the Study**

When collecting data, the researcher confronted two limitations. The first was time constraints and the other was reticence by some respondents.

**(i) Time challenge:** This limitation has been analysed into two levels. At the first level, the time allocated by the university to collect raw data was too petite to fulfil all tasks timely. The researcher, being employed, was now and then required to attend some instructions and obligations as required by the employer. However, the

data collection exercise was carried out as respondents despite their reluctance, they fully participated in interviews, filled in questionnaires. Most of the interviews were rescheduled to meet respondents'/participants' convenience

**(ii) Reticence challenge of respondents:** Some participants/respondents were reticent to respond to some questions, especially the questions that called for self-judgement. This reticence was led by speculative anxiety to be seen as they are mistrusts, did not want to disclose any offices' information this was noticed particularly to office bearers. To alleviate this challenge the researcher counter checked the info with other participants in the same section. Also, the researcher created a rapport with participants.

### **1.9 Organisation of the Study**

The study is divided into five chapters. Chapter one presents the introduction and background to the study, statement of the problem, research objectives and research questions. It also covers significance of the study, scope of the study limitations and finally organization of the study. Chapter two presents both theoretical, and empirical literature review as well as the conceptual framework. Chapter three presents the research methodology, it includes the research design, sampling methods, data collection methods, data analysis, validity, reliability of data and ethical consideration. Chapter four presents the findings on institutional factors contributing to ineffectiveness of school committees in managing primary schools. Chapter five presents the discussion of the findings based on the three specific objectives of this study. Chapter six entails summary, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter elaborates the reviewed literatures correlated to the study. The chapter provides and describes the theoretical and empirical reviews of literatures hand in hand with the objectives of the study. The chapter is categorised into the following sections: - section 2.2 presents the theoretical perspectives of the study, section 2.3 describes the critical analysis of the empirical literatures drawn in line with the study's objectives, section 2.4 discusses the synthesis and knowledge gap.

#### **2.2 Theoretical Perspective**

The theoretical perspective presents, *inter alia*: - explanation of key terms of the study, an overview of school committees in Tanzania, global overview of school governance and theoretical framework vis-à-vis the ineffectiveness of school committees in administrating schools.

##### **2.2.1 Definitions of Concepts**

###### **2.2.1.1 Effectiveness**

Refers to the successful, and working in the way that was intended and predetermined before the actual execution (Longman Dictionary). School committees are made up of individuals who are working within a system in accomplishing their responsibilities, tasks, duties and roles in governing schools. The fundamental enquiry of effectiveness is to what extent do the implemented activities contribute to the achievement of the schools' objectives. School's activities must be planned and executed basing on the realisation of school's objectives. School committees should therefore be effective and efficient in governing schools. Effectiveness means doing the right thing (Drucker, 2006)

### **2.2.1.2 School Committee**

URT (2002) explains school committees as an organ initiated for the purpose of supervising and advising the management of pre-primary and primary school. Actually, school committee is a group of elected members from the school community responsible for the general school's management and maintenance. In establishing a school committee, the community served by the school is represented. In Tanzania, school committee members include the parents, teachers and local community representatives including CSO, NGOs and CBOs available where the school<sup>3</sup> is situated.

### **2.2.1.3 Primary School**

The education Act No. 8 of 1965 stipulates that primary school is a kind of school registered for providing education services through training to the pupils/children aged six to twelve years old (URT, 1965).

### **2.2.1.4 Primary Education**

It is just a formal, compulsory basic and elementary education intended to be provided to all children of seven years old and it is provided for the period of seven years after the accomplishment of pre-primary education. It is a means of preparing children for the secondary education (URT 2002).

### **2.2.1.5 Institution<sup>4</sup>**

It can be contemplated and conceptualised as something that is definite existing, recognised and initiated on a relatively permanent basis (Hughes, 1939). An institution is the cultural, normative, and regulatory structures mutually with activities which aimed to deliver stability and meaning to certain behaviour in the given society (Scott, 1995; 2001).

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<sup>3</sup> For the purpose of this study whenever school is mentioned it refers to the primary school.

<sup>4</sup> institution is the composed of cultural-cognitive, normative, and regulative elements which together with associated activities and resources, provide stability and meaning to social life, Multi-faceted, durable, social structures, made up of symbolic elements, social activities, and material resources. For the purpose of this study institution refers to as a school, ward and council.

### **2.2.1.6 Management**

It is an art and science of getting things done through others and maintaining efficiently and effectively current organisational arrangements. It encompasses setting and achieving organizational goals efficiently and effectively by the means of accomplishment of basic managerial tasks and functions such as planning, organising, staffing, directing and controlling that utilise human, financial and material resources (Gupta, 2006).

### **2.2.1.7 Governance<sup>5</sup>**

According to Graham, Amos and Plumtre (2003) governance is a process whereby societies or organizations make their important decisions, determine whom they involve in the process and how they render account. They further elaborate that governance encompasses the agreements, procedures, conventions or policies that define who gets power, how decisions are taken and how accountability is rendered.

Governance is conceived as the process of officially and legally control of a country and makes all the decisions about public services. Essentially, governance in school context is about effective leadership which can be used as a mechanism to create applicable school processes, systems and controls as well as appropriate behaviour to ensure sustainability and long-term continuity of the school. But again, governance helps to ensure that decisions are made in the best interests of the schools as well as school's stakeholders (URT, 1999; Manara & Mwombela, 2012; IoDSA & FEDSAS, 2015).

### **2.2.1.8 School Management**

School management can be conceptualised as the arrangements which involve school committees in planning, arranging, leading, supervising and controlling resources in order to bring the effectiveness in implementing the general school development plan (ADEM, 2016). School committees have significant contributions in managing school development projects by making rational decisions on how to utilise properties, facilities like teaching-learning resources, funds, buildings and time

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<sup>5</sup> For the purpose this study, whenever the word governance is used it refers to as the management of primary school.

effectively. In order to have successful implementation of school plans, a school committee is obliged to perform their managerial duties by considering, complying and abiding to the basics and principles of good governance including transparency, inclusiveness and participation of society, accountability and respecting the freedom of providing ideas, views and opinions (Graham, Amos & Plumptre, 2003; Manara & Mwombela, 2012; IoDSA & FEDSAS, 2015; ADEM, 2016).

### **2.2.1.9 Indicators of Ineffectiveness of School Committees in Managing Primary Schools**

Theoretical expectations of the establishment of school committees was to have an effective school committee in the governance and administration of schools, but the experience is contrary to the expectations. The indicators of ineffectiveness of school committees in managing school development projects are: - failure to conduct and attend the regular established school committee meetings, poor communication between school committee members and parents, poor relationship between school committee members, parents and teachers, underperformance of school committees, failure to make rational decisions, lack of managerial skills among the committee members, lack of commitment among committee members and failure to fulfil school committee responsibilities (MANTEP, 1998, Masue, 2010; 2014; Manara & Mwombela, 2012; ADEM, 2016)

### **2.2.2 An Overview of school committees in Tanzania**

The history of SC in Tanzania began during the colonial era conversely, their tasks, duties, functions, roles and responsibilities have been changing as time goes depending on the requirements and essential necessities at a respective period of time. Throughout the colonial era, when the British government governed and ruled Tanganyika, the major roles of School Committees were to control and monitor discipline within primary schools. The disciplinary cases considered mainly were: - truancy, rebellions and protests.

Babyegeya (2002) argues, the British Act of 1870 was concerned with School Committees/Boards and it gave school committees the legal powers to build and contribute to all development projects in a particular school and most of the school

committee members were selected by the colonial government. The majority of the school committees' members were workers from colonial offices and industries. It has been shown that, even after independence in 1961, Tanzania continued to use school committees adhering to the British rules and the Education Ordinance No.37 of 1961 indicated the major function of School Committees such as providing advice to the heads of schools on education matters favouring colonial interests. Since that time, there have been a myriad reform taking place in education for the improvement and augmenting the relevance of School Committees to the national philosophy and development of national educational objectives (Kiwia, 1995).

#### **2.2.2.1 Responsibilities of School Committees in Tanzania**

URT (2002) elaborates the tasks, duties, functions. Roles and responsibilities of school committees in governing public primary schools being: - planning, budgeting and implementing school development plans in a manner which involves pupils, parents and other educational and school's stakeholders.

The school committees' responsibilities and powers were clearly noted, enlightened and emphasised during the commencement and execution of PEDP phase one from 2002 to 2006. URT (2009) identifies and lists the roles, tasks, functions and duties of School Committee as follows:

- Mobilising and encompass all members of school community in respect of the potential roles in maximising the profits and returns of education.
- Accepting the entire school's development plans and financial plans and submit them to the respective authorities.
- Enabling and facilitating planning, budgeting and execution of the schools' plans.
- Opening bank accounts and managing school funds efficiently and effectively
- Making sure that there is safeguard of belongings attained through PEDP funds.
- Preparing and submitting the accurate and timely financial reports to the appropriate authorities.
- Communicating and disseminating all educational information to all schools' stakeholders and educational stakeholders effectively and efficiently.

## **2.2.3 The Global Overview of School Management**

### **2.2.3.1 School Management in Northern America**

Within North American continent, the administration and management of schools was decentralised and this practice is known as School-Based Management (SBM). Caldwell and Spinks (1992) declare that in the United States (US) the so called second wave of reform is sweeping over the nation, with virtually every aspect of schools and systems which direct and support schools under critical examination. The key word is restructuring and it is being applied to curriculum, pedagogy, administrative structures, governance, teacher training and retraining, and to the teaching profession itself. This can be traced on dates back to 1909 in the United States of America (USA) and basically it was regarded as the Teacher Council Movement (TCM) which contained teacher dominated councils which prepared the policy recommendations for the administration of individual schools. By 1930 the school councils were restructured to become the Democratic Administration Movement (DAM) which represents a range of perspectives and interests including teachers, students, parents and communities in a democratic way of governance of schools. In the middle of 1960s SBM became the Community Control Movement (CCM) which allowed a wide range of constituents, including leaders of community groups and minority parents in school policy decisions (Caldwell, 2005; Ayeni & Ibukun, 2013).

In the same vein, the SBM became a more popular education reform and initiative in 1980s in the US. The US nation was at risk during which American children were seriously delayed behind international students of equal age and grade in academics (Gardner, 1983) hence led to the adoption of SBM as a measure of the intervention approaches to enhance the excellence of education in many schools and constituencies, most especially in Illinois (Caldwell, 2005; Ayeni & Ibukun, 2013). But again in 1988, the School Reform Act (SRA) instituted school councils as mandatory throughout the US, which involves the decentralization of power and authority to schools by the state legislature for self-management and self-autonomy in the basic important areas of decision-making, budgeting, resource utilisation, teaching and learning activities and personnel matters in order to meet the desires

and aspirations of the public for the advancement in the quality of educational management systems and learning outcomes. By the middle of the 1990s the SBM concept became increasingly significant and expanded massively with the efforts of revolution and assumed different forms in different countries (Boonmee, 2002; Caldwell, 2005; Eurydice, 2007; Murphy & Beck, 1995; Ayeni & Ibukun, 2013).

### **2.2.3.2 School Management in Southern America**

In South American continent, countries such as Argentina, Bolivia, Chile and Venezuela transferred the responsibility for financing education to provincial administrations while transferred the responsibility of financing education to municipal governments. Currently, the government promote communal sharing in the management of the education system (Mendonca, 2000; Winkler & Gershberg, 2003).

Within Australian and Oceania continent, definitely in New Zealand Caldwell and Spinks (1992) proclaim that in New Zealand there has been literally turned upside down or should it be downside up a national system of education with the dramatic authorisation of panels of representatives at the school level in what was already a relatively decentralised system. Enduring to deliver an outline is a small central expert witness that includes a strong review and audit purpose. The government in New Zealand made and elected school committees including parents from the local community where the schools are located as the only members and gave them the responsibility to govern schools (Winkler & Gershberg, 2003; Caldwell, 2005).

### **2.2.3.3 School Management in Europe**

On the other hand, European continent, Caldwell and Spinks (1992) advocate that in Britain, England and Wales now have for the first time ever a national curriculum framework and provision for nation-wide education at the elementary and secondary levels. Most primary schools and all secondary schools have full control of their budgets and schools are having the power to determine out of control by their local education establishments and authorities vote of parents' majority (Caldwell, 2005).

Inside Great Britain (GB), the 1988 Education Reform Act (ERA) under the Thatcher government delegated power and authority to school communities to constitute

management boards as the mandatory corporate organs consisting of the head teacher and governors chosen by the parents, teachers, and representatives of the local authority. Under that educational Act, public secondary schools became autonomous and grant-maintained schools, owned and managed exclusively by each school's governing board, composed of 10 to 15 members encompassing the head teacher, teachers and parents' representatives; lacking of local education authority control. The study on this approach revealed that student achievement improved by 0.25 of a standard deviation in pass rates on standardized examinations (Clark, 2009; Ayeni & Ibukun, 2013).

In the same lens, other countries in Europe such as Belgium, Denmark, Finland, and Netherlands, their Central Governments (CG) enacted appropriate laws to decentralise power and authority with full autonomy to schools so as to enable schools to establish and operate managing bodies in partnership with the local stakeholders to manage, regulate and take decisions on education policy matters; curriculum and teaching methods; learners' evaluation; personnel selection, dismissal and discipline; infrastructure; and other learning resources to guarantee the best use of public funds; and the raising and rational use of private funds for the overall well-being of the public and production of quality outputs from the educational institutions (Eurydice, 2007; Ayeni & Ibukun, 2013). Snipes, Doollittle and Herlihy (2002) postulate that the effective school committees in Europe are obliged to the accountability, using less time on functioning matters and more time focused on advancing educational policies for improving students' achievement. The flying districts had established an agreement among panel's or committee's members and other leaders on identification and implementation of improvement strategies. Goodman, Fulbright and Zimmerman (1997) argue that, effective school committees in Europe lead like the administrator trust each from their individual roles with durable alliance and reciprocated trust. Over the continuum of SBM initiatives, it may not be surprising that Denmark and the Netherlands give parents a very strong level of control under SBM as the way of trusting the grass root's level in decision making. Most of the findings have indicated that there is limited involvement of

parents and communities in school governance and management (Barrera- Osario, Fasih, Patrinos & Santibáñez 2009; Samkange, 2013).

