FACTORS FACING SCHOOL COMMITTEES IN ENHANCING THE QUALITY OF EDUCATION IN TANZANIA: A CASE OF MONDULI DISTRICT

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **Factors Facing School Committees at enhancing the quality of Education in Tanzania. A Case of Monduli District** in partial fulfilment of the requirements for the Degree of Master of Education in Planning, Administration and Policy Studies.

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DECLARATION

I, **Eben Mbise** 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.

Signature_____

DEDICATION

This work is dedicated to my lovely wife and parents who supported me in everything I wanted to realize my dreams.

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ABSTRACT

This study investigated factors facing school committees at enhancing the quality of education in Tanzania. Three objectives guided the study: firstly, to identify the problems that hinder committee members to effectively execute their responsibilities in Primary schools of Tanzania, secondly establishing the functional areas where the school committees perform to the best of their capacity as per standards predetermined and thirdly to explore challenges facing school committees in implementing their roles in Primary schools in Monduli district-Tanzania. The study employed qualitative approach under case study design. The study also involved a sample of 50 participants from five primary schools. The participants were selected through purposive and simple random sampling techniques. Data gathered in this study were analysed qualitatively by using Content analysis as per Herbaman and Miles stages which are: Data reduction, where data were selected, focused, Simplified, abstracted and transformed; Data display, where data were organized, compressed to permit conclusions to be drawn and action; and Conclusion-drawing and verification, where data processed through above procedures were digested to get their meaning and tested for their validity. The findings revealed that most of the members of the committee failed to implement different responsibilities due to variety of factors including the shortage of trainings that would provide highlights of their responsibilities. Further, it was revealed that local community participation in financing education was low because they considered it a role of the government. The study concluded that school committee is very important since it helps in enhancing the quality of education in schools of Tanzania. The researcher recommends that the Ministry of Education and Vocational Training should provide a guideline on procedures on how school committees can operate effectively. Orient with their working environment. Further, it is recommended that the society should work conjointly with school committee so that education quality is improved.

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LIST OF ABBREVIATIONS AND ACRONYMS

CIPP	Context, Input, Process and Products
EFA	Education For All
ETP	Education and Training Policy
FGD	Focused Group Discussion
MCDGC	Ministry of Community Development, Gender and Children
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Programme
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTON AND BACKGROUND TO THE PROBLEM

1.0   Introduction

This chapter covers the key aspects (research problem, objectives and questions) from which the other chapters proceed. The chapter starts with an overview of the education management system of Tanzania and specifically focusing on the school committees which is the key of this study. Then, the chapter proceeds to the statement of the problem, purpose and objectives of the study and research questions; rationale and scope of the study.

1.1   Background of the Problem

Management of education in Tanzania is mainly done in the collaboration of some ministries, namely the ministry of education and vocational training, Ministry of Community Development, Gender and Children (MCDGC), the prime minister's office regional administration and local government authority among others each of these ministries and others plays significant role at ensuring that education sectors operates in the right track. As it is spelt out by the MoEVT (2008:4) that, the ministry of educational and vocational training performs various functions in collaboration with its semi-autonomous institutions like National Examination council of Tanzania and the Tanzania Institute of Education in controlling the quality of education through setting various types of examinations and designing curriculum of education. Also inspectorate is another important unit under the ministry of education and vocational training for monitoring the delivery of education, adherence to the stipulated curriculum and set standards, and ensuring efficiency and quality in education. Generally, school inspectors and the commissioner of education are the

main units operating under the Ministry of education and Vocational training responsible at ensuring the quality of education in Tanzania. In local government authority, administration of education in primary schools (which is the focus of this study) is mainly under the school committees that are responsible for all issues concerning education. This is a legal organ established under the education Act No.25 of 1978 as amended by Act No.10 of 1995 in the Section 39 which states that, "(i) There shall be established a school committee for every preprimary and primary school responsible for the management and maintenance of the school. (ii) In establishing School Committees the relevant authority shall ensure that the Community served by the school is represented (URT, 1995:5).

As stipulated in the Education and Training Policy of 1995 (ETP), major objectives of this policy is to achieve increased enrolments, equitable access, quality improvements, the expansion and optimum utilization of facilities, and operational efficiency throughout the system all these are possible only if school committees works collaboratively with school leadership and leadership beyond school (PEDP, 2001:2). Followingproper implementation of this policy school committee had a duty to mobilize resources both from the Government grants and local communities for building classrooms, toilets, desks and teaching and learning facilities. Through expansion of these resources increased enrolments to school could be realized. The second primary education policy priority is to revitalize and improve the qualityof primary education, focusing on three main components: (a) improving teachers 'teaching styles and methods in the classroom, (b) ensuring the availability of good quality learning and teaching materials; and (c) ensuring the necessary support for maintaining educational standards (PEDP 200:9). Out of these three components the

last two are the mainly enforced by school committee. On the other hand, UNICEF (2000) describes the quality of education to include the following aspects; Firstly, Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive and providing adequate resources and facilities; secondly ,content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society" (UNICEF 2000:3).

Both of the two aspects for defining the quality of education provision as per Education and Training Policy and the UNICEF requires the reflection of the curriculum content that inculcates the acquisition of basic skills in literacy, numeracy and life skills which can be cemented by the well articulated teaching methodologies and supportive learning environments. Different studies claim that quality education should be characterized by enabling the one who acquire it to become compatible with his/her local environment. To achieve all these school committee is assigned to do the following: i).To mobilize voluntary community contributions to projects, in the form of labour, money or building materials such as timber, sand and others; ii). To facilitate planning, budgeting and implementation at the school level iii). To provide information to the community on implementation and, indicating progress

achieved, problems encountered and funds used; iv)To manage funds received for project implementation while ensuring maximum transparency and accountability v). To prepare and submit regular project progress report to the LGAs through Council Education Officers vi).To prepare and submit accurate and timely progress and financial reports to the village council, 'mtaa' committee and LGA vii). To effectively communicate educational information to all parents, pupils, community, stakeholders, to the village, ward/ 'mtaa', &LGA; and viii) General oversight of day-to-day affairs of the school (URT, 2001).

1.2   Statement of the Problem

The Government of the United Republic of Tanzania continues to strengthen local communities' participation at all levels of education. At the lower levels of education system in Tanzaniathe primary education, local communities participate through schools committees. As stipulated in the Primary Education Development Plan (PEDP, 2000:6), school committee have a duty to enhance education quality in the country .It is obvious that school committees have been in schools for many years. These committees are given a number of predetermined responsibilities to implement in order to ensure the quality of education. However, most of those responsibilities seem to be not well implemented. This study therefore, aimed to investigate different factors facing school committees in enhancing the quality of education in Tanzania particularly in Monduli District.

1.3   Purpose of the Study

The purpose of this study was to investigate different factors facing school committees in enhancing the quality of education in Tanzania particularly at Monduli district.

1.3.1   Specific Objectives

Specifically this study was guided by the following objectives:

i)   To identify education quality related roles which school committees execute in Primary schools in Monduli district-Tanzania

ii)   To identify the performance level of committees in different functional areas Monduli district-Tanzania

iii)   To determine challenges facing school committees in implementing their roles in Primary schools of Monduli district-Tanzania

1.4   Research Tasks and Questions

This study was guided by the following research tasks and questions.

Task I

To identify the role of school committee in improving the quality of education in Primary schools in Monduli District

Questions

a) How do committee members perform their roles in improvement of quality of primary school education in Monduli District?

b).How do personal factors drive a school committee member to perform his/her duties?

Task II

 Establishing the functional areas where the school committees perform to the best of their capacity.

Questions

a). Which areas do committee members show optimal performance?

b).How well do committee members perform in different functional areas?

Task III

Determining the challenges facing school committees in implementing their roles to enhance the quality of education in Tanzania

Questions

a). What are the challenges that school committees face when implementing their functions in schools of Tanzania?

b). In what ways do school committees attempt to address these challenges?

1.5   Significance of the Study

This study investigated problems that face school committees in enhancing the quality of education in primary schools in Tanzania. It is expected that, this study will be beneficial to decision-makers, civil societies, non-governmental organizations, teachers, pupils and the ministry of education and vocational training in planning and policy making. Also the study is expected to help in resources allocation and management of local services including education so as to bring about equity and access to quality education. It is also expected that the results of this study will be useful to different aid-giving sponsors including textual materials to needy primary schools. The study results also are expected to stimulate further research on the issues relating to acquisition of quality education by 2025 as stipulated in the millennium development goals.

1.6   Limitations of the Study

The study encountered a number of limiting factors. The first limitation was that, Most of the teachers did not show maximum participation during data collection as some of them were busy with some other responsibilities. This made the process of data collection to become difficult as it took long time, and consequently at the end some of the respondents did not return filled in questionnaires.

1.7   Delimitation of the study

The study focused on the effectiveness of the primary school committees in Tanzania, particularly in Monduli District. The boundaries of the study were within the management roles of the school committees. Assessing the effectiveness of school committees based on their capacity to accomplish the managerial responsibilities assigned to them, e.g. planning, budgeting, pupils' discipline and teachers accountability in addressing their duties.

1.8   Conceptual Framework of the Study

In order to understand the contribution of school committee in enhancing the quality of education in Tanzania there is a need to have a comprehensive conceptual framework. According to Smyth (2004) as cited in Kombo and Tromp (2006) a conceptual framework should assist the researcher to organize his or her thinking and complete an investigation successfully. This study was guided by the Stufflebeam model. The model is a broad structure for guiding evaluation of programs with long period effects and seeks for sustainability and improvement of those programs (Stufflebeam, 2000). The model includes such elements as the Context, Input, Process and Products (CIPP) components. The CIPP model has been widely used in

evaluating education policies and programs. According Stufflebeam (2002), context refers to the environment within which the policy and program is implemented. The context is usually composed of political, economic, legal, socio-cultural and demographic conditions.

Related to this study, context consisted of availability of trainings, seminars, workshops, conferences and qualifications of the school committee members as per seculars. In this study, it is expected that if the school committee members work in the context in which trainings, seminars, workshop and conferences are available, and they are qualified, then they would be better informed of their roles relating to the quality of education. Moreover, the context in which the above is denied, it is expected that the school committee members would be rather ignorant of the roles and therefore underperform in terms of enhancing the quality of education in schools.

Input entails resources both material and human that are invested in a program. In this study, inputs consisted of availability of resource, seculars, well articulated and implemented policies; high commitment to work by the committee members in collaboration with head of schools. It was the expectation of the researcher that if the above mentioned inputs are not only available but also put into implementation by the responsible stakeholders, be it the government or other entities, the performance of the school committee members would be very high and quality education will be enhanced.

Process consists of variables, which are organized and manipulated to produce the desired goals. The process in this study entailed monitoring and evaluation, execution of duties as per policies and regulations, and interpreting policies and

seculars into actions and tasks, implement abilities. It was expected that, if these processes were put into implementations, quality of education could be promotedand vice-versa.

The product or output as per Stufflebeam (2002) refers to what the community desires. Thus it refers to what is expected after input and process. In this study, output is consisted of high quality education characterized by high student performance in national examinations and the ability of students to cope with their local environment in solving their daily problems and increase of school committee performance where each member of school committee will be displaying maximum responsiveness in different responsibilities.