#### **2.2.3.4 School Management in Asia**

Within the Asian continent, specifically in Indonesia, the research on SBM indicated that there is an intense and extremely improvement in students' achievement due to the effective operation of government's policy guidelines to establish mandatory corporate school governing councils in accordance with Education Act no 20 of 2003 on NES which permits maximum connexion of local communities in the supervision and administration of the school to achieve better quality education. Article 56 of that education Act provides that the communities members are required to participate actively in the quality improvement of educational services, which include: strategic planning, curriculum implementation, and monitoring and evaluation of educational programmes through the school committee, while the government by means of the MNE normalises the supremacy and authority devolved in the school committees, as well as the operational procedures, characteristics and formation of membership and structure of a school committee (Agustinus, 2008; Ayeni & Ibukun, 2013).

Furthermore, the Indonesian Education Act no. 20 of 2003 describes a school council as an independent body established to provide technical advice, directions and support for personnel, facilities, equipment, and monitoring of a school Article 56. The power and authority of a school council relates to its four major roles, which are: - first, to be an advisory agency in determining and or approving educational policies at the school level; second, serving as supporting agency in the school both in financial and non-financial matters; third, functioning as controlling agency both for the purpose of transparency and accountability at school level; and fourth, to be a mediator between school, government, and community on educational matters (Agustinus, 2008; Ayeni & Ibukun, 2013). Parental participation in school management is regarded as a good thing in Indonesia because local people know better and are responsive to their own needs (Sumintono, 2003). By the same token, in Pakistan, Hoodbhy (1998) found out that education system is affected by the incompetent educational leaders and ineffective governing committees.

In Philippines, the SBM program was designed to improve student outcomes through two main venues first, by empowering the school community to identify education priorities and to allocate the school maintenance and operating budgets to those priorities such as curriculum enrichment programs and second, by enhancing transparency and accountability through the annual implementation plans and school report cards. However, the SBM program articulated no explicit assumptions regarding the timeframe within which improvements in student achievement were expected to take place (Ling, Khattri & Jha, 2010).

#### **2.2.3.5 School Management in Africa**

Within western part of Africa particularly in Nigeria, the National Policy on Education (NPE), section 12 subsection 104b of the Federal Republic of Nigeria (FRN) 2004 allows the closest participation and involvement of the communities in their localities the in the administering and managing their schools (Universal Basic Education Commission (UBEC), 2013b). Since the community has legitimate mandate in education, it behoves on the traditional institutions to mobilise and coordinate their subjects to integrate their skills and wealth of experience into the school programme in order to maximize their contributions in their expertise and best practice through periodic monitoring, reviewing, evaluating and given constructive advice on key functions in curriculum delivery, critical infrastructure, capacity building, instructional materials, equipment, staff and students welfare, management and support mechanisms, and school-community relationship (UBEC, 2013b; Ayeni & Ibukun, 2013; Oduwaiye, Bakwai & Yisa, 2015).

This is another dimension of transparency, accountability and commitment that will ensure quality service delivery and attainment of the complete overall goal of education in schools. The relationship between the school and the community is indeed a symbiotic one, since the function of one complements the other (Ayeni & Ibukun, 2013; Oduwaiye, Bakwai & Yisa, 2015). The School-Based Management Committees (SBMCs) have been established as mechanisms to provide platforms for communities and schools to work closely together to enrich school governance and

promote improved management basic schools (UBEC, 2013b; Bakwai, Muhammad& Sarki-kebbi, 2014; Oduwaiye, Bakwai &Yisa, 2015).

In the same manner, Bosu, Dare, Dachi and Fertig (2009) affirm that in Ghana, the education policy has been putting much emphasis upon decentralisation with the establishment of the national educational standards and promoting the quality of education. Ghana Education Service (GES) (1994) postulates that the management of school has been devolved to the school level, each school is obliged to have a SMC which includes the representatives from the local community and educational stakeholders who are found where the school is located (UNICEF, 2009; Bosu *et al*, 2009; Cobbold, Ampiah-Ghartey, Mensah & Ossey, 2009)

Within southern part of Africa, South Africa in particular, Tsotetsi, Van Wyk and Lemmer, (2008) write that devolved school governance take for granted a handing over of supremacy down to the local level from the central level (Squelch, 2000) and is generally based on the premise that the state should share its power with other stakeholders, particularly those closer to the school, on a partnership basis (Marishane, 1999). School administration structures existed statutory preceding 1994. These structures were known as organisational committees, school committees or administration councils. They were made up of parents and who had only limited power in decision-making (Tsotetsi *et al*, 2008; Naidoo, 2005; Ndlovu, 2012).

Botha (2006) asserts that educational policy investigations undertaken within the last decade by the Department of Education (DoE), like the report of the task force team on education management development (DoE, 1996) and legislation such as the South African Schools Act of 1996, focus *inter alia* “... on the need for all stakeholders in education who can work in democratic and participative ways” (Republic of South Africa (RSA), 1996; Naidoo, 2005; Botha, 2006; Ndlovu, 2012). At the core of these policy initiatives and legislation is a process of decentralising decision-making as well as a significant process of democratisation in the ways in which schools are governed and managed (DoE, 1996; Botha, 2006; Ndlovu, 2012). The participative management required of SBM structures means that authority is delegated from higher to lower levels (Mosoge & Van der Westhuizen, 1998;

Naidoo, 2005; Botha, 2006; Ndou, 2012; Ndlovu, 2012) and entails major changes of roles. The customary role of the school principal has therefore changed under SBM as decision-making is shared among stakeholders.

The current position of the principalship renders not only authority, but also leadership, to the incumbent. As more and more countries worldwide implement SBM, principals are empowered and given more authority over what happens in their schools. School principals in these countries increasingly find themselves with the power to make on-site decisions such as how money should be spent, where educators should be assigned, and even what should be taught in the classrooms in countries where there is not some form of centralised curriculum development (Botha, 2006; Ndou, 2012; Ndlovu, 2012). SBM therefore, demands more of the school principal specifically in terms of principal leadership (Mosoge & Van der Westhuizen, 1998; Dimmock & Wildley, 1999; Squelch, 1999; Bush & Heystek, 2003; Marishane, 2003; Botha, 2006; Ndou, 2012; Ndlovu, 2012).

The declaration of the South African Schools Act (SASA) No. 84 of 1996, aimed to provide for a uniform system for the organisation, governance and funding of schools (SASA, 1996; Manamela, 2016). It mandates the establishment of School Governing Bodies (SGBs). Weber (2008), says that SGBs are important mechanisms of change, to reshape post-apartheid schooling (Manamela, 2016). They configure the power relations at the foundation of the educational system from the school level. This is done by allowing elected representatives of parents, educators, learners in secondary schools and non-teaching staff, to jointly make school decisions with school management and have an oversight of a range of policy related functions (Ndou, 2012; Ndlovu, 2012; Manamela, 2016).

In Kenya, the management of schools by boards of governors (BOGs) came into place after independence following recommendation by the Kenyan education commission report of Ominde (Republic of Kenya (ROK), 1964), in which it meant to give each school decentralisation of authority for effectiveness. Education act Cap. 211 and sessional paper No. 1 of 2005 affirm that the boards of governors have been given the role of managing human and other resources so as to facilitate smooth

operations and provision of teaching-learning facilities in schools (MOEST, 2005; Kamunge, 2007; Kindiki, 2009).

Kindiki (2009) says the boards of governors (BOG) are legally mandated by the ministry of education under the education act Cap 211 to manage secondary schools in Kenya. In its education system, Kenya has provided for various roles that parents can play in education. Institutional governance structures such as school committees, parent-teachers-associations and school committees of governors reflect the interests of all stakeholders and the broader community served by the school. The education system also assigns a role to parents in establishing the infrastructure, particularly in the construction of schools and ensuring that sound educational programs take place in schools. (Phillips and Schweisfurth, 2006; Kimu, 2012).

Njeri (2013) states that in Kenya, the School Management Committees (SMC) in public primary schools are mandated to undertake critical responsibilities in the proper management of the schools. These include ensuring compliance with the Education act and Education regulations in its school operations, oversight and managing the appointment and performance of non-teaching staff, the mobilization and spending of school funds, development of school infrastructure, ensure security and safety of the teachers and pupils, establishing proper channels of communication with staff, parents and members of the public among others (Kramer, Davidge, Lockyer & Staveley 2003; Njeri, 2013).

#### **2.2.4 Theoretical Framework**

Numerous theories can be utilised to underpin this dissertation and to comprehend the institutional factors contributing to ineffectiveness of school committees in managing public primary schools' development projects. Due to various criticism of those theories, this study adopted and put much focus on Institutional Theory (IT). Institutional Theory entails and suggests the established institutional structures, rules and regulation which manifest the occurrence of certain behaviour.

#### **2.2.4.1 Institutional Theory**

The adoption of the IT was because it simplifies to elucidate in details the institutional regulations, policies, rules, processes, beliefs, values which determine the behaviour of people, institutional arrangements, as well as decision making structures in institutions (Roy, 1997). The theory has over the years benefited from discernments and enunciations of eminent intellectuals such as Marx Weber and alike. The institutional theory has become to be easily understood after Scott (1995) who summarises the constructs, views and ideas of the forefathers of institutional theory by describing an institution in this case is a school, school committees ward and town council to embrace cognitive, regulative and normative structures and activities that enable stability and meaning to the certain social behaviour. Whereas regulative structure utilises the established rules, laws, regulations and government policies for these educational policies to enlighten the effectiveness of school committees in the school governance, the cognitive structure refers to the school stakeholders' levels of knowledge and perceptions school committees in the school governance and normative structures comprises of school, ward and council community values, morals and social obligations related to school management.

#### **2.3 Empirical Literature Review**

Masue (2010) researched on the effectiveness of primary school committees in Tanzania. He carried out his research in Morogoro Municipal Council and Mvomero District Council. He found that majority (78%) of the two school committees' members were primary school leavers or below. While there was trivial difference between the rural areas and urban areas school in terms of committee members in understanding of their responsibilities, the committee members from the two committees were adequately informed about their roles, there was high consistency between the level of education and capabilities of role accomplishment, members with fairly high educational qualifications indicated that they were competent enough to accomplish their roles; while those who had low educational qualifications declared that they were not competent. There was ubiquitous inadequacy of financial resources, constraining successful implementation of school development plans. He concluded that not outstanding but impressive attainments had been accrued about

the empowerment of the school committees, the attainment of the real school committee empowerment was attained by the alliance of multiple agents such as the Government, NGOs, CSOs, Media, CBOs and alike to develop knowledge, skills and financial resource bases at the local levels; and also create awareness to the people on the importance of their participation in educational decision making processes. However, his study did not focus the ineffectiveness of school committees while the study at hand focuses on the institutional factors contributing to ineffectiveness of school committees.

Ndiang'ui (2012) conducted the study entitled the challenges in management of FFE in primary education funds in Nyahururu District of Laikipia County, Kenya. His study exposed that the widely held head-teachers and school committee members were not trained or inducted on school financial management; financial management guidelines awareness was also found to be high among both head-teachers and school committees' members in the District. Also, he found that the school committees were mainly involved in budgeting and to a lesser extent, receipting, accounting, recording, auditing, and reporting of financial appropriations in the school.

Though, he found that the performance of these functions by the committee members was found to be below average, he came up with the encounters faced by head-teachers in managing schools' finances which were: - insufficient training about financial management, inability of primary schools to employ accounts clerks, schools are run on systems that are none inclusive to all stake holders, head teachers do not benefit from any regularly organised refresher courses, training and induction programmes on financial management. Likewise, he found out that some schools do not benefit from regular inspection of school funds and the management of FPE funds through the DEO's office creates room for complacency, corruption and incompetence, and that there is unclear definition of the responsibilities of committee members which often results into a conflict of interest. Nonetheless, he did not deal with ineffectiveness of school committees in managing schools' development projects.

In South Africa, Ndou (2012) did the study focused on the challenges facing school governing bodies in the Vhembe district in the implementation of finance policies. His research was a multi-site case study of the Vhembe district. He discovered that the finance personnel and committees at school level were not well established, trained and thus became dysfunctional. He recommended that finance policies should be amended, finance committees trained and continuous monitoring of finances provided by the circuit and district officials. His study was also characterized by a number of limitations, including difficulties in understanding financial terminology by some participants and fear of handing in financial documents for examination. On the other hand, his study focused on the challenges facing school governing bodies in the implementation of finance policies he did not focus on ineffectiveness of school committees in managing schools' development projects where the current research is focusing.

Manamela (2014) carried out the research on the financial problems of school governing bodies in Mogoshi circuit in South Africa. He discovered that school governors in Mogoshi Circuit are facing serious financial management problems, financial management and financial accountability without effective and efficient management of school finances, pose a challenge. Also, he discovered that the majority of governors in rural areas are elderly people, who are mostly either illiterate or semi-illiterate and lack the capacity to execute their governance roles efficiently and effectively, a once-off or hit and run unaccredited training, which is often provided to the elected SGB members, is relatively not helpful. Therefore, his study focused on the financial problems of school governing bodies, and not ineffectiveness of school committees in managing schools' development projects.

Masue (2014) researched on the empowerment of school committees and parents in Tanzania, delineating existence of opportunity, its use and impact on school decisions. His study was carried out in seven purposefully selected districts/municipalities in Tanzania. His study employed a mixed methods approach. The findings of his study indicate that gender, access to information and being a member of a school committee are significant for determining the degree of

empowerment in decision making, not only for the members of school committees but for parents more generally, in order to play an active role in local education-development initiatives, parents and school committee members, need to be well informed about issues of national interest, regarding gender, his study revealed that men dominate the decision making process in school governance, being a member of a school committee is an important factor for individual empowerment, there insufficient training of school committee members at the local level.