CONTEXT

-Qualification

-Opportunities of trainings, seminars, workshops & conferences

-Resources

INPUT

-Resource support

-Availability of government seculars and policies

PRODUCT

-Quality education

-Increase school committee performance

PROCESS

-Monitoring and evaluation

-Executing policies as per seculars and regulation

-Interpreting policies and
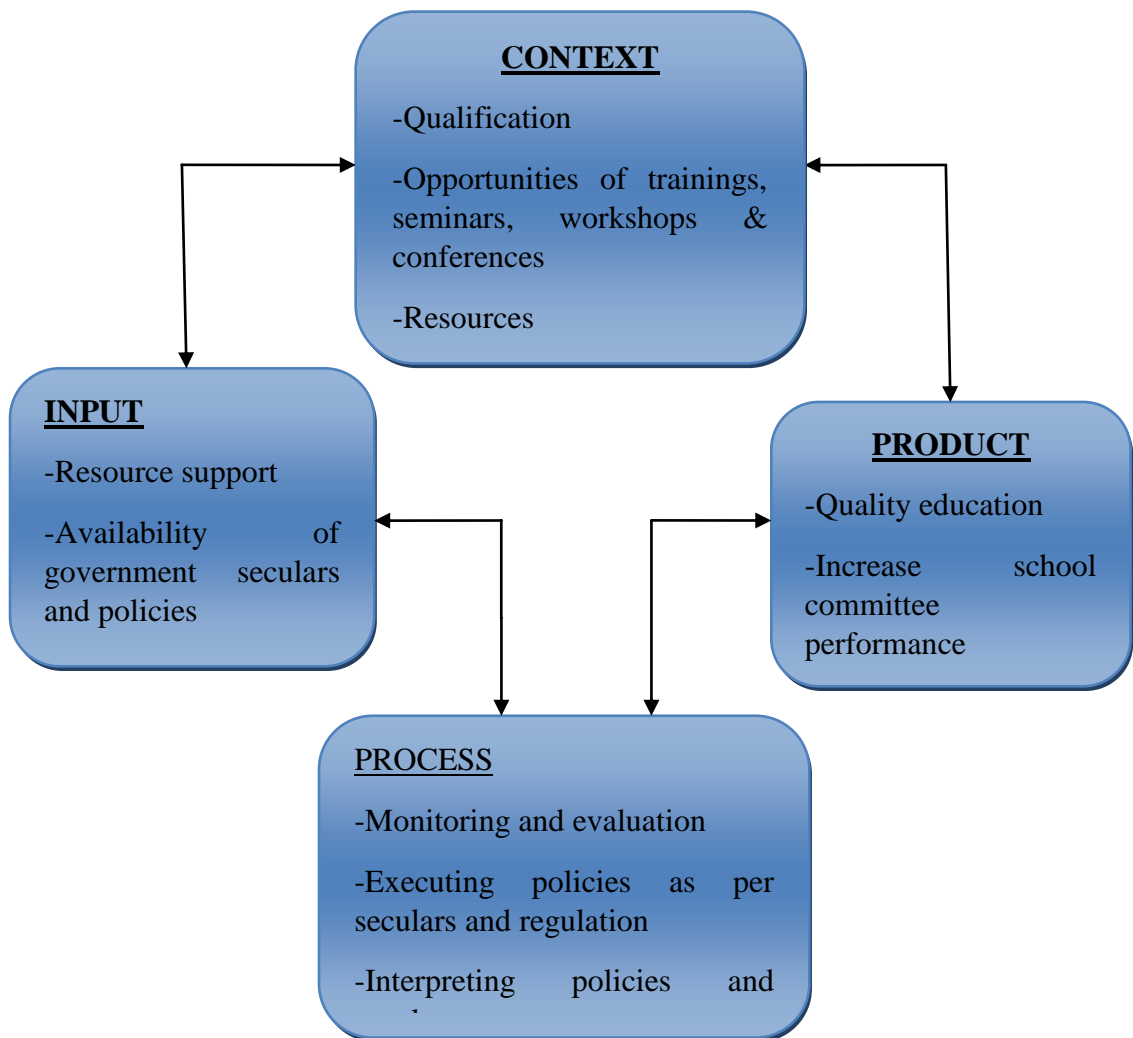
Figure 1.1: Context Input Process and Product (CIPP) Model

Adapted and Modified from Stufflebeam, Katz and Khan   (1971)

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter examines various studies that have been conducted for management of education to local authorities. This chapter consists of the conceptualization of decentralization policies around the world, followed by decentralization in Tanzania and ending up with primary education management in Tanzania as follows:

2.2   Conceptualizing the Term Decentralization Policies

"While most of the views are unanimous on the idea that decentralisation concerns the shifting of decision making authority and power from a central point (such as the central government) to its local units (local government), there are some differences with regard to the scope and specificity (Dyer & Rose, 2005). For instance, while some definitions focus on the partial transfer of authority and power from the centre to the periphery (deconcentration and delegation), others suggest total shifting of authority and power from the central point to its respective local units (devolution) (Masue, 2010). In the past years many developing countries have adopted decentralization policies in an attempt to increase communities' participation in decision making to enhance organizational efficiency. This came about as a result of lack of accountability and poor institutional capacities which led to low growth of the developing countries. "To improve the effectiveness of education services provided in Albania, the system must focus on teaching and learning, rebuild quality assurance and accountability, redesign financing arrangements, and promote resource equalization and school improvement" (Fiszbein, 2001). Formerly, the government

of Albania had no tradition of involving parents in decisions making of their school; this may have led to deteriorating quality of education provision which hampered her economic growth. The argument is that, those closest to school/institution are in a better position to monitor resources and deliver basic social services including education.

In Bulgaria, the need for changing the education provision system was found to be inevitable as the then prevailing situation was found insufficient" (Fiszbein, 2001). To them, although there were school boards they were only to advice and not effectively involved in the decision making and planning for the school and thus it was agreed that "Reforming the education system to make it more effective in pursuing objectives of equity, efficiency and quality will require a realignment of functions among participants. The key participants of education delivery in school are teachers, head of school, parents and the students (ibid.). The roles of the parents are to make a managerial supervision and monitoring of the school and assure proper implementation of the curriculum through the school committees meetings. In school committees, parents are represented by few elected members by the parents' meeting. Where there is a good relationship between parents and teachers, education quality is enhanced.

"The highly centralized system of budget control and the power of the ministry of finance in Costa Rica seriously affect the ability of the ministry of education to operate efficiently" (Rondinelli*et al.,*1990). In this system, budget allocated for education by the ministry of finance takes too long a way to reach the designation. Because of this bureaucratic nature the ministry of education in Costa Rica lacks the

flexibility in allocating the funds efficiently which results into school committees working below standards. Also it was impossible to solve problems and challenges facing each school equally as the situations of the institutions were not the similar. The need to make educational reforms was inevitable so that decisions on financing system could be decentralized to local authorities where school committee should be given more power to coordinate different school matters. Planning and running of schools are made responsibilities of the local authorities which allow more participation of the community who are close to these institutions and understand their local environments better than the central ministry does.

2.3   Contribution of School Committees to Quality Education in Primary Schools

It is expected that quality education can be enhanced in a situation where there is an improvement in institutional governance, proper implementation of curriculum, adequate educational inputs as well as good articulated mandatory supervision of these resources by the close stakeholders. Ayeni and Ibukun (2013) found that, School-based management is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policy issues for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools. To achieve this quality there must be capacitating of human resources that make the school management/school committee in addressing both curriculum implementability and evaluation of learning outcomes. The ability of these school committees can guarantee the kind of product out of schooling arena.