There is also inadequate information on the government's education policy and the curriculum, financial matters pose another barrier for local empowerment, there is a lack of transparency about bank transactions on behalf of schools, and the schools are plagued by inadequate funding, insufficient allocation and delays in the disbursement of grants from the central government. In light of the findings, his study concluded that the empowerment of parents and school committees in Tanzania has convincingly been achieved. Also, little attention has been paid to the important enablers of local empowerment. The study therefore suggests the need for multisector efforts, not only to create awareness of educational issues amongst men and women at the grassroots level, but to address gender inequality in decision making. In order for this to happen, the people need to receive adequate resources and training as well as increase their level of public awareness. Yet, he did not focus on ineffectiveness of school committees in governing schools' development projects.

Nkongolo (2014) studied on the effectiveness of school committees in governing primary schools' capitation grant, he carried out the research in Urambo District. He discovered that rules and regulations on capitation disbursement and spending are not clear to some of school committee members and the mechanisms that were supposed to be used by school committees to monitor primary school capitation grant were not effectively used, there were also inadequate measures taken by local government to improve school committee effectiveness. He concluded that school committees as decision making organs in capitation governance are still incapable in managing capitation grant in primary schools. He recommended that there is a need for providing effective school committee training and more researches on the topic. But

still, he did not concentrate on ineffectiveness of school committees in managing schools' development projects.

Geofrey (2015) did the investigation on the efficacy of the school committees in managing schools' resources and projects. His study revealed that the involvement of school committees in resources and project management was almost less effective because most decisions and supervision of projects were left in the control of the teachers. The roles that school committees played in mobilizing school resources were very minimal, schools were still lacking resources. He recommended for local community to choose relevant and capable individuals as their representatives in school committees who are ready to serve their interests, the community should also be educated to take their responsibility in supporting their schools both financially and materially, the school committee members should take responsibility to mobilize resources for school projects and be aware of the negative impact of dependence. Nevertheless, this study was different from the current study because it did not focus on ineffectiveness of school committees in managing schools' development projects.

#### **2.4 Synthesis and Knowledge Gap**

The global assessment of empirical studies such as Masue (2010) who researched on the effectiveness of primary school committees in Tanzania. He carried out his research in Morogoro Municipal Council and Mvomero District Council, Ndiang'ui (2012) looked on the challenges in management of FFE funds in public primary schools in Nyahururu District of Laikipia County, Kenya, Ndou (2012) did the study focusing on the problems facing school governing bodies in the Vhembe district in the implementation of finance policies. His research was a multi-site case study of the Vhembe district in south Africa, Manamela (2014) researched on the financial difficulties of school governing bodies in Mogoshi circuit South Africa, Masue (2014) studied the empowerment of school committees and parents in Tanzania, delineating existence of opportunity, its use and impact on school decisions, Nkongolo (2014) explored the effectiveness of school committees in governing schools' capitation grant in Urambo District Tanzania, Geofrey (2015) examined the efficacy of the school committees in managing schools' resources and projects.

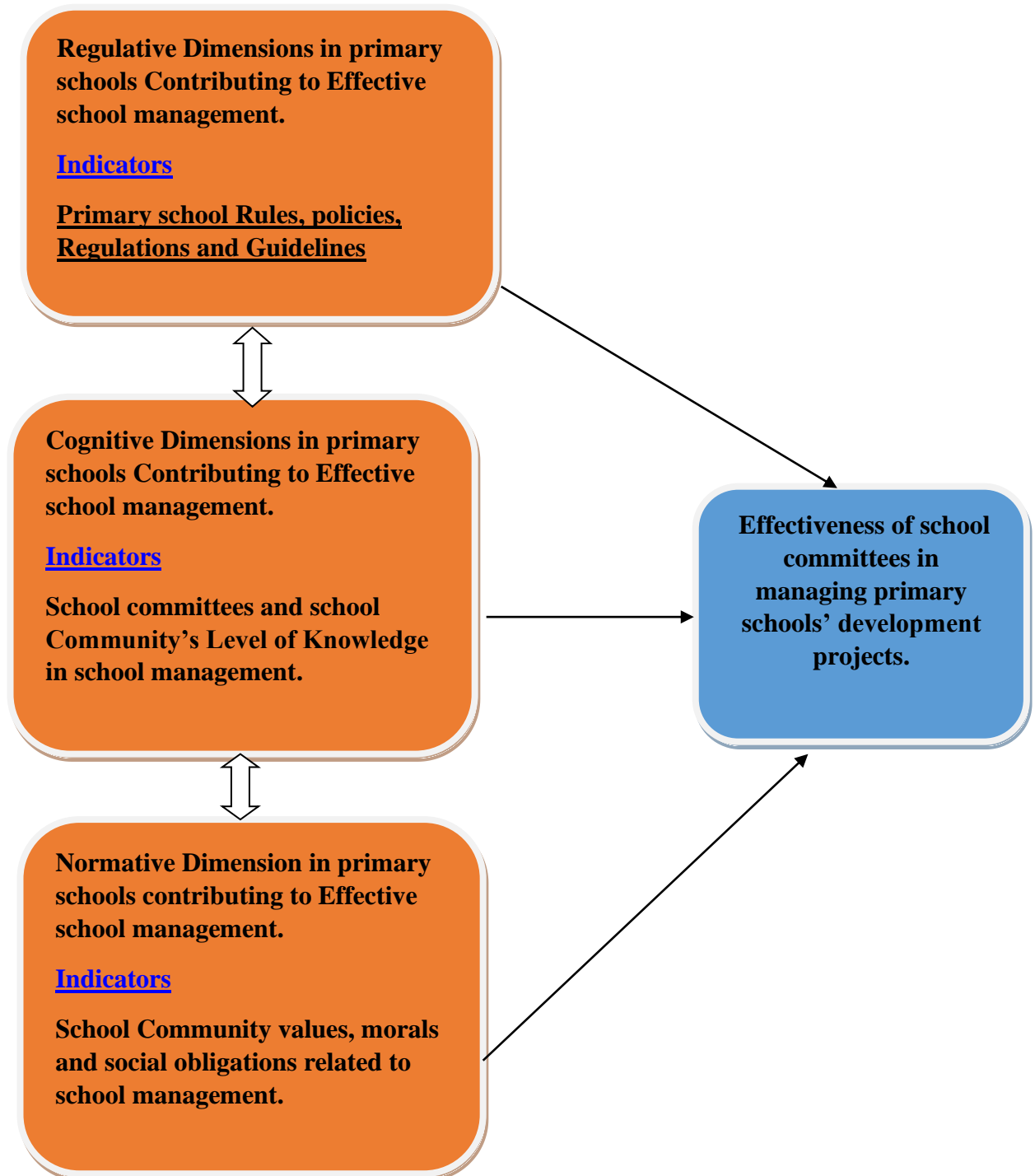
The theoretical concerns and the evidences drawn from the previous interventions in the World, regional and Tanzania in particular has prospered in authenticating a numerous significant weaknesses and deficiencies in the existing literature of the effectiveness of school committee in governing schools. Logically, they have contributed imperatively to comprehend the strengths and challenges of school-based governance in education industry, and specifically in the school committees in governing the public primary schools' development projects. Despite the triumphs realised, there is scant literature pertaining to the ineffectiveness of school committees in governing schools' development projects. Then, this study intended to plug and cover this gap in knowledge.

## **2.5 Conceptual Framework**

This portion elaborates the existing relationship between dependent and independent variables of this study. Since the study was underpinned by the institutional theory. The beliefs, rules and regulations, values, norms, roles, procedures, symbolic and cognitive schemas from institutional theory are the independent variables when they can stand alone and cause the effects to the dependent variable which is the effectiveness of school committees in managing schools. The relationship which is described here is the cause-effects relationship, whereby the independent variables from institution theory beliefs, rules and regulations, values, norms, roles, procedures, symbolic and cognitive schemas all of them or one is capable of causing the effects to the dependent variable which is effectiveness of school committees in school governance as it is summarised in figure 1.1 below

**Figure 1.1 Conceptual Framework**

Primary school institutions' indicators of effective school management



**Source:** Adapted from Muya's HEIs Institutional Analysis (2015)

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The chapter enunciates the whole research methodology which was applied to explore the institutional factors contributing to ineffectiveness of school committees in managing public primary schools' development projects. Methodology discusses *inter alia*, the choice of the area, design, and tools, validation for the choice. Centring on the construction, the chapter is arranged into ten parts: - research approach in part 3.2, the research design in part 3.3; description of the study area in section 3.4; study population in part 3.5, sample and sampling techniques in part 3.6, sources of data in part 3.7, data collection instruments in part 3.8; validity and reliability of research instruments in part 3.9 and research ethics in part 3.10.

#### 3.2 Research Approach

This dissertation utilised a mixed research approach in which quantitative dominated qualitative research approach therefore, it was a quantitative sequential qualitative mixed research approach. This was due to the reason that the first specific objectives, was to assess the relationship between the level of knowledge (cognitive factors) of school committees' members and ineffectiveness of school committees in managing schools' development projects in Kahama Town Council, and the second , was to find out the leading institutional factor among regulative, cognitive, and normative factors in contributing to the ineffectiveness of school committees in managing school development projects in Kahama Town Council which were quantitatively designed together with their research questions which were: - what is the relationship between the level of knowledge (cognitive factors) of school committees' members and ineffectiveness of school committees in managing schools' development projects? and what is the leading factor among cognitive, regulative and normative factors in contributing to the ineffectiveness of school committees in managing schools' development projects?

Besides, the third objective, assessing the institutional measures for improving school committees' performance in managing primary school was qualitatively designed together with its research question which was: - what are the institutional measures for improving school committees' performance in managing primary schools' development projects?

Likewise, a mixed research approach was built from quantitative and qualitative research methods which were utilised in this study. Basically, the study employed a mixed research method, in which, the quantitative and qualitative features were used therefore, their data were mainly analysed and interpreted quantitatively and followed by qualitatively. Whereas qualitative research approach sees human life like qualitatively dissimilar from other things examined by science through emphasising that the reality and facts depend on beliefs, norms and perceptions of a society in socially- constructed differently from one society to another, and consequently, there is no a common universal objective facts and reality in social life, quantitative research approach on its side tests objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures (Creswell, 2014).

### **3.3 Research Design**

Referring to Creswell (2014) who contemplates research designs as the types of review which centred on qualitative, quantitative, and mixed methods approaches in which there is detailed path for actions and steps in doing research. Whereas Denzin and Lincoln, (2011) conceptualise research designs as strategies of inquiry. The nature of the research problem under this study obliged the deployment of case study research design. Creswell (2014) explains clearly that case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. According to Creswell (2014) cases are bounded by time and activity, and researchers collect detailed information using a diversity of data collection procedures over a continued period of a specific given time (Stake, 1995; Yin, 2009, 2012). Therefore, the case study research design was used in this study, the reason behind of using it is centred at responding to the question “what is the

case” in the progression of knowing the institutional factors contributing to the ineffectiveness of school committees in managing public primary schools’ development projects in Kahama Town Council.

Although this research design organised in a cross-sectional time horizon was used for this study, it is related with a myriad of restrictions. One is the probable lack of systematic generalisability of the data because of partiality (Yin, 1994). There were innumerable actions directed to make sure that there is trustworthiness of the findings. Since in this study both quantitative and qualitative research features were used, the validity was ensured by open-handed a reasonable, reliable, truthful, and stable explanation of social life practised from the school committees being considered in the efforts to see the insights of in-depth institutional factors contributing to the ineffectiveness of school committees in managing schools’ development projects. Besides, a case study consumes a countless agreement of time and produces large credentials documents together with the study’s objectives (Yin, 1994).

### **3.4 Description of the Study Area**

This study was carried out in Kahama Town Council. The unit of analysis was government schools located in Kahama Town Council, all officials from the department of primary education in Kahama Town Council, chairpersons of school committees, Heads of primary schools, staff, and representatives from the school committees owned by the government were involved.

In history, the name "Kahama" is originated from the famous tree known as Mhama which looks like coconut tree and it bears fruits like coconuts called Mihama. The area was largely covered by this tree that is why the area was named Kahama. Kahama District is formed by three councils namely: - Kahama Town, Ushetu and Msalala councils. Administratively, all three councils are under one District Commissioner (DC) which is the commissioner of Kahama District.

Kahama Town Council is among the six councils which forms Shinyanga Region of Tanzania, the others being Shinyanga Municipal, Shinyanga District, Kishapu Msalala and Ushetu. It is located between latitude 3<sup>0</sup> 50'S and longitude 32<sup>0</sup> 36'E. The district which borders Kahama Urban on the west are Mbogwe and Bukombe districts, on the north is Msalala council; on the east are Shinyanga District and Shinyanga Municipal and on the south is Nzega District.

### **3.4.1 The Scope of the Study**

The scope of this study revolved around the public primary schools in Kahama Town Council in Tanzania. Within Kahama Town, all government primary schools found in Kahama Town Council location were engaged for a detailed analysis. The reason of choosing Kahama Town Council was due to existence of poor awakening and awareness on educational matters and socio-cultural barriers which are suggested to have some effects to the governance of schools.

The study also, covered the decentralisation of basic and elementary education and educational reforms in Tanzania. Again, it covered the institutional theory so as to explain the institutional factors contributing to the ineffectiveness of school committees in managing public primary schools. Three dimensions of the institutional theory: - regulative, normative and cognitive, dimensions had been covered, nurtured and explained from the study's objectives.

Also, it revolved around the case study research designs as it was justified by the incidence of just a portion of the population proportions which was utilised by this dissertation in a specific topographical boundary, also, the dissertation was constructed from the post positivism paradigm which postulates that the reality, truth and facts are universally objective and the interpretive paradigm which admits that the reality, truth and facts depends on beliefs, norms and perceptions of a given society which actually are the socially- constructed and they vary from one society to another.

### **3.5 Population and Units of Analysis**

The school committee members and teachers were the targeted population of this dissertation. The units of analysis of this study were: - the school committees'

members, teachers of public primary schools, chairpersons of school committees and administrative officers including the Township Primary Education Officer (TPEO) in Kahama Town Council, Head-teachers, Chairpersons of school committees and Ward Education Officers (WEO). This is because all school committees' members are the ones who are responsible in the process of managing schools. The head-teachers are the immediate supervisor in school governance and they have both quantitative and qualitative information about school as well as the school committees. In addition, Ward Education Officers have key qualitative, explanations on the school committees in the ward level. But again, The Town Primary Education Officer (TPEO) in Kahama Town Council is the key informants of anything about educational matters and has full information of school committees in Kahama Town.