2.4 Decentralization and the Quality of Education in Tanzania

Like many other developing countries Tanzania has recently embarked on major reforms in the education sector to enable local communities play an active role in managing their schools (Naidoo & Kong, 2003). To achieve this goal, the government came up with the policy of decentralization by devolution enshrined in the general government decentralization framework called the Local Government Reform Program (LGRP).Under this framework, various service provision responsibilities have been transferred to the Local Government Authorities (LGAs) through the Prime Minister's Office-Regional Administration and Local Government (PMO-RALG).These reforms envisage mainstreaming local communities into the management of education that had for many years been centralized. Under the decentralization by devolution policy, school committees have accordingly been empowered to manage the primary schools in their respective local (village& neighbourhood) levels. The government's efforts to confer educational decision making powers to the local communities through their school committees are meant to enhance local ownership, democracy, inclusiveness, accountability and hence, effectiveness. Effective local level empowerment through decentralization calls for prior consideration of availability of competent people in terms of capabilities to manage the decentralized functions. The key capabilities that need to be taken into consideration include: relevant skills and knowledge on decision-making, monitoring and evaluation, planning and implementation(ibid.).These Management capabilities are vital particularly at the school level where the actors there are responsible for translating decentralization policies into concrete actions through preparation and implementation of school development plans. These skills are usually not naturally

acquired by the local communities without proper strategies to enhance them. Rather, they are acquired and maintained through regular training and practicing. For example, members of the school committees need to be constantly trained to enable them acquire some basic school management Skills (Baganda, 2008).

Generally, it known that through its Local Government Reform Policy Paper" of 1998, the general reforms focused on bringing public services under the control of people through their local councils,giving local councils powers (Political devolution) over all local affairs,determining the appropriate and cost effective organizational structures for local government authorities, creating a new local government administration answerable to local councils and to local needs, de-linking local administrative leaders from their former ministries and creating good governance based on political and financial accountability, democratic procedures and public participation. The ongoing Local Government Reforms can generally be classified into two types, namely Systemic and non Systemic Reforms. Systemic reforms address the issues of Fiscal Decentralization, Legal Harmonization and Human Resources Autonomy, while non systemic ones refer to Governance, Restructuring, PORALG/RS Capacity Building and Programme Coordination.

2.5   Management of Primary Education in Tanzania

Tanzania like other developing countries decentralized its education provision system and made local authorities more autonomous in planning and running their primary schools. "The reforming of education and school management in Tanzania is consistent with the assumption that school based management and thus school based decision making is likely to be an appropriate school management structure that will

help to effectively address most of the education problems related to education quality, access and equity" (Nguni, 2005). Regions, districts and local communities formed the educational hierarchy in their areas of jurisdictions under the Prime Ministers' office, Regional Administration and Local Governments. The Ministry of Education and Vocational Training (MoEVT), at the centre remains with the task of Policy making, monitoring and evaluation of educational provision at all levels.

In Tanzania, decentralization by devolution involves empowering people through electing their councillors who represent them in the government decision making. In councils, councillors are responsible to plan, coordinate, control revenue collections and allocate properly fund from the national basket into various social services of their communities. Among these social services are health affairs and education. Funds for education which is disbursed to schools are grants and capitations from the central government. These funds require participatory management which involve teachers and parents for effective utilization. It is therefore stipulated in the Education and Training policy document of 1995 that, "Attempts to involve regions, districts and communities in the management and administration of educational institutions in their areas of jurisdiction are wanting, yet effective management of education and training necessitates community involvement" (MoEC, 1995). Through this education and training policy, the new school management committee which involve parents, teachers, head teacher and pupils' representatives is assumed that it increases accountability and quality education is enhanced. The head of school becomes answerable to the school committee and he/she is the secretary of that committee. Regardless of the presence of school committees in various primary schools with its stipulated functions, there is poor quality of education shown by

primary school levels; still it seems as if there are problems with the school committees. This justification have triggered the interest of the researcher to make an investigation on the problems that faces the school committees in making sure that the quality of education in primary education is well achieved.

2.6   Execution of Duties by School Committee for Quality Education

UNESCO contends that, Quality education should encourage learner's creative and emotional development, in supporting objectives of peace citizenship and security, promoting equality and passing global and local cultural values down to future generations (Ankomah *et al*., 2005). It should encourage the learner to unfold his/her innate potentials in terms of knowledge, skills and attitudes capabilities. Improving quality in education requires a rational institutional management of both human and physical resources so that these resources help achieving tangible learning outcomes. However, Masue (2010) in his study at Morogoro Municipal and Mvomero district council found that, the Members of the School Committees in primary schools lack adequate knowledge, skills and experience to efficiently manage the primary schools. It is of no doubt that the accomplishment of the roles of the school committee members in executing their duties depends much on the necessary requisite of the knowledge and skills that they possess.

2.7   The Responsibilities and Autonomy of School Committees

As found in Education Act of 1995, every School Committee shall advise the head teacher or other head of the school, and local authority on matters relating to the management and conduct of the school. Following this mandatory of the school committee over the management of the school, it is expected that active involvement

of each member of this committee will make a positive endeavour of their school. Masue (2010) argues that through the school committees, local communities play an important role in decision making over various issues pertaining to development and day to day responsibilities in the schools. Resources mobilization from the community for school infrastructure is very vital aspect in making a school a comfortable place for learning. The success of this mobilization can best work if there is active cooperation between the school and the local community which is the function of the school committee. It is also the duty of the school committee to advise the school head teacher on the matters relating to school day to day functioning.

2.8 Education and Training Policy of 1995 and Decentralization in Education

The Education and Training Policy (ETP) was formulated in 1995 as a product of the liberalization policy which started in Tanzania in 1986. The liberalization policy came to effect in the country after the signing of an agreement with both International Monetary Fund and the World Bank (Mrutu, 2007). As such, the thrust of the policy initiatives is privatization, and changing of the role of state into facilitation as opposed to state ownership in the provision of services. The major aims of the Education and Training Policy include achieving increased enrolments, equitable access, quality improvements, expansion and optimum utilization of facilities as well as operational efficiency of the entire system. It also aims at enhancing partnership in the delivery of education, the broadening of the financial base, the cost effectiveness of the education, and reformation education management

structures through the devolution of authority to schools, local communities and Local Government Authorities (Mrutu, 2007).

In the same vein, the Education Sector Development Programme (ESDP) was developed in 1996. This followed the development of the Education and Training Policy that was formulated in 1995. ESDP is a sector wide approach that was initiated to facilitate achievement of the government's long term human development and poverty eradication targets and to redress the problem of fragmented interventions under the project modality of development assistance. The essence of the sector wide approach is collaboration by the key stakeholders, using pooled human, financial and material resources for planning, implementing, monitoring and evaluation. This approach established new relations which promote partnership, co-ordination, and ownership amongst all groups of people with a vested interest in education (URT 2001). It should be noted that the ESDP derives its objectives from the Education and Training Policy of 1995, as well as from the broader national development strategy of MKUKUTA and the long-term development plan of the country's Vision 2025 The main education-related objectives include: comprehensive efforts to improve the quality of the education process, increase and improve access and equity for all children, the decentralization of the management structures, the devolution of authority to local levels and broadening the financial base which supports the education system.