### **3.5.1 Target Population**

Kothari (2004) comprehends target population as the envisioned population used by a study in a specific topographical area like division, town, district, region and country in regard with the age and sex. In this study the total population of 1,011 study participants was covered, the expected target population for this dissertation was 91 study's participants/respondents. This is equivalent to 10 percent of the total population.

### **3.5.2 Sample and Sampling Techniques**

#### **3.5.2.1 Sample Size**

The dissertation employed the sample size of 87 populations, particularly the sample size encompassed 40 school committee members, 20 teachers, 10 heads-teachers, 10 Chairpersons of school committees, 5 Ward Education Officer, 1 Statistics and Logistic Officer from primary education department and 1 Town's Primary Education Officer as it was summarised in Table 3.1 below. Meanwhile, the selection of the sample often provides many merits such as reduces the cost of conducting research, increased speed in most of all aspects of data analysis, interpretation, summarisation and reporting, also, better supervision of exploration and data preparation processes. The sample size for the study contained 87 research respondents and participants. The researcher had an interest to explore the problem

which could not be simply achieved with a large number of the sample of research respondents and participants, any sample size of 30 respondents and above is adequate for a study as supported by Prince (2005).

**Table 3.1: Composition of the Study Sample**

<b>Types of respondents</b>	<b>Expected number of respondents/participants</b>	<b>Actual number of respondents/participants</b>
School committees' members	41	40
Teachers	23	20
Head of public primary schools	10	10
Chairpersons of School committees	10	10
Ward Education Officers	5	5
Statistic and Logistics Officer	1	1
Town's Primary Education Officer	1	1
<b>Total</b>	<b>91</b>	<b>87</b>

**Source:** Researcher Construct, 2019

For the purpose of obtaining the total number of the sample size to be included in this study as it is elaborated above the researcher adopted the Yamane's (1967) formula and here below is the explanation of the procedure that was followed: -

In obtaining the number of school committee members where its total population excluding WEOs the number of chairpersons of school committees, teachers and head of primary school was 70 in ten public primary schools out of which 7 members were obtained from each school. The Yamane's formula is: -

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

Whereas n = sample size

N = population of the study comprises 70 school committees' members.

e = margin of error which is 10% (researcher's choice)

1 = constant

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

$$n = \frac{70}{1 + 70 (0.1)^2}$$

$$n = \frac{70}{1 + 70 (0.01)}$$

$$n = \frac{70}{1 + 0.7}$$

$$n = \frac{70}{1.7}$$

$$n = 41.176$$

Therefore, sample size of the school committees' members for this study was 41.176 approximately to 41 from ten schools as it was shown in table 3.1 above.

In obtaining the number of primary teachers who are school committees' members, in which its total population excluding the number of heads of primary school is 30 where by 3 teacher per school in ten public primary schools. The Yamane's formula is: -

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

Whereas n = sample size

N = population of the study comprises 30 as total number of targeted population of teachers excluding the number of heads of primary school.

e = margin of error which is 10% (researcher's choice)

1 = constant

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

$$n = \frac{30}{1 + 30 (0.1)^2}$$

$$n = \frac{30}{1 + 30 (0.01)}$$

$$n = \frac{30}{1+0.3}$$

$$n = \frac{30}{1.3}$$

$$n = 23.07$$

Therefore, the sample size of the school committees' members was 23.07 approximately to 23 from six public primary schools as shown in table 3.1

### **3.5.3 Sampling Techniques**

In this study, the research respondents and participants were selected through two sampling techniques. The first one was purposive sampling technique and the other was random sampling technique for the sake of obtaining the sample size which suited the purpose of the study. The techniques have been described here below.

#### **3.5.3.1 Purposive Sampling Technique**

This technique was used to choose 27 research participants which were 10 heads of primary school, 10 chairpersons of school committees, 5 Ward Education Officers, 1 Statistics and Logistics Officer and 1 Town's Primary Education Officer. By its determination and purpose, the purposive sampling is conceived as the process of intentionally choosing and selecting individuals from the group of population based on authority's or researcher's knowledge, judgment and by virtue of their positions as supported by Msabila and Nalaila (2013). The technique enabled the researcher to choose such specific respondents due to their position, roles and have full information on school committees. The verdict to utilise purposive sampling was based on the foundation that careful selection of research respondents and participants is a good principle for corresponding the researcher with the research respondents and participants as it is in Flick (2006).

#### **3.5.3.2 Simple Random Sampling Technique**

This technique falls under the probability method of getting the sample for the study whereby all adherents of the populations have an equal opportunity to be chosen to participate in the research as explained by Enon (1998). The technique was used to

obtain a number of respondents from the population unit of teachers and school committees' members' population to represent the whole population.

The reason behind of utilising this technique in selecting teachers and school committees' members is just because their population is homogeneous; henceforth any member of their population will provide the same information concerning the institutional factors contributing to ineffectiveness of school committees in managing development projects of schools that is why only the representatives from the population was selected to represent the whole population.

There was an all-encompassing, detailed and up to date list of teachers and school committees' members at particular schools as sampling frame, to avoid bias among teachers and school committees' members all individuals were given a chance to be chosen. This was done by lottery method in which each of the  $N$  population members was assigned a number  $n$ . The numbers were blind-folded before placed in a box and mixed thoroughly. Then teachers and school committees' members from selected schools were given a chance to pick up the folded papers. Only those who managed to pick up the required numbers were included in sample size of this study as per the exact number of representatives which was 23 teachers and 41 school committee members according to the calculation done through Yamane's formula in sample size section 3.1 of this dissertation.

### **3.6 Sources of Data**

#### **3.6.1 Primary Sources**

This is one of the sources of data which were apprehended by this dissertation to refer to as the assemblage of raw data from the area of the research via the application of data gathering instruments such as the questionnaire and face-to-face interview guides

#### **3.6.2 Secondary Sources**

Kothari (2004) postulates this sources that are used to gather information and data which are available, which have already been gathered and analysed. In this dissertation, this type of information and data were gathered by means of library

research involving different number of documents, reports, books and journal articles.

The study utilised a documentary review in which it is referred to as analysis of secondary data. This technique of data collection involves subjecting literatures interrelated to the dissertation to deep and critical analysis. In this dissertation, official literatures like brochures and plan's guidelines for PEDP, BRNed and FE were critically reviewed in order to understand the school committees and school management in general and in-depth during the implementation of PEDP, BRNed and currently FE policies.

Above and beyond that, the web-based documents from social networks and hard copy documents pertaining to school committees were collected. These documents were scrutinised and processed by the computer assistance qualitative data analysis software (CAQDAS) known as ATLAS-ti version 7. The process provided a chance to the researcher for organising, transcribing, coding and re-coding the information and the emerged themes from these literatures. The evidences obtained from these sources were used to cross-check the constancy of information produced.

### **3.7 Data Collection Tools**

This research used two categories of instruments which were: - structured questionnaires and the other was face-to-face interview guides.

The structured questionnaires were destined to teachers and school committees' members so as to bring together quantitative data basing on the specific objectives of the dissertation. Structured questionnaires were applied to rationalise the underlying descriptions of the findings. In addition, the study utilised mainly questionnaire followed by interview guides was applied to enhancement and complement data gathered from key informers. Informed consent forms were provided to the research's participants before conducting the study.

#### **3.7.1 Questionnaires**

It is a group or sequential list of interrogations and questions designed to elicit a detailed information from an informant or respondent when asked by the researcher or completed unaided by the respondent. The structured questionnaires were

employed to generate the required data in this study. These structured questionnaires were applied to collect the quantitative information from the sampled research respondents. Questionnaires were utilised because they are more appropriate for collecting a plenty of information in the interior relatively short time. The study was also sensitive in translating and pre-testing of the questionnaire (Kothari, 2004).

### **3.7.2 Interview Guide for Key Informants**

A semi-structured interview also was deployed to accumulate data for this dissertation. Whereas a structured interview has a laborious set of questions which does not allow diversion, a semi-structured interview is open, and allows new ideas to be brought up during the interview as a result of what the interviewee says. This freedom of interviewees helped the investigator to amend inquiries and questions throughout the interview meeting for the aim of accomplishing the needs of the people together with the dissertations' objectives.

A general purpose of using the interview guides was to let the investigator to acquire more and required information directly and clarify some questions and arguments regarding the institutional factors contributing to the ineffectiveness of school committees in managing public primary schools. Oral consent was formalised through the use of consent forms which was sought from the respondents before the interviews was conducted.

### **3.8 Data Collection Process and Analysis**

The procedure began with the administration of the pilot study. This took place in a five days' period per ward, grounded on various thoughts and deliberations. Meanwhile quantitative and qualitative research methods were employed in this dissertation, a chronological data analysis was favoured and chosen whereas quantitative data were analysed followed by qualitative data as in Berg (2007).

All quantitative data collected were coded, organised, analysed descriptively, when the field exercises were completed, the study utilised frequencies and percentages illustrated in the tables, and figures by the assistance of the Statistical Package for Social Sciences (SPSS) version 21 to exhibit the inter-relationships between

variables. On the other side, the content analysis was utilised to analyse themes qualitatively by the assistance of computer software called ATLAS-ti version 7.

### **3.9 Reliability and Validity of Research Instruments**

Reliability and Validity are two substantial and extensive sided in the envisioned and planned study. Creswell (2003) recognises validity in qualitative research to be an attempt to assess the accuracy of the findings, as best described the researcher and the participants Validity is the quality in which the instruments used in research work are correct, genuine, factual, meaningful and exact and measure the phenomenon which is intended to be measured (Nyenzi, 2010) and reliability is the consistency and stability of the results which an instrument provides when employed repetitively in the examination (Saunders, Lewis & Thornhill, 2000).

These two expressions and aspects are imperative in research work as they had massive influence on the nature of the findings. In this study, validity was ensured through triangulation of different research approaches which was quantitative and qualitative, tools which were questionnaires, interview guides as well as the use of pre-test of instrument. The pilot study of three respondents was conducted so as to determine, establish and ascertain both reliability and validity of the dissertation, later after the pilot dissertation, and the researcher modified instruments in order to make sure that there was accurateness, consistency and constancy of the research instruments.

Equally important, this study was a mixed research in which it was quantitative sequential qualitative mixed research design, therefore, the validity was ensured by enhancing authenticity, giving an impartial, sincere, authentic, and well-adjusted interpretation of social life practised by the people being investigated. This research also ensured reliability through the formulating precise level of measurement such as questionnaires and interview guides which are explicit, unambiguous and less complicated.

### **3.10 Ethical Considerations**

Ethical standards are very necessary to be observed to in order to give assurance in protecting the rights of the respondents. The qualitative research is said to be closer to the ethical risks and concerns than quantitative research simply because the interaction between the researcher, the field and the respondents are so close (Bowen, 2005). But ethical considerations were adhered from the very early stages of preparation on how study would be carried out, the participation of respondents and participants were voluntary, and it was not enforced to any research participant and respondent to participate in this study. Respondents and participants were provided with the purpose, objectives of this study and its significance before participating in the study. The research questions were carefully constructed so as to avoid any kind of torture to the respondents and participants. Also, the investigator was given the investigation authorisation by Mzumbe University in order to get permission for carrying out the research in selected public primary school in Kahama Town Council. This entailed being given a letter of introduction by the University to undertake this dissertation.

Consent was asked to the school committees' members who were in the meeting to allow the photograph taking and use the picture for the purpose of this study. They all agreed, that is why there is a picture showing an attendance of committee's members in their committees' meeting; the pictures are presented in chapter four, page 69 in the presentation of findings.

## **CHAPTER FOUR**

### **PRESENTATION OF THE FINDINGS**

#### **4.1 Introduction**

The chapter, enunciates the data pertaining to institutional factors contributing to ineffectiveness of school committees in managing schools' development projects in Kahama Town Council has been presented. The presentation of data and findings is well thought-out and organised hand in hand with the specific objectives of the dissertation. The specific objectives of this study were to: - assess the relationship between the level of knowledge, (cognitive factors) of school committees' members and ineffectiveness of school committees in managing schools' development projects, find out the leading institutional factor among cognitive, regulative, and normative factors in contributing to the ineffectiveness of school committees in managing primary schools' development projects and assess the institutional measures for improving school committees' performance in managing primary schools' development projects in Kahama Town Council.

This chapter is divided into four sections. The first section provides social-demographic characteristics of respondents. The second section provides a detailed presentation of data and findings based on research objectives with major and sub-themes of the findings as given by the respondents' responses and the last section provides the chapter summary.

#### **4.2 Geographical Information of the Study Area.**

The aim of explaining geographical information of the study area was just to portray the type of the geographical area where the respondents were coming from. The respondents were required to choose one appropriate response from the two responses urban and rural. Table 4.1 below indicates that 36 (41.1%) respondents were coming from urban area in Kahama town, while 51(58.6%) respondents were coming from rural area in Kahama town. This implies that the large number of respondents (58.6%) was from rural areas, this complies with the fact that in real

situation the large area of Kahama town council is characterised by rural areas and many wards are within the rural areas of Kahama town.

**Table 4.1: Geographical Information of the Study Area** N=87

Respondents' Location/Area	Frequency	Percent
Urban	36	41.4
Rural	51	58.6
<b>Total</b>	<b>87</b>	<b>100</b>

**Source:** Field data, 2019

### 4.3 Social and Demographic Characteristics of Respondents.

The socio-demographic information collected included; sex, age, marital status, educational level, type of employment and working experience. The rationale behind gathering social-demographic information was to show the distribution of respondents basing on the distinguished characteristics to eliminate the element of biasness and help the reader to comprehend the relevance of information collected from the sample in representing the target population in the study area.

#### 4.3.1 Respondents' Sex

The findings under respondents' sex variable show that 44 (50.6%) respondents out of 87 were males; and 43(49.4%) respondents were female as it is shown in Table 4.2 below. Basing on these findings and as far as sex is concerned there was a good representation between male (by 50.6%) and female (by 49.4%) respondents in this study.

**Table 4.2: Respondents' Sex** N=87

Sex	Frequency	Percent
Male	44	50.6
Female	43	49.4
<b>Total</b>	<b>87</b>	<b>100</b>

**Source:** Field data, 2019

### 4.3.2 Respondents' Age

The dispersal of dissertation's respondents by age in this study shows that 35 respondents out of 87 were in the age group ranging between 21 - 30 years, this is equal to 40.2% of the respondents. 23 respondents out of 87 were between 31- 40 years old, this is equal to 26.4% of respondents. Also, 20 respondents out of 87 were between 41- 50 years old, this is equal to 23.1%, 9 respondents out of 87 were 51years of age and above, this is equal to 10.3% of respondents in the study area, as it is displayed in table 4.3 below. This signifies that most respondents were between 21 -51 years of age and above.

**Table 4.3 Respondents' Age** N=87

Age Group	Frequency	Percent
21-30 years old	35	40.2
31-40 years old	23	26.4
41-50 years old	20	23.1
51 years old and above	9	10.3
<b>Total</b>	<b>87</b>	<b>100</b>

Source: Field data, 2019

### 4.3.3 Respondents' Marital Status

The findings as collected questionnaire portray that 27(31.1%) respondents out of 87 were single; 53(60.9%) respondents out of 87 were married; 2(2.3%) respondents out of 87 were single; 5(5.7%) respondents out of 87 were single; This indicates that majority of the study respondents(60.9%) were married, followed by single (31.1%), widowed (5.7) and (2.3%) of respondents were divorced as it is showed in table 4.4 below.

**Table 4.4 Respondents' Marital Status** N=87

Responses	Frequency	Percent
Single	27	31.1
Married	53	60.9
Divorced	2	2.3
Widowed	5	5.7
<b>Total</b>	<b>87</b>	<b>100</b>

Source: Field data, 2019

#### 4.3.4 Educational Level of Respondents

The findings on Educational level of respondents show that 32 (36.8%) respondents out of 87 had primary level of education, 41(47.1%) respondents out of 87 had secondary level of education, 6(6.9%) respondents out of 87 had diploma level of education, 8 (9.2%) respondents out of 87 had bachelor degree, as it is shown in table 4.5 below.

**Table 4.5: Educational Level of Respondents** N=87

Level of Education	Frequency	Percent
Primary Education	32	36.8
Secondary Education	41	47.1
Diploma Level	6	6.9
Bachelor Degree Level	8	9.2
<b>Total</b>	<b>87</b>	<b>100</b>

Source: Field data, 2019

#### 4.3.5 Respondents' Employment Type

In describing the type of employment of the respondents; the researcher wanted them to indicate their type of employment. The findings as obtained through questionnaire show that 45(51.7%) respondents out of 87 had formal employment, 30 (34.5%) respondents out of 87 were involved in subsistence farming, 5(5.7%) respondents out of 87 were dealing with retail business, and 7(8.1%) respondents out of 87 were dealing with catering services (mama/babalische), This concludes that 45(51.7%) respondents were formally employed followed by subsistence farming 30 (34.5%), catering (mama/babalische) 7 (8.1%) and retail business 5 (5.7%) as it is portrayed in table 4.6.

**Table 4.6: Respondents' Employment Type**

N=87

Employment Type	Frequency	Percent
Formal Employment	45	51.7
Subsistence Farming	30	34.5
Retail Business	5	5.7
Catering (Mama/Babalishe)	7	8.1
<b>Total</b>	<b>87</b>	<b>100</b>

Source: Field data, 2019

#### 4.3.6 Respondents' Experience

The researcher wanted to know the respondents' experiences on school committees and the related issues to school committees in managing primary schools. The findings from the area of study gathered via questionnaire show that 14(16.1%) respondents out of 87 had an experience, below 1 year, 29(33.3%) respondents out of 87 had an experience of between 1 year to 3 years, 24(27.6%) respondents out of 87 had an experience of between 4 to 6 years, 13(27.6%) respondents out of 87 had an experience of between 7 to 9 years and 7 respondents out of 87 had an experience of 10 years and above and this was equivalent to 8.1% of the respondents in the study as it is shown in table 4.6 below.

**Table 4.7: Respondents' Working Experience**

N=87

Working Experience	Frequency	Percent
Below 1 year	14	16.1
1-3 years	29	33.3
4-6 years	24	27.6
7-9 years	13	14.9
10 years and above	7	8.1
<b>Total</b>	<b>87</b>	<b>100</b>

Source: Field data, 2019

#### **4.4 Presentation of Findings based on Research Objectives.**

##### **4.4.1 Relationship between level of knowledge (cognitive factors) of school committees' members and the extent of ineffectiveness**

Under the first specific objective; the researcher aimed at identifying the relationship between the level of knowledge, (cognitive factors) of school committees' members and the extent of ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council. In order to simplify the exploration and identification of the relationship between the level of knowledge, (cognitive factors) of school committees' members and the extent of ineffectiveness of school committees in managing primary schools, the questionnaire were distributed to the respondents who had different levels of education, the purpose being to find out if the school committees' members understood well the tasks, duties, functions and responsibilities in managing school development projects, And find whether they have had attended any management training on capacity building in managing schools and schools' development projects.

##### ***Relationship between uneducated member of school committees and extent of ineffectiveness***

The study found that one of the cognitive factors which contribute to ineffectiveness of school committees in managing schools' projects is the level of education possessed by school committee members. The aim of exploring the relationship between uneducated members of school committees and extent of ineffectiveness' was to reveal the existing relationship between uneducated members of school committees and the extent of ineffectiveness of school committees in managing primary schools' development projects.

The findings further show that 73 (83.9%) respondents out of 87 showed that the relationship between uneducated members of school committees and extent of ineffectiveness in managing schools' development projects was very high whereas 11 (12.6%) respondents out of 87 showed that the relationship between uneducated members of school committees and extent of ineffectiveness in managing schools was high, and the rest 3 (3.5%) respondents out of 87 showed that the relationship

between uneducated members of school committees and extent of ineffectiveness in managing schools was normal (see Table 4.8 below). Regarding the findings above, it can be argued that members of school committees who are uneducated contribute highly to ineffectiveness of school committees in managing primary schools' development projects.

***Relationship between Lower level of education (Primary Education) and extent of ineffectiveness***

When the respondents were asked to comment on the relationship between lower level of education in this case primary education possessed by members of school committees and its relationship to ineffectiveness in managing primary schools' development projects, the findings indicated in table 4.8, show that 14(16.1%) respondents out of 87 showed that the relationship between lower level of education (primary education) and the extent of ineffectiveness of school committees in managing primary schools' development projects is very high, 66(75.9%) respondents out of 87 showed that the relationship between lower level of education (primary education) of members of school committees and the extent of ineffectiveness of school committees in managing primary schools' development projects is high, and 7(8.0%) respondents out of 87 showed the relationship between lower level of education (primary education) of members of school committees and the extent of ineffectiveness of school committees in managing primary schools' development projects as normal,

***Relationship between middle level (secondary) education and extent of ineffectiveness***

Another task was to establish and explain the relationship between the middle level of education, in this case secondary education and the extent of ineffectiveness of school committees in managing primary schools' development projects. The aim of the establishment of the relationship between the middle level of education (secondary education) and the extent of ineffectiveness of school committees in managing primary schools' development projects was to disclose the existing relationship between the middle level of education (secondary education) and the

extent of ineffectiveness of school committees in managing primary schools' development projects.

The findings as obtained through questionnaire showed that 2(2.3%) respondents out of 87 showed that the relationship between the middle level of education (secondary education) and the extent of ineffectiveness of school committees in managing primary schools' development projects is normal 65(74.7%) respondents out of 87 showed that the relationship between the middle level of education (secondary education) and the extent of ineffectiveness of school committees in managing primary schools' development projects is low, 20(23%) respondents out of 87 said that the relationship between the middle level of education (secondary education) and the extent of ineffectiveness of school committees in managing primary schools' development projects is very low. see details in Table 4.8 below.

#### ***Relationship between higher level of education and extent of ineffectiveness***

The researcher explored the relationship between higher level of education in this case diploma and degree education and the extent of ineffectiveness of school committees in managing primary schools' development projects. This aimed at identifying the prevailing relationship between higher level of education (diploma and degree levels of education) and the extent of ineffectiveness of school committees in managing primary schools' development projects. Respondents were required to show the relationship by choosing one appropriate choice among five choices such as very high, high, normal, low and very low so as to indicate the relationship between higher level of education (diploma and degree levels of education) and the extent of ineffectiveness of school committees in managing primary schools' development projects.

The findings through questionnaire show that 20(23%) respondents out of 87 showed that the relationship between higher level of education and the extent of ineffectiveness of school committees in managing primary schools' development projects is low, 67(77%) respondents out of 87 showed that the relationship between higher level of education and the extent of ineffectiveness of school committees in managing primary schools' development projects is very low, as it is demonstrated in

table 4.8. This implies that the level of education has influence in the extent of ineffectiveness of school committees in managing primary schools' development projects.

**Table 4.8 Relationship between level of knowledge (cognitive factors) of school committees' members and extent of ineffectiveness N=87**

Level of Education	Responses on the level of education and ineffectiveness									
	1		2		3		4		5	
	Very High		High		Normal		Low		Very Low	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Uneducated	73	83.9	11	12	3	3.5	-	-	-	-
Primary Education	14	16.1	66	75.9	7	8	-	-	-	-
Secondary Education	-	-	-	-	2	2.3	65	74.7	20	23
Higher Education (Diploma and Degrees)	-	-	-	-	-	-	20	23	67	77

**Source:** Field data, 2019

#### 4.4.1.1 School committee members knowledge on their responsibilities

The study wanted to find out whether the school committee members understand well their tasks, duties, functions and responsibilities in managing the schools' development projects.

The findings found that 12(13.8) respondents out of 87 strongly agreed that members of school committees have a good understanding of their tasks, duties, functions, obligations and responsibilities in managing the primary schools' development projects, 10(11.5%) respondents out of 87 agreed that members of school committees have knowledge and understand well their tasks, duties, functions, obligations and in managing primary schools' development projects, 9(10.4%) respondents out of 87 were neutral, Moreover, 17(19.5%) respondents out of 87 disagreed, 39(48.8) respondents out of 87 strongly disagreed, the disagreement portrayed that the members of school committees lack knowledge in understanding well the tasks,

duties, functions, obligations and responsibilities in managing primary schools' development projects, as it is exhibited in table 4.9 below.

**Table 4.9 School committee members knowledge and understanding of their responsibilities in managing schools** **N=87**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	12	13.8
Agree	10	11.5
Neutral	9	10.4
Disagree	17	19.5
Strongly Disagree	39	44.8
<b>Total</b>	<b>87</b>	<b>100</b>

**Source:** Field data, 2019

#### **4.4.1.2 Attainment of management training by school committee members**

The study wanted to find out whether the school committee members have had attended or do attend for short courses/seminars/management training for capacity building. The findings as obtained through questionnaires indicate that that 9 (10.3%) respondents out of 87 strongly agreed, showing that they did not attend any training to add up knowledge on managing schools' development projects. While 12 (13.8%) respondents out of 87 agreed, showing that they had attended. for seminar on management. But 6 (6.9%) respondents out of 87 remained neutral, Nevertheless, 16 (18.4%) respondents out of 87 disagreed, showing that they never had attended for any meeting. The rest 44 (50.6%) respondents out of 87 strongly disagreed showing that the school committee never attended such workshops as it is illustrated in table 4.10 below. Basing on the findings it can be concluded that 70 (69%) were not informed about the presence of school committees management training while 30 (31%) respondents were informed on the presence of management training to school committees.

**Table 4.10 School committees’ members attending management training N=87**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	9	10.3
Agree	12	13.8
Neutral	6	6.9
Disagree	16	18.4
Strongly Disagree	44	50.6
<b>Total</b>	<b>87</b>	<b>100</b>

**Source:** Field data, 2019

#### **4.4.1.3 Level of competence of school committees members**

Basin on the understanding that one more cognitive factor that is likely to contribute to ineffectiveness of school committees in managing schools is the competence the competence level of the members, in terms of knowledge and skills in managing the schools’ development projects. The researcher sought to know the extent to which school committees’ members were competent in managerial skills. The purpose of researcher was to divulge the level of competence of school committees’ members in the aspects like knowledge and skills as that has influence the performance of their job in managing the school development projects.

##### ***Level of competence of school committee members’ in terms of knowledge and skills in planning***

The findings as obtained through questionnaires divulge that in planning 8 (9.2%) respondents out of 87 showed the level of competence among school committee members’ as very high, 13 (14.9%) respondents out of 87 respondents showed high, 10 (11.5%) respondents out of 87 showed normal, 18 (20.7%) respondents out of 87 indicated ,low, and 38 (43.7%) respondents out of 87 indicated very low, as it is illustrated in table 4.11.

##### ***Level of competence of school committee members’ in terms of knowledge and skills in budgeting***

The findings indicate that 11 (12.7%) respondents out of 87 indicated that the level of competence among school committee members’ in budgeting was very high, 10 (11.5%) respondents out of 87 respondents indicated just high, 8 (9.2%) respondents

out of 87 indicated normal 19 (21.8%) respondents out of 87 respondents indicated low, and lastly the study showed 39 (44.8%) respondents out of 87 respondents indicated the level of competence among school committee members' as very low especially in the process of managing schools' development projects as it is demonstrated in table 4.11.

#### ***Level of competence among school committee members***

Under the level of competence among school committee members, the findings through questionnaires administered show that 12 (13.8%) respondents out of 87 respondents showed the level of competence of school committee members' in terms of knowledge and skills in leading is very high, that was somewhat reflected in the process of managing schools' development projects. 11 (12.7%) respondents out of 87 high, 6 (6.8%) respondents out of 87 respondents showed normal, 20 (23%) respondents out of 87 respondents said that the level of competence of school committee members' knowledge and skills in leading was low especially in the process of managing schools; and lastly in budgeting, this study revealed that 38 (43.7%) respondents out of 87 said that the level of competence of school committee members' knowledge and skills in leading is very low as it is clarified in table 4.11.