2.9   Knowledge Gap

The themes contained in the literature reviewed focus on: Factors Facing School Committees at enhancing the quality of Education in Tanzania. Other key thematic

areas are the challenges School committees encounter in making sure that quality education is provided in schools, especially in the context of decentralization. Notably, much of the available empirical literatures are not from Tanzanian researchers, which necessitates the need to conduct this study. Various studies have been conducted on the challenges facing school committee in different places of the world other than Tanzania. Despite constructive scientific reports, those findings could not be well generalized to the context of primary education in Tanzania. This fact signifies that there is an imperative missing link on how school committees operate in Tanzania. Therefore, this matter has not been exhaustively unveiled in our country.

2.10   Summary of the Chapter

From reviewed literature it can be generalized that decentralization in education sector aimed at making sure that people are given power to own and operate their own education. In the context of Tanzania it is observed that different efforts ha been employed to make sure that the society around school control education elucidated in their vicinity. This is done by vetting some members from the community to represent. Similarly, literates have expounded that most of the members of school community lack education and skills to make decision on different matters entailing the wellbeing of the school. This has been one of the ponderable hindrances on their performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presents the research methodology used in data collection in response to the objective of the study. The chapter includes the research design and approach, area of the study, population, sample and sampling procedures; research instruments, data collection procedures, validity and reliability, data analysis plan as well as ethical consideration.

3.2   Area of the Study

The study was conducted at Monduli District. This is one of the five districts of Arusha Region of Tanzania. It is located in the Northern-Eastern section of the country. It is bordered to the North by Kenya, to the East by the Kilimanjaro Region and Arumeru District, to the South by the Manyara Region and to the West by Ngorongoro District. According to the 2002 Tanzania National Census, the population of the Monduli District was 185,237" (Housing General Report 2004).This district was chosen because it is one of the districts where the role of school committees is questionable. Similarly the accessibility of different schools in this district is impressive. Also the researcher chose this district because its geographical location allowed easy accessibility of different data collection stations. Consequently this helped in the process of data collection.

3.3   Research Approach

To achieve the research objectives the study employed qualitative research approach. Qualitative research, studies behaviour as it occurs in the natural. It is further point

out that qualitative inquiry takes place in the field, in settings as they are found (Ary, Jacobs, Razavieh, & Ary, 2010). The reasons of using qualitative research approach is because the approach is regarded as an effective means at obtaining insightful information as respondents participate in semi-structured questionnaire and unstructured interviews. These interviews were reported by giving detailed description of the informants' responses on conceptions of competence based teaching in their natural setting.

Deters argues that qualitative research strives for a deep understanding of the participants in a natural setting; the researcher must go to the participants and the sites in order to collect data at natural setting. Therefore, qualitative approach was used because it enabled the researcher to be more focused at obtaining in-depth information about issues of interest such as exploring the competence based teaching in colleges of teachers' colleges. The researcher explored deeply the feelings, views, opinions, and ideas of informants in exploring the extent of participation of primary school committees focusing on how their involvement is important to the development of these schools in Tanzania.

3.4   Research Design

Masue (2010) argues that, "Research design entails a research strategy/practical guide followed in executing a research project". To achieve the afore mentioned objective of this study in previous sections, a case study design was employed. Also this kind of study design provided enough flexibility to the researcher in redefining the research problem under study. Following the total number of public primary schools located in Monduli district being 55, only 5 school committees were

purposively chosen for the study depending on the kind of information owned by these schools committees. Therefore, this study focused at exploring and examining the extent to which school committees as key stakeholders are actively participating in addressing local problems facing their schools in an attempt to achieve MDGs, EFA and MKUKUTA goals.

3.5   Population and Sampling Technique

The participants of this study were drawn from pupils, teachers, school committee members, parents and the village/street leadership. This is to guarantee that the collected data involved views from the various major stakeholders. In Monduli district there are a total of 55 government primary schools. The researcher focused on the 5 government primary schools to make the study easily handled. In that sense, 5 school committees were expected to make up the entire population from which the sample was drawn. The researcher purposively selected five schools in order to obtain representative sample that assured also the collection of enough information for the study. Nguni (2005, p.12) contends that, "the school committee membership includes five parents (elected by parents meeting, and it is from this group of five parents that the chairperson and vice-chairperson of the school committee are nominated), the head of the school (serves as a secretary to the committee), two teachers (the academic coordinator and project coordinator of the school), two pupils (elected by the students)". Following this school committee composition indicated that one primary school committee had about ten individuals and thus making a total of fifty members of the selected primary school committees under study. Teachers, co opted members, School Committee chairperson, Representative parents, Head of

school, Teacher representatives and Pupils were purposively selected because of their

roles and positions thus making the sample as shown in the table below,

Table 3.1: Sample Distribution

S/N	Category of sampling	Type of respondents	Number of respondents per school committee	Total	%
1	Purposive sampling	School Committee chairperson	1	5	20
2		Representative parents	4	20	20
3		Village chairperson	1	5	20
4		Head of school	1	5	20
5		Teacher representatives	1	5	20
6		Co opted members	1	5	20
7		Pupils	1	5	20
Total				**50**	

3.5.1   Sampling procedures

This study aimed to investigate the effectiveness of school committee members in

attempting to improve their schools were conducted in Monduli district. Five school

committees from Monduli district were investigated. This was done purposively on

both rural and urban of the district (convenient sampling). Some of the participants

such as school committee chairperson, representative parents, village chairperson and

head of schools were selected purposely basing on their potential status and the

position they occupy in the school community. On the other hand, some participants such as teacher representatives, co opted members from neighboring community and pupils' representatives were simple randomly selected where the chosen member from this category were chosen equally by chance.

3.6   Data Collection Methods

It is known that a skillful use of a combination of different data-collection techniques can maximize the quality of the data collected and reduce the chance of bias (Degu &Yigzaw, 2006). In this study different data collection techniques were employed this includes Interview, focus group discussion, documentary analysis and direct observation which are detailed in subsection 3.6.2 hereunder. The process of data gathering requires many data gathering tools or instruments. This varies in their complexity, design, administration and interpretation. The details on how these instruments were operationalized are given in the subsequent subsections.

3.6.1   Types of data

In research there are two major forms of data as discussed below;

Primary data: These are items that are original to the problem under study (Cohen *et al.,* 2007). The study used primary data because the data were original in nature. In this study the researcher used interviews, documentary review, questionnaires and focus group discussion as primary data collection tools.

Secondary data: These are those that do not bear a direct physical relationship to the event being studied. They are made up of data that cannot be described as original (Cohen *et al.*, 2007). In this study secondary data were used to supplement primary

data on; the effectiveness of school committee members in attempting to improve their schools.

3.6.2   Data collection methods

In this study the data were collected by using the following methods: interviews, documentary review, questionnaire and Focused Group Discussion (FGD)

3.6.2.1 Interview method

The researcher used interview in getting information on the effectiveness of school committee members in attempting to improve their schools were conducted in Monduli district. **(See, Appendix A)**. Interview is one of the most widely used and basic methods for obtaining qualitative data. Interview are used to gather data from people about opinions, believes, and feelings about situation in their own words (Ary, Jacobs and Sorensen, 2010).Through interview the researcher was able to find out what is someone thinking in his or her mind. The face to face interviews were used to members of school committees. The face to face interviews were used to solicit information into participants' experiences, feelings, opinions and suggestions. In this study the interview helped the researcher to get data on with the consent of respondents; interviewees' responses were recorded by voice recorder. The audio records were then transcribed for data analysis. The researcher also took notes of the interviews. The interviews were conducted to investigate the effectiveness of school committee members in attempting to improve their schools were conducted in Monduli district. The time for one session was approximately 25 to 30 minutes and both languages English and Kiswahili were used. This helped the researcher to get the information that could not be easy to get through other tools such as

questionnaire, FGD and documentary review. In this study, interviews were conducted to school committee members, pupils, parents and village officials.

3.6.2.2 Focus Group Discussion Method

Focus group discussion (FGD) is a group discussion of 6-12 persons guided by a facilitator, during which group members talk freely and spontaneously about a certain topic (Degu &Yigzaw, 2006). Focus group discussions are useful for exploring ideas and obtaining in-depth information about how people think about an issue. It requires a group discussion moderator to guide the group to focus their discussions on the topic under study. In this study, focus group discussion technique was employed to school committee members who by composition do not exceed 11 members and therefore be manageable.

3.6.2.3 Documentary Analysis Method

Documents can provide ready-made information relatively easily. It is useful for obtaining past information that is recorded in books, files, pamphlets, newspapers, among others. In this study, filed minutes of school committee and parents meetings were viewed by the researcher to see how much frequency does the meetings conducted and what is being discussed in those meetings.

3.6.2.4 Direct Observation Method

This is a technique which allows one to directly see what people do without relying on what they say only. It is exploratory and open- ended, and the researcher takes extensive field notes **(See Appendix B).** It helped in providing firsthand experience, especially if the observer participates in activities. In this study, the researcher observed the participation of school committee members in solving institutional

problems facing their schools. In so doing, the researcher observed challenges encountered during implementation.

3.7   Validity and Reliability of the Instrument

3.7.1   Validity

Validity is the most important in developing and evaluating measuring instruments. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the score from the instrument. A test that has validity in one situation and for one purpose may not be valid in different situation or for different purpose (Ary, Jacobs and Sorensen, 2010). In this study the researcher used different instrument such as interviews, documentary review and focus group discussion. In that case one instrument may cover the area in which another instrument fails to capture. More than that, the researcher conducted a pilot study in two schools which were not in the main area of the study.

3.7.2   Reliability

According to Bogdan and Biklen (2006) reliability in qualitative research is viewed as the fit between what is recorded as a data and what has actually occurred in the setting under study. To cross check the data the researcher will use a triangulation method. De Vos (2005) triangulation is used to designate a conscious combination of more than one method. The main aim of employing triangulation of methods increased the reliability of data collected.

3.8   Ethical Issues and Consideration

Generally, ethical issues are of paramount concern in any research. It focuses on establishing safeguards that has protected the rights of the participants. The

conventional and often dominant issues that emerge when considering research ethics involve obtaining: Protection from harm; the researcher did not harm any individual that is, the researcher made an attempt to assure the participants that there was no any sort of harm that was done to them. Informed consent; the researcher informed participants that participation in the study was completely voluntary. Participants were informed that their lack of participation could not result in any negative consequences. Confidentiality; the researcher ensured that what a participant says or reports was not be shared with anyone in any way and it was used for the purpose of the study only. The researcher also asked for permission from the University and other authorities for data Collection (**See, Appendix C**)**.**

3.9   Data Entry and Storage

"Qualitative researchers usually transcribe their data; that is, they type the text (from interviews, observational notes, memos, etc.) into word processing documents. It is these transcriptions that are later analysed, typically using one of the qualitative data analysis computer programs" (Johnson & Christensen, 2013:234). In this study, the researcher transcribed the collected data from the field and analysed them.

3.10   Data Analysis Procedure

Data were analysed by content analysis according to Miles and Huberman (1994) where three stages are normally adhered; the first stage was data reduction, which start at very initial research phase. At this stage some aspect of data were highlighted, other minimized and others discarded this aimed at making sure that only main themes are maintained , the second stage was data display, where data were organized and so that they can be viewed easily before making conclusion. The

last stage was conclusion drawing and verification; this involved deciding what the data mean, what their implications are for the questions. In this study Miles and Huberman (1994) stages were used to analyse interview, documentary review and FGD.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONOF THE FINDINGS

4.1   Introduction

This chapter presents analyses and discusses data from the field. The findings obtained relied at investigating different factors facing school committees in enhancing the quality of education in Tanzania. More specifically, the chapter draws on the research tasks and questions as articulated in Chapter one. To recapitulate, the research questions are included:

Based on the foregoing introduction, the subsequent sections and sub-sections are destined to the presentation, analysis and discussion of research results.

4.2   Factors   Hindering   School   Committees   in   Executing   Their
        Responsibilities

The first research question sought to collect information on the Factors Hindering School Committees to efficiently execute their responsibilities. Data relating to this question was presented and discussed in the subsection below.