#### ***Level of competence of school committee members' in terms of knowledge and skills in procuring school facilities and services***

In the process of procuring school facilities and service, the findings from the field through questionnaire indicate that 8 (9.2%) respondents out of 87 respondents said that the level of competence of school committee members' in terms of knowledge and skills in procuring school facilities and service is very high in the process of managing schools' development projects, while 17 (19.4%) respondents out of 87 respondents said that the level of competence was high, 10 (11.5%) respondents out of 87 respondents said that the level of competence was normal, 15 (17.2%) respondents out of 87 respondents said that the level of competence was low, 37 (42.7%) respondents out of 87 respondents said that the level of competence of school committee members' knowledge and skills in procuring school facilities and

service was very low. in the process of managing schools' development projects as it is elucidated in table 4.11.

***Level of competence of school committee members in decision making***

The findings as obtained through questionnaires show that 8 (9.2%) respondents out of 87 the level of competence among school committee members in terms of knowledge and skills in decision making was very high, so the management of school development projects was very good, whereas 12 (13.8%) respondents out of 87 said that the level of competence of school committee members' in decision making was high, 6 (6.8%) respondents out of 87 said that the level of competence of school committee members in decision making was normal, 21 (24.2%) respondents out of 87 said that the level of competence of school committee in decision making was low, and lastly 40 (46 %) respondents out of 87 said that the level of competence among school committee members in terms of knowledge and skills in decision making was very low which affected the process of managing schools' development projects as it is presented in table 4.11.

***Level of competence of school committee members in negotiation***

The findings on level of competence among school committee members in negotiations showed that 8 (9.2%) respondents out of 87 respondents said that the level of competence of school committee in negotiation was very high, 15 (17.3%) respondents out of 87 said, the level of competence of school committee members in negotiation was high, 7 (8%) respondents out of 87 said that the level of competence of school committee members in negotiation was normal, 19 (21.8%) respondents out of 87 respondents said the level of competence of school committee members in negotiation was low, and 38 (43.7 %) respondents out of 87 said that the level of competence among school committee members in terms of knowledge and skills in negotiation was very low, therefore, majority of respondents showed that the process of managing schools' development projects is affected due to the very low level of competence among school committee members in terms of knowledge and skills in negotiation as it is presented in table 4.11.

***Level of competence of school committee members in report writing and reporting***

However, in the process of report writing and reporting, the findings from the field through questionnaire indicate that 11 (12.7%) respondents out of 87 showed that the level of competence of school committee members in terms of knowledge and skills in report writing and reporting was very high, in sense that the process of managing schools' development projects was very good. However, 10 (11.5%) respondents out of 87 respondents showed that the level of competence of school committee members in report writing and reporting was high, 8 (9.2%) respondents out of 87 respondents showed normal, 19 (21.8%) respondents out of 87 respondents showed low, and 39 (44.8 %) respondents out of 87 respondents showed that the level of competence of school committee members in terms of knowledge and skills in report writing and reporting was very low, they could not do better in the process of managing school development projects as it is presented in table 4.11.

**Table 4.11: Level of competence of school committee members in terms of knowledge and skills**

N=87

Knowledge and skills in	Responses on the level of competence									
	1		2		3		4		5	
	Very High		High		Normal		Low		Very Low	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Planning	8	9.2	13	14.9	10	11.5	18	20.7	38	43.7
Budgeting	11	12.7	10	11.5	8	9.2	19	21.8	39	44.8
Leading	12	13.8	11	12.7	6	6.8	20	23	38	43.7
Procuring facilities and services	8	9.2	17	19.4	10	11.5	15	17.2	37	42.7
Decision making	8	9.2	12	13.8	6	6.8	21	24.2	40	46
Negotiation	8	9.2	15	17.3	7	8	19	21.8	38	43.7
Report writing	11	12.7	10	11.5	8	9.2	19	21.8	39	44.8

Source: Field data, 2019

On the other hand, to complement and supplement the data obtained through questionnaire, the researcher also employed interview in the study. When the interview was conducted to one of the head teachers particularly to know the relationship between the level of knowledge of school committee members and the extent of ineffectiveness of school committees in managing school development projects, had this to say: -

*“.....what I know by considering the experience I have in leading these schools; the school committee members who have low level of knowledge have been underperforming and sometimes have been initiators of conflicts which later lead to ineffectiveness of school committee in bringing about school development. We have been using most of the time in meeting to solve conflicts instead of discussing, deciding and implementing school development plans.....”*

In the interview with another head teacher on the relationship between the level of knowledge of school committee members and the extent of ineffectiveness of school committees in managing schools' development projects, he had this to say: -

*“.....here in our rural area, the school committee members who are not teachers have formed their unit against members who are teachers, I think it is caused by inferiority complex, so whenever we have any issue that needs decision, they just oppose and reject without any reason, therefore ineffectiveness is inevitable under the situation like this.....”*

#### **4.4.2 The leading institutional factor among regulative, cognitive and normative factors in contributing to ineffectiveness of school committee in managing primary schools**

In the second specific objective, the study aimed at finding out what was the leading institutional factor among regulative, cognitive and normative factors in contributing to ineffectiveness of school committee in managing primary schools' development projects. The objective was a comparative objective in nature which demanded the researcher to make analysis by comparison all the three factors. The purpose of comparing the three factors which were regulative, cognitive and normative factors was to determine which one was the leading institutional factor in contributing to the

ineffectiveness so as to come up with the suggestions suitable for the factors according to rank, that is the leading factor and the following factors. The study intended to assess and rank the three factors by comparing them to know what factors contribute much, to the ineffectiveness of school committee in the process of managing schools' development projects.

The findings as obtained through questionnaires, under the regulative factors which encompasses rules, laws, regulations, guidelines, policies and procedures indicate that 19(21.8%) respondents out of 87 showed that regulative factors contribute much to ineffectiveness of school committees in managing schools' development projects, 50 (57.5%) respondents out of 87 showed that regulative factors contribute to ineffectiveness more than cognitive and normative factors 18(20.7%) respondents out of 87 showed that regulative factors contribute most to ineffectiveness of school committees as compared to cognitive and normative factors, Generally, the findings show that the regulative factors contribute to ineffectiveness of school committees in managing schools' development projects more than cognitive and normative factors as it shown in table 4.12.

**Table 4.12 Regulative factors (Rules, laws, regulations, guidelines, policies and procedures)**

N=87

Responses	Frequency	Percent
Contribute Much	19	21.8
Contribute More	50	57.5
Contribute Most	18	20.7
<b>Total</b>	<b>87</b>	<b>100</b>

**Source:** Field data, 2019

The findings as obtained through questionnaires, under the cognitive factors which embodies knowledge, skills and mental ability show that 10(11.5%) respondents out of 87 replied that cognitive factors contribute much to ineffectiveness of school committees in managing school development projects while 26(29.9%) respondents out of 87 replied that cognitive factors contribute to ineffectiveness of school committees in managing schools' development projects more than regulative and normative factors 51(58.6%) respondents out of 87 showed that cognitive factors

contribute to ineffectiveness of school committees most as compared to regulative and normative factors, majority of respondents show that the cognitive factors contribute to ineffectiveness of school committees in managing schools' development projects most as compared to regulative and normative as it is exhibited in table 4.13.

**Table 4.13 Cognitive factors (Knowledge, skills and mental-ability) N=87**

Responses	Frequency	Percent
Contribute Much	10	11.5
Contribute More	26	29.9
Contribute Most	51	58.6
Total	87	100

**Source:** Field data, 2019

Furthermore, the findings show that 49(56.3%) respondents out of 87 responded that normative factors contribute much to ineffectiveness of school committees in managing schools' development projects, whereas 25(28.7%) respondents out of 87 responded that normative factors contribute to ineffectiveness of school committees more than regulative and cognitive factors and 13(15%) respondents out of 87 said that normative factors contribute to ineffectiveness of school committees most as compared to regulative and cognitive factors. Generally, the findings show that the normative factors contribute to ineffectiveness of school committees in managing schools' development projects much as compared to regulative and cognitive factors. as it presented in table 4.14.

**Table 4.14: Normative factors (norms, values, beliefs, obligations, expectations, objectives) N=87**

Responses	Frequency	Percent
Contribute Much	49	56.3
Contribute More	25	28.7
Contribute Most	13	15
Total	87	100

**Source:** Field data, 2019

The supplement data gathered through interview in finding out the leading factors among regulative, cognitive and normative factors in contributing to the ineffectiveness of school committees in managing schools' development projects, one of the chairpersons in the studied schools said: -

*“.....Firstly, our school committee is made up of most of members who are uneducated and others hold primary education only except I and members who are teachers, so most of us do not understand well our responsibilities in managing the schools, secondly, since we were selected in 2018, we have never had any seminar or training on how to manage the school, but things are going and we thank God for that, In my view knowledge is power but we as school committees, we do not have knowledge on school committee responsibilities. The management of school is fully under the head teacher, for instance I am a chairperson of the school committee but I am not one of the signatories of the school.”*

On an interview with the other chairperson he said;

*“.....Since 2017 as members of the school committees, we have never attended any serious training about managing school development projects. We have also never been given a copy of school committees' regulation and guidelines' document. in”*

In an interview with the head teacher about the conducting of school committee meetings, he responded as follows;

*“.....We have been conducting four regular and ordinary meetings per year as per the school committees' regulations and guidelines and a myriad of extra-ordinary meetings depending on the circumstances and difficulties facing us at a particular period of time, but the main problem which faces us to date is the low number of school committee members who attend the meetings. For instance, we have never had at least 13 members attending a meeting in the meetings we conducted. The common number is always around eight members.....”*

Figure 4.1 below approves the above claim that the number of school committee members attending the meeting is very low. 7 (53.8%) members out of 13 were absent only 6 (46.2%) were presents.

**Figure 4.1: Members of school committees in meeting**



Source: Field data, 2019

**Six (6) School Committee Members out of 13 Members attending the meeting**

#### **4.4.3 The institutional measures for improving school committees' performance in managing primary schools**

The third specific objective was intended to assess the institutional measures for improving the school committee performance in managing primary schools' development projects. The objective aimed at assessing the institutional measures taken or used to be taken by schools as an institution to minimise ineffectiveness of school committees to increase the effectiveness through improving school

committees' performance in managing the schools' development projects. The nature of the third objective was qualitative; therefore, the qualitative data were collected under this objective mainly through face to face interview complemented by open and closed-ended questionnaire.

In the interview conducted to one of the head teachers about the institutional measures for improving school committees' performance in managing primary schools' development projects, he said that: -

*“..... We have been assisting each other, particularly those who seem to be underperforming in their duties and responsibilities. We have been doing it by increasing supervision and conducting regular follow-ups, monitoring and evaluation. I suggest that we have seminars and trainings to members of school committees so as to improve their knowledge, understanding, skills and general awareness of all issues pertaining to school committees; by doing so it is obvious that the performance of school committees will be improved hence the ineffectiveness will be minimised...”*

In an interview with one of chairpersons of school committee, on Institutional measures for improving school committees' performance in managing primary schools' development projects commented that: -

*“.....In our school committees, we have been writing letters calling those who do not attend the meetings to know the reasons for their poor attendance. We have also been suspending them and even exclude them from being members of school committees.”*

In an interview with one of the WEOs concerning the institutional measures for improving school committees' performance in managing primary schools' development projects, he had this to say: -

*“.....the practical measures that I have been always taking to improve school committee performances is just having several regular meetings with school committees that are underperforming and discussing with them to know the impediments and barriers for the underperformance and later end up with the possible solutions to improve their performance; sometimes, I have been inviting other school*

*committees from the most well performing schools to the underperforming school to assimilate the techniques, only to see that they all do better..”*

In the interview with the TPEO office, the SLO had this to say: -

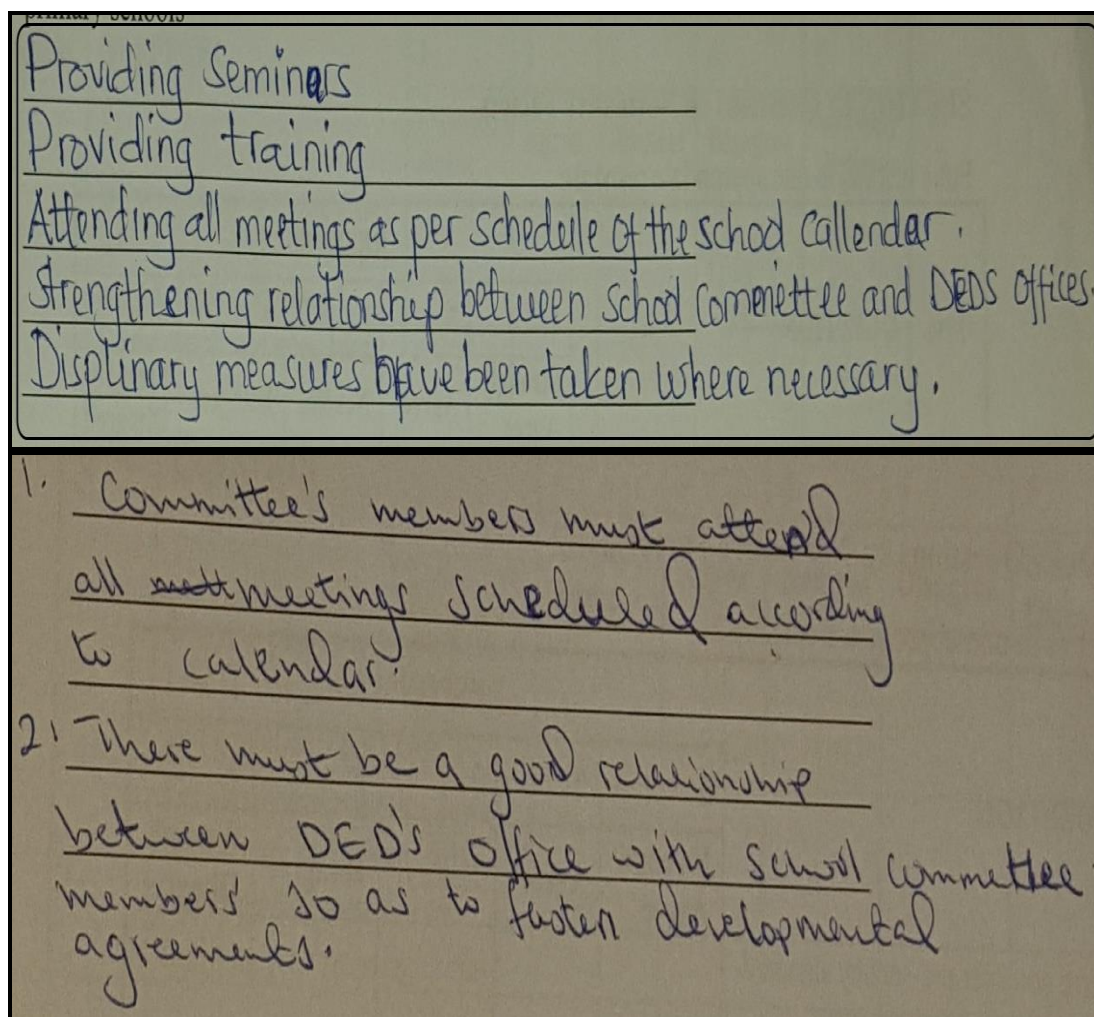
*“.....In the education sector under the primary department we have been conducting numerous meeting with headteachers, WEOs and some of school committees’ members so as to deliver the instructions, regulations as well as guidelines which for them to deliver to the rest of the school committee members. We have been organising and conducting seminars and management training to the school committees’ members to improve the school committees’ performance. Again we have been solving problems of school committees at the council level, all these efforts have been helping us to improve the school committees’ performance in managing primary schools and these have been done through the assistances we get from the central government (CG), President’s Office- Regional Administration and Local Government Authorities (PO-RALGAs TAMISEMI), Minister of education, science and technology (MoEST), Agency for the Development of Educational Management (ADEM) and through various projects like Education Quality Improvement Project Tanzania (EQUIP-Tanzania).....”*