4.2.1   Educational qualifications of school committee members

The first research question sought to collect information on the role of education to members of school committee in implementing their roles. The findings are presented and summarized in table 4.1

Table4. 1: Educational Qualifications of the Committee Members

Category	Level of Education								Total
	Without Primary education	(%)	primary education	Percentage (%)	Secondary educated	Percentage (%)	College education	(%)	
School Committee chairperson	3	60	1	20	1	20	0	0	5
Representative parents	10	50	8	80	2	10	0	0	20
Village chairperson	1	20	3	60	1	20			5
Head teachers	0	0	0	0	0	0	5	100	5
Teacher representative	0	0	0	0	0	0	5	100	5
Co opted member	0	0	5	0	0	0	0	0	5
Pupils	5	100	0	0	0	0	0	0	5
Total	**19**		**17**		**4**		**10**	**0**	**50**

Source: Field Data 2014

Data in table 4.1 indicates that most of the respondents 19 out of 50 from the school committees have not even completed primary education and 17 out of 50 have completed primary education except for 4 out of 50 who have completed secondary education and only 10 respondent (Head teachers and teachers) out of 50 have at list college education because they are members and also the secretary of the respective school committee. The representative Head teachers and teachers from all schools have a Grade A-Teacher Certificate, whereas the co-opted members have form four certificate.

The ETP stipulated in the guidelines for the election of primary school committees that the committees' chairperson should have a minimum of ordinary level secondary education.. Most of the schools are unable to get such a person because of the nature of the community surrounding the schools in terms of their education level. As it has been observed in this study, 19 out of 50 respondents have no primary education and 17 out of 50 have primary education while the requirement for one to become a member is to have a minimum of ordinary level secondary education.

This makes most of the school committee members fail to execute well their roles such as effective planning; management and monitoring at the grassroots level as a result all the roles are done by head teachers and teachers who are members of the committee while at the same time they are not well qualified as a result their ability to plan and implement different roles becomes difficult. It is obvious that the ability of a person to perform any thing depends on the level of education .This hinders provision of quality education in most primary schools. This concurs with UNESCO,

(2005) which reports that, the school committee with less qualified members normally result into the realization of poor quality outputs in any educational setting.

Through interviews, participants of this study were asked if they have been provided with training after being appointed as school committee members and responded that none of them were provided with trainings. Findings revealed that this has been a big obstacle for them to execute well their roles towards the provision of quality education in primary schools. School committee with members who are less qualified and work without being equipped with necessary knowledge and skills fails to control and monitor well the provision of quality education to clients. The respondents complained much that they always face a lot of challenges on how to plan and manage school resources ending up with poor decision on where to direct resources and how to control them. One of the school committee chairpersons had this to say;

> *"...Since I was appointed as a school committee member I have never been provided with training on how to execute my roles. This makes me to be in a very difficult time to ensure provision of quality education to pupils... (Interview, 26-08-2014)"*

Through interview with head of schools they informed that, all school committees have not received training for building their capacities with regard to management of funds and day to day running of the school. One of the head of school reported that;

> *"...Provision of training for building capacity and competences of school committee members at all primary schools is an important strategy for enhancing effectiveness in the primary education sub-sector… (Interview, 17-08-2014)."*

Also the school committee chairperson argued that, they have heard that through the PEDP programme in 2004/2005 the school committee member were provided with training but following our appointment from 2008 up to now no training was provided. This is an indication that our educational system suffers a donor-dependency syndrome and no one is after quality education.

In addition, it was noted that capacity building at the school committees had not been adequately done. It was discovered during the study that no any single training was done to the school committees, though the government continues funding the primary education. The main reason given by the head of schools as to why capacity building had deteriorated was shortage of funds.

4.3 Functional Areas that the School Committees Perform Well

The third research question sought to collect information on the functional areas that the school committees perform well. Data relating to this question are presented and discussed below.

4.3.1 Planning and budgeting

Based on the findings in table 4.1 preparation of school development plans and budgets are among the key responsibilities of the school committees. Most of the school committees interviewed 4 out of 5 (90%) of school committees were found doing well in planning and budgeting role. During the interview one of the head teachers who is also a secretary of the school committee had this to say;

> *"...*Each department in a school is assigned to prepare a schedule of activities/plans budget by the school management team and present in

teachers meeting and thereafter being combined together as a budget proposal to be discussed by the school committee as inputs for the preparation of the school budget…" (Interview, 26-08-2014).

This shows that members of committee know this responsibility well. Another head teacher had this to say, with regard to the process involved in the process of preparing school development plan and budget:

> Planning and budgeting are among the core activities of the school committee. However, the process of preparing a school development plan and budget involves other actors… for example; the "mtaa" chair and executive secretary are invited to the school committee during budget approval. After endorsement by the school committee, school budget is forwarded to the District/Municipal Council for review and approval; usually by District/Municipal Education Officer (Interview, 03-08-2014).

In fact this shows school committees are of significant role at ensuring that different activities in schools goes as scheduled.

4.4 Challenges Facing School Committees in Implementing their Roles

The second research question sought to collect information on the challenges that school committees face when implementing their designated functions. Data relating to this question was presented and discussed below.

4.4.1 Local communities participation in financing primary education

The interpretation of data indicated that the local community is less participating in financing education and see it as the role to be played by the government. Through

interview it was reported by the school committee members that they lacked community support and this was reported as one of the causes of poor provision of education. During the interview, most of the school committee members responded that, the local community had less support to the education of their children. For example, it was found in many schools that the community refused to buy necessary facilities like books for their children to learn well, and refuses to attend school meetings once informed.

Though it is stipulated in the Education and Training Policy (URT 1995) that financing of education and training shall be shared between the government and the local communities the study revealed that community financing of primary education was the major challenge due to their poor understanding on the value of education. The school committee fail to execute well their roles as per ETP as most of the majority of the local communities were unable to contribute to school development activities. One of the representatives of parents had this to say;

> *"*...Most of the local communities complaining that the school committee members use their money for their benefits as they believe that their pupils has nothing to contribute as the government has abolished the school fees... (Interview, 09-08-2014)*"*

This shows that, the local community had poor cooperation with school committee when it comes to school contributions as they leave it as the responsibility of the government and school committee members hence hinder provision of quality education to clients for the betterment of the nation and world at large. This argument concurs with Makene, (2007) who asserts that poor contribution of

financial inputs by the community hinder school committee members to execute well their roles in the provision of quality education to clients as schools lack necessary facilities like instructional materials.

Most of the local community members lamented that their incomes were poor so they were unable to pay for the school contributions. This makes the school committee to be in a very difficult time to mobilise the local community to contribute for the education provided to their children. As it was observed during the study from the primary schools researched, local community financing of the primary schools in Tanzania hinder provision of quality education. This is a clear indication that local communities are not valuing education for their children. However, the milestones that have been observed

during implementation in contributing to school development activities give an impression that for the school committee to monitor well education in their respective institutions the local communities should work hand in hand with the school committee by seen that everyone has a role to ensure provision of quality education to clients.