In the interview conducted to Ag. TPEO on Institutional measures for improving school committees’ performance in managing primary schools’ development projects he said that,

*“.....the primary department of education as an institution has been struggling to pay visits to schools to see what has been done by school committees in managing schools; we have been encouraging the school committees to perform better in their responsibilities, we have been insisting that they ought to avoid unnecessary conflicts as those affect the performance of the committee. The department has been doing analysis to see the progress of the committees and take measures in case there are problems or challenges that affect their performance. By so doing the performance of school committees in managing schools’ development projects and schools in general has been gradually improving. Where the efforts fail, we have been advising them to comply with school committees, rules, regulations and guidelines...”*

The findings as obtained through questionnaires indicate such institutional measures as provision of seminars, training, strengthening relationship between TED office and school committees and disciplinary measures where necessary for effective operation of the committees as it is shown in the figure below.

**Figure 4.2: Respondents' responses on institutional measures**



**Source:** Field data, 2019 some answers on the measures taken by institutions.

### **Institutional measures for Improving Performance of school committees**

The findings as gathered from questionnaires complemented the qualitative data for the third specific objective; the question was posed to the respondents purposively to reveal whether institutions (school) and school committee take actions to its members who do not attend meetings and or do not perform their tasks, it showed that 45(51.8%) respondents out of 87 strongly agreed that school committees do take

actions against its members who do not attend meetings and or do not perform their tasks, 19(21.8%) respondents out of 87 agreed, 6(6.9%) respondents out of 87 were neutral, 10(11.5%) respondents out of 87 disagreed, and 7(8%) respondents out of 87 strongly disagreed that school committee do take actions to its members who do not attend meetings and or do not perform their tasks as it displayed in table 4.15.

**Table 4.15 School committee’s action against its members who do not attend meetings and or do not perform their tasks**

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	45	51.8
Agree	19	21.8
Neutral	6	6.9
Disagree	10	11.5
Strongly Disagree	7	8.0
<b>Total</b>	<b>87</b>	<b>100</b>

**Source:** Field data, 2019

#### **4.4 Summary of the Chapter**

Chapter four presented and analysed the data and findings in based on the three specific objectives of the study. The data and findings presented in chapter four included: - the relationship between the level of knowledge, (cognitive factors) of school committee members and ineffectiveness of school committees in managing primary schools’ development projects, the leading institutional factor among regulative, cognitive and normative factors in contributing to the ineffectiveness of school committees in managing primary schools’ development projects and the institutional measures for improving school committees’ performance in managing primary schools’ development projects.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Introduction**

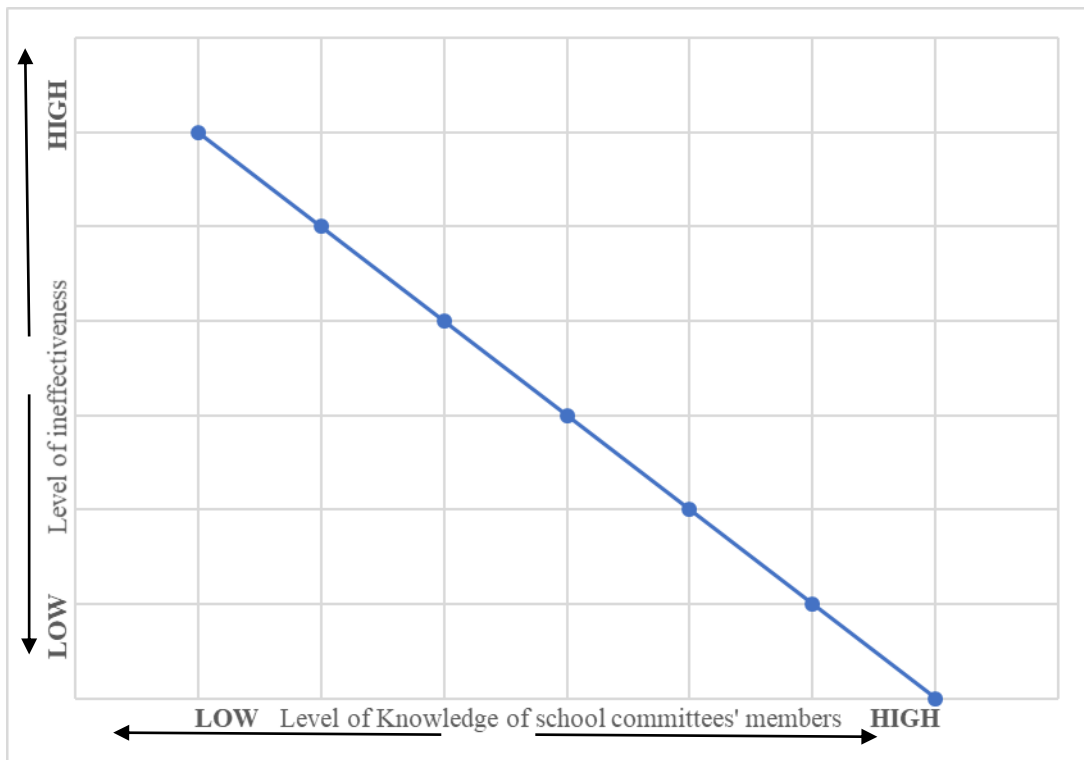
The chapter presents the discussion of the research findings presented in chapter four. The discussion of the findings is connected with the literature review as per chapter two of this study; also, the discussion is based on the specific objectives of the study. The specific objectives were to identify the relationship between the level of knowledge, (cognitive factors) of school committees' members and the extent of ineffectiveness of school committees in managing primary schools' development projects, find out the leading institutional factor among regulative, cognitive and normative factors in contributing to the ineffectiveness of school committees in managing primary schools' development projects and assess the institutional measures for improving school committees' performance in managing primary schools' development projects.

#### **5.2 Relationship between level of knowledge (cognitive factors) of school committee members and the extent of ineffectiveness**

The aim of the first specific objective was to assess the relationship between the level of knowledge, (cognitive factors) of school committee members and the extent of ineffectiveness of school committees in managing primary schools' development projects. The study revealed that low level of knowledge among members in the school committees contribute highly to ineffectiveness of the school committees in managing schools' development projects. It indicates that the lower the level of knowledge among school committee members, the higher the extent of ineffectiveness of school committees in managing schools and vice versa. This implies that there is direct relationship between the level of knowledge, (cognitive factors) of school committee members and ineffectiveness of school committees in managing primary schools' development projects, as the level of knowledge of school committee members decreases the extent of ineffectiveness of school committees in managing schools' development projects increases whereas when the level of knowledge among school committee members increases then the extent of ineffectiveness of school committees in managing schools' development projects

decreases and vice versa. Figure 5.1 below simplifies the understanding of the negative relationship between the level of knowledge, (cognitive factors) of school committee members and the extent of ineffectiveness of school committees in managing primary schools' development projects. Thus, the direct relationship between the level of knowledge, (cognitive factors) of school committee members and ineffectiveness of school committees in managing primary schools is among the institutional factors contributing to the ineffectiveness of school committees in managing schools' development projects.

**Figure 5.1: Relationship between the level of knowledge of school committees' members and the extent of ineffectiveness**



**Source:** Researcher's own construct 2019

### **5.2.1 School committee members knowledge on their responsibilities in managing the schools**

The findings on the relationship between the level of knowledge, (cognitive factors) of school committee members and the extent of ineffectiveness of school committees in managing primary schools' development projects was determined by the knowledge of school committee members in understanding well the tasks, duties, functions, obligations and responsibilities in managing the schools' development projects. The study also shows that most school committee members do not understand well the tasks, duties, functions, obligations and responsibilities in managing schools' development projects, this is evidenced by the total number of respondents who disagreed and strongly disagreed being 56 (64.3%) as it was reported in chapter four table 4.12.

### **5.2.2 School committee members attending training on managerial skills**

The study intended to find out whether the school committee members did attend any management trainings for capacity building. The findings showed that there was no training to school committee members which might have contributed to ineffectiveness of school committee members in managing schools' development projects. The findings concur to Masue's (2010)

### **5.2.3 Level of competence among school committees' members in terms of knowledge and skills**

As it is clearly shown in table 4.14 in chapter four, the study generally found that the level of competence of school committee members in in planning, budgeting, leading, procuring of school facilities, decision making, negotiation and reporting was very low. Therefore, the findings under the first specific objective of this study as presented in chapter four, showed that the level of knowledge, (cognitive factors) of school committee members has significant contributions to the ineffectiveness of school committees in managing the schools' development projects.

### **5.3 The leading Institutional factor among the regulative, cognitive and normative in contributing to the ineffectiveness of school committees in managing the primary schools.**

In finding out the leading institutional factor among the regulative, cognitive and normative factors in contributing to the ineffectiveness of school committees in managing primary schools' development projects, the study found that the cognitive factors were the leading as compared to the regulative and normative factors. This insinuates that in Kahama Town Council the cognitive factors i.e. knowledge, skills and mental-ability of school committee members was the most contributing to the ineffectiveness of school committees in managing schools followed by the regulative factors i.e. rules, laws regulations guidelines policies and procedures as the second, the normative factors i.e. norms, values beliefs, social obligations, expectations and objectives as the third one as it was posed in presentation in chapter four.

The cognitive factors were the leading since the knowledge, understanding and awareness of school committees' members about their responsibilities was very low, the training/ seminar was not provided, all these contributed largely to the ineffectiveness of school committee in managing the schools' development projects and school in general, this finding is in line with that of Masue (2010 & 2014)

### **5.4 The institutional measures for improving school committees' performance in managing the primary schools.**

The study found that the measures that have been taken by the schools, ward and council as institutions in order to improve the school committee's performance in managing the development projects included the increase of close supervision, regular follow-ups, monitoring and evaluation of their duties and responsibilities.

Besides, the study found that in order to improve the performance of school committees, other schools have been suspending the committee members who fail to attend three meeting consecutively, this was with regard to rules, regulations and guidelines of running school committees. The study also showed that there were cases where the members who do not attend meetings were called to find out why? which in some cases it helped to have the problem solved.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS.**

#### **6.1 Introduction**

This study aimed at exploring the institutional factors contributing to the ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council. The study explored the institutional factors which included the regulative, cognitive and normative factors contributing to ineffectiveness of school committees in managing the development projects.

#### **6.2 General Summary of the Study**

The study explored the institutional factors contributing to the ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council. The specific objectives of this investigation were to: - identify the relationship between the level of knowledge, (cognitive factors) of school committee members and the extent of ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council, find out the leading institutional factor among regulative, cognitive and normative factors in contributing to ineffectiveness of school committees in managing development projects in Kahama Town Council and assess the institutional measures for improving the school committees' performance in managing the projects in study area. The research was conducted in 10 selected public primary schools in Kahama Town Council, including 2 schools from five wards 2 wards from urban namely: - Mhongolo and Nyihogo and 3 wards from rural namely: - Mondo, Wendele and Zongomela. Public Primary school involved were: - Nyashimbi and Mbulu from Mhongolo ward, Kilima A and Bukondamoyo from Nyihogo ward, Mondo and Bumbiti from Mondo ward, Tumaini and Nuja from Wendele ward, Zongomela and Wigehe from Zongomela ward.

The study adopted a case study research design. The exploratory research design is valuable and convenient when the researcher is unfamiliar with the problem of the study, as for this case the study dwelt on the investigation on the institutional factors contributing to the ineffectiveness of school committees in managing primary schools' development projects.

The study utilised mixed research approach and case study design, the reason of utilising mixed research approach is that the first and second specific research objectives and research questions were quantitatively designed and the third specific objective and the question were qualitatively designed, hence quantitative data dominated over qualitative data.

The study employed mainly questionnaires and in-depth face to face interview in order to collect data and capture feelings, attitudes of school committee members. Correspondingly, both quantitative and qualitative data were collected whereas quantitative data were analysed by SPSS version 21 using descriptive data analysis in which frequencies and percentages are indicated and qualitative data were analysed by using ATLAS ti version 7.

The institutional theory guided this study by describing an institution to embrace regulative, cognitive and normative structures and activities that enable stability and meaning to certain social behaviour. Whereas the regulative structure utilises the established rules, laws, regulations and government policies for these educational policies to enlighten the effectiveness of school committees in managing the schools' development projects, the cognitive structure refers to the school stakeholders' levels of knowledge and perceptions, school committees in managing schools and normative structures consists of school, ward and council community values, morals and social obligations related to school management. Therefore, the Institutional theory supports the study as it focused on the institutional factors contributing to the ineffectiveness of school committees in managing primary schools' development projects in Kahama Town Council.

### **6.3 Summary of Findings Based on Objectives**

#### **6.3.1 Relationship between level of knowledge (cognitive factors) of school committee members and the extent of ineffectiveness.**

Under the first specific objective, the study aimed at assessing the relationship between the level of knowledge (cognitive factors) of school committee members and ineffectiveness of school committees in managing primary schools' development projects. The study discovered that the low level of knowledge among school committees had high extent of ineffectiveness, followed by the middle level of knowledge and high level of knowledge which had low extent in responses from respondents, as per the presented data in chapter four of this study. The findings indicate that the lower the level of knowledge by the school committee members the higher the extent of ineffectiveness. and vice versa. This means that there was direct relationship between the level of knowledge i.e. cognitive factors of school committee members and the extent of ineffectiveness of school committees in managing the projects.

#### **6.3.2 The leading institutional factor among cognitive, regulative and normative factors in contributing to the ineffectiveness of school committees in managing primary schools' development projects.**

In the second specific objective which was aimed at finding out the leading institutional factor among regulative, cognitive and normative factors in contributing to the ineffectiveness of school committees in managing primary schools' development projects, the study found that in Kahama Town Council the cognitive factors i.e. knowledge, skills and mental-ability of school committee members was the institutional leading factor in contributing to the ineffectiveness of school the committees, followed by the regulative factors i.e. rules, laws regulations guidelines policies and procedures as the second factor contributing to the ineffectiveness of school committees in managing the development projects and lastly, the normative factors i.e. norms, values beliefs, social obligations, expectations and objectives as the third factor contributing to the ineffectiveness of school committees.

### **6.3.3 The institutional measures for improving school committees' performance in managing the primary schools.**

Under the third specific objective, the study aimed at assessing the institutional measures for improving the school committees' performance in managing primary schools' development projects, the study found that the measures that have been taken by the school, ward and council as institutions in order to improve the performance included increasing close supervision, conducting regular follow-ups, monitoring and evaluation of their duties and responsibilities, the provision of management seminars and trainings to members of school committees, suspending the school committee members who failed to attend three school committee meeting consecutively and even excluding them from being members of school committees according to rules, regulations and guidelines laid down for the running school committees, conducting regular meetings with the underperforming committees to find out the possible solutions, inviting other school committees from the well performing schools to help the underperforming to adapt the useful techniques used by their fellows.

### **6.4 Conclusion**

Basing on the findings of this study, holding other factors constant, it is concluded the level of knowledge i.e. cognitive factors has direct relationship to ineffectiveness of school committees in managing the school development projects, it was noted that as the level of knowledge by committee members decreases, the extent of ineffectiveness in managing the school development projects increases, whereas where the level of knowledge of school committee members increases, the decrease in the extent of ineffectiveness is experienced and vice versa. Therefore, the level of knowledge, (cognitive factors i.e. knowledge, skills and mental-ability) of school committees' members has significant contributions to the ineffectiveness of school committees in managing primary schools' development projects.

The cognitive factors i.e. the level of knowledge, skills and mental-ability of school committee members was the institutional leading factor contributing to the ineffectiveness of school committees in managing schools' development projects followed by the regulative factors i.e. rules, laws regulations guidelines policies and

procedures as the second, and lastly, the normative factors i.e. norms, values beliefs, social obligations, expectations and objectives as the third factors.

The study also discovered that, the institutional measures that have been taken by the schools, ward and council in order to improve the school committees performance in managing the schools' development projects included increasing close supervision and conducting regular follow-ups, monitoring and evaluation, the provision of management seminars and trainings to members of school committees, suspending the school committee members who do not attend three school meetings consecutively and even excluding them from being members of school committees as per rules, regulations and guidelines of school committees, conducting regular meetings with school committees, inviting other school committees from the well performing schools to the underperforming school so as to adapt the techniques found useful for a better performance.

## **6.5 Recommendations**

The study has the following recommendations to various stakeholders in Education and development.

### **6.3.3 To the Government and educational stakeholders.**

In view of the fact that the school committee members are the representatives of parents and teachers, the Government and all educational stakeholders should come up with strategies to educate the community' on importance of school committees to education and development, this may help to have members who are committed to work for the schools, community and the nation at larger.

The government in collaboration with educational stakeholders are recommended to establish sustainable programmes on capacity building through seminars, workshops and training at least once or twice a year for the purpose of promoting awareness, knowledge, mental-ability and management skills to the school committee members in order to increase the effectiveness. The government in collaboration with other educational stakeholders should plan and allocate sufficient resources to enhance effectiveness school in managing the schools and school development projects.

The government through the district and ward level should ensure that the orientation and induction courses are given to the newly elected members of school committees for the purpose of equipping them the skills in managing schools and school development projects.

#### **6.3.4 To School Committee Members**

Members of school committees should attend all regular established school committee meetings, ordinary and extraordinary meetings with regard to their obligations, duties, functions, and responsibilities to make the schools produce the desired outcome.

#### **6.3.5 Recommendations for Areas for Further Studies.**

This study was conducted in Kahama Town Council, Shinyanga region. Case study design was adopted, whereby data were collected mainly through questionnaires and supplemented by face to face interviews. The study employed a mixed research approach in which quantitative dominates qualitative research approach, whereby 87 respondents and participants were involved. For these reasons, the generalisation possibility of findings is very low and delimited on the area of study only, and besides, the findings may not reflect the characteristics of the entire school committees in managing school development projects in the whole country. Therefore, I recommend other studies be conducted employing a larger sample size and a wider geographical coverage for knowledge in this study area.

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## APPENDICES

### APPENDIX I

#### QUESTIONNAIRE FOR SCHOOL COMMITTEE MEMBERS

##### Introduction

---

Dear respondent,

thank you for agreeing to participate in this study which explores the institutional factors contributing to ineffectiveness of school committee in managing primary schools in Kahama town council. I would like to ask you some questions which will help me understand your situation as a member of school committee in your local area, factors which hinder you in managing the school, the challenges you face in making decisions and implementing them.

The information which you provide will be anonymously handled with maximum confidentiality, so please answer the questions freely. Some of the questions may be quite personal, and we hope you will be comfortable with them. If you feel uncomfortable answering any questions, please be free to say so.

---

##### SECTION A: Information Concerning the Study Area

1. Ward \_\_\_\_\_
2. Village/ Street \_\_\_\_\_
3. School \_\_\_\_\_
4. Type of area (please circle (○) the appropriate) 1. Urban      2. Rural

##### SECTION B: Social – Demographic Characteristics of Respondents:

Please circle (○) the number of the most appropriate response.

5. What is your sex? 1. Male 2. Female
6. What is the type of your employment? 1 Formal employment 2 Subsistence farming 3. Pastoralism 4. Retail business 5. Catering (mama / babalishe) 6. Others specify \_\_\_\_\_

7. How old are you?

1. 11-20 years    2. 20– 30 years    3. 31-40 years    4. 41-50 years    5. 51 years and above

8. What is your educational level?

1. Uneducated    2. Primary Education    3. Secondary Education    4. Diploma Education  
5. Bachelor Degree Education    6. Postgraduate Education (Masters and PhD)

9. What is your marital status?

1. Single    2. Married    3. Divorced    4. Widowed

10. For how long have you been living/working in this village/street/school/working station

1. below 1 year    2. 1– 3 years    3. 4-6 years    4. 7- 9 years    5. 10 years and above

**SECTION C: Questions on Cognitive Factors**

Put a tick (√) to one appropriate response

Q/No	QUESTION	RESPONSES				
		1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	Do you understand well your tasks, duties, functions and responsibilities in managing school?					
12	Have you attended any course/seminar /management training on how to manage school?					
13	Do you contribute to bring school development?					
14	Do you have any managerial skill in managing schools? (conceptual, human relation and technical skills)					

In the process of managing schools, please assess the level of your competence in the following knowledge and skills by putting a tick (√) to one appropriate response

Q/No.	KNOWLEDGE AND SKILLS IN	RESPONSES				
		1	2	3	4	5
		Very High	High	Normal	Low	Very Low
15	Planning					
16	Budgeting					
17	Leadership Skills					
18	Procuring school's facilities and services					
19	Decision making					
20	Negotiation					
21	Report writing					

#### SECTION D: Questions on Regulative Factors

Put a tick (√) to one appropriate response

Q/No.	QUESTION	RESPONSES				
		1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22	Do you possess any established school committee's regulations and guideline's document?					
23	Do the established rules, laws, regulations, guidelines and procedures support you in fulfilling your responsibilities?					
24	Are there regular established school committee's meetings?					
25	Do you attend to the school committee's meetings?					

26	Do you know exactly the number of regular meeting of school committees per year?					
27	Does your school committee take actions to its members who do not attend meetings and or do not perform their tasks?					
28	Does your school committee provide rewards to its members perform well their tasks?					
29	Do you have an ability to establish your own school committee's by-laws, regulations, guidelines and procedures?					
30	Do you have an ability to inspect your fellow member(s) and making follow-up after decision you have made together in the meeting?					

31 What measure/actions do school committees take to its member(s) who do not attend to the school committee's meetings? (Mention the measures/actions taken)

_____	_____	_____
_____	_____	_____
_____	_____	_____

32 What kind of rewards do the school committee provides to its members who perform well their tasks, duties and responsibilities? (Mention the rewards provided)

_____	_____	_____
_____	_____	_____
_____	_____	_____

33 If there is any school committee's by-law, regulation, guidelines please mention them.

_____	_____	_____
_____	_____	_____
_____	_____	_____

## SECTION E: Questions on Normative Factors

Put a tick (✓) to one appropriate response

Q/No.	QUESTION	RESPONSES				
		1	2	3	4	5
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
34	Have you ever pre-set any standard of performance in managing school?					
35	Does your school that you lead have any values and norms?					
36	Do you pre-set objectives in managing school?					
37	Do you assign appropriate members and ways of accomplishing pre-set objectives?					
38	Do you participate in establishing rules, regulations and guidelines?					
39	Do you participate in preparing, implementing, monitoring and evaluating school development plans?					
40	Do you participate in making and implementing decisions?					
41	Is there good relationship between head teacher and members of school committees?					
42	Is there good school-community relationship?					

In the process of managing schools, please asses and rank the three factors by comparing them what factors contribute most to the ineffective school committee by putting a tick (√) to one appropriate response

Q/No.	FACTORS	RESPONSES		
		1	2	3
		Contribute Much	Contribute More	Contribute Most
43	Cognitive factors (Knowledge, skills and ability)			
44	Regulative factors (Rules, laws, regulations, guidelines, policies and procedures)			
45	Normative factors (norms, values, beliefs, obligations, expectations, objectives)			

46 What are the institutional measures taken for improving school committee's performance in managing primary schools

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Please show/ indicate the relationship between the level of education possessed by school committees' members and extent of ineffectiveness of school committees in managing primary schools put to one appropriate response.

Q/No.	Level of Education	Responses on the extent of ineffectiveness				
		1	2	3	4	5
		Very High	High	Normal	Low	Very Low
47	Uneducated					
48	Lower level of education (Primary Education)					
49	Middle level of education (Secondary Education)					
50	Higher level of education (Diploma and degree Education)					

*Thank you very much for your cooperation and be blessed*

Researcher's contact cell phone number **0787578737** [rugangilavedastus@gmail.com](mailto:rugangilavedastus@gmail.com)

## **APPENDIX II**

### **INTERVIEW GUIDE FOR EDUCATIONAL LEADERS (TPEO, SLO, WEOS HEADTEACHERS AND CHAIRPERSONS OF SCHOOL COMMITTEES)**

1. When did you start working in your current job?
2. How well do you think school committees in your ward/district are performing in managing primary school?
3. What are the factors which contribute to the underperformance of school committees in managing schools in your ward/district?
4. Do the members of school committee understand well their roles, duties, tasks and responsibilities in managing primary schools?
5. Do the school committees' members receive any management training in your ward/district in these two years? (2017-2019)
6. Do the school committees' members receive induction or orientation after being elected?
7. Do the school committees conduct regular and irregular ordinary and extraordinary meetings?
8. Do the school committees possess the school committees' rules, regulations, guidelines, procedures' and educational policy documents?
9. Do the school committee have an ability to establish their rule, regulations and guidelines?
10. Do the school committee have an ability to inspect their fellow's performance?
11. Are the school committee able to formulate and accomplish objectives?
12. How do you get information about school committees? Do you visit schools often?
13. Is there good relationship between headteachers and school committees?
14. Is there good school-community relationship?
15. Do the school committees have norms, values and standards?

16. What is the relationship between the level of knowledge of school committees' members and the extent of ineffectiveness of school committees in managing schools?
17. What do you think is contributing most to the ineffective school committees among regulative, cognitive and normative factors?
18. What do think are the institutional measures taken for improving the performance of school committees in managing primary schools?

*Thank you very much for your cooperation and be blessed*

*Researcher's contact cell phone number 0787578737 [rugangilavedastus@gmail.com](mailto:rugangilavedastus@gmail.com)*

## **TIME SCHEDULE**

The time allocated to carry out this research is 8 months with 32 weeks as per University schedule, which will be carried as describe on the timetable bellow

<b>TIME/DATE</b>	<b>EVENT(S)</b>
August 2018	-Preparing and submission of Research Proposal
September 2018	-Designing instrument (questioners)  -Pilot study and testing instrument.
November 2018	-Actual collection of data
December 2018	-Analysis of collected data
January- Feb 2019	- Writing first draft
March 2019	-Submission & Making corrections of first draft
April 2019	-Writing final report and submission to supervisor.