4.4.2 Attendance of school committee members to meetings

Through interviews, the respondents pointed out that school committee member are not attending most of the school meetings. Through meeting the committee members get chance to share information between the committees and other stakeholders in the primary education sub-sector about the school progress. It was found that the school committees were supposed to meet four times in a year for the regular

meetings, unplanned meetings could be convened any time in emergencies. During the study, it was noted that attendance to meetings by both the school committee members and local community members was poor. As the respondents reported that, only two meetings were regular meeting were convened by the school committee during the year 2012/2013 out of the four (4) that are required per year. The main reason that was given for poor attendance to meetings was time and distance from where the committee members stay. Thus getting committee members to attend meetings was usually a problem during the rain season and during harvesting. However, despite all these reasons it was revealed that the committee members had no culture of attending meetings. One of the committee members responded that;

> *"...*I don't see the importance of attending meetings in the school while my children are sleeping without eating. Thus I prefer to spend most of the time doing my business and harvesting....(Interview, 06-08-2014)"

Also one of the representatives of the parents claiming that other school committees represent them, he did not see the point why he should not trust what they decided. This agree with Adam (2005) who asserts that, some of the school committee members are not attending meetings due to collision of the meetings with farm work and market days.

CHAPTER FIVE

SUMMARY, CONCLUSSIONS, AND RECOMMENDATIONS

5.0   Introduction

This chapter presents the summary of the study and major findings, conclusions and recommendations of the study of investigating factors that hinder committee members to efficiently execute their responsibilities effectively in Primary schools of Tanzania. The chapter has four sections. Section one contains the summary of the study, while section two provides a brief reflection on the findings. Section three presents the conclusion. The recommendations for practical solutions, and some related educational areas which call for further research are presented in section four.To recapitulate, the research objectives are included:

 i.   To identify the problems that hinder committee members to efficiently execute their responsibilities effectively in Primary schools of Tanzania.

 ii.   Establishing the functional areas where the school committees perform to the best of their capacity

 iii. To explore challenges facing school committees in implementing their roles in Primary schools of Tanzania.

5.1   Summary of the Study

5.1.1   An overview of the research problem

Chapter one introduces a problem and its context where it is unveiled that most of the school committees in Monduli are not working properly to ensure that the goal of attaining quality education in primary schools is met. It further highlights that although the school committees which ensure day to day management of the primary school have been there for so long, still quality of education is questionable.

5.1.2   Conceptualization of the term Decentralization policies

Chapter two unveiled different literatures related studies on the phenomenon. The concept of decentralization of management of primary school was highlighted where the Education Act no.25 of 1978 as amended by Education Act no.10 of 1995 describes the establishment of the school committees as the legal organ responsible for oversight of the day to day functioning of their schools. Most of the studies disclosed that the involvement of the community in running educational matters in Tanzania is still a problem and it has to be reshuffled so as to make it possible.

5.1.3   The study context and methodology

Chapter three discussed about research methodology employed. Where, qualitative approach using case study design was used. 5 school committees were studied in Monduli district council in exploring their factors facing the in executing their predetermined duties. In collecting data interviews, documentary search, observation and focus group discussion were used.

5.1.4   Analysis and discussion of the findings

Chapter four presents and discusses all about the findings where it was uncovered that, local community had poor cooperation with school committee when it comes to school contributions as they leave it as the responsibility of the government and school committee members hence hinder provision of quality education to clients for the betterment of the nation and worldwide at large perception.

 Also, Study findings unveiled that that school committee member is not attending most of the school meetings. Through meeting the committee members get chance to

share information between the committees and other stakeholders in the primary education sub-sector about the school progress. It was found that the school committees were supposed to meet four times in a year for the regular meetings, unplanned meetings could be convened any time in emergencies. During the study, it was noted that attendance to meetings by both the school committee members and local community members was poor.

Similarly, study findings disclosed that lack of capacity building among members of school committees has been a big obstacle for them to execute well their roles towards the provision of quality education in primary schools. School committee with members who are less qualified and work without being equipped with necessary knowledge and skills fails to control and monitor well the provision of quality education to clients.

5.2   Conclusions

Although the role of school committees is not very obvious to large number and even members of the school committee themselves, it is better that people are informed to understand the role of this organ.

The degree of complying with different roles among members of school committee is questionable. This indicates that there is a need of providing capacity building to all who are concerned particularly members of school committee so as to enhance their ability. The constraints that undermined the implementation of different responsibilities could be attributable to poor members of school committee understanding and poor leadership skills.

5.3 Recommendations

Based on the research findings and conclusions of this study several recommendations are made:

5.3.1 Recommendations for immediate effect

i. Research findings showed that there is poor implementation of different roles among members of school committee. The education system should invest significant efforts in order to make sure that members of school committee, teachers and the government work collectively so that to enhance the quality of education in schools.

ii. The community at large should be informed on how to play a role of making user friend environment that will enable members of school committee to understand the culture of an organization and the community around an organization at large

iii. People with authorities should not involve politics on matters that aims to promote the quality of education.

5.3.2 Recommendations for further studies

Several issues requiring further investigation emerged from this research. This study was based in Monduli district and employed case study design. Consequently; it will be difficult to generalize the findings to other areas because the sample was drawn from Monduli district only. Therefore, another study should be conducted with comparison approach to examine factors hindering the role of school committee using wider area and large sample than what was used in this study.

It is recommended that a similar study should be conducted to compare different district on how school committees perform well so as to enhance quality of education and academic performance in school.

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APPENDICES

Appendix A

INTERVIEW GUIDE FOR MEMBERS OF SCHOOL COMMITTEE

I: About school committee functions

1. Are you aware of the school committee members' role(s)?

2. How do you participate in ensuring the achievement of these roles?

3. Does the school committee members involve in enrolment of standard one pupils

4. Does the school committee members make follow up of the enrolled pupils' attendance to school and assure their completion?

5. Do the school committee members control the teachers and pupils discipline? How?

6. Do the school committee control and assure the proper expenditure of the school income?

7. Does the school committee involve in preparing planning and budget for the school development?

8. Does the school committee disseminate the income and expenditure report to the respective authority regularly?

9. Does the school committee control the school account(s)?

10. How does the school committee ensure school infrastructure and teaching/learning resources are made available?

11. How does the school committee ensure the involvement of the school neighbouring community contributing their efforts for the school development?

12. Does the school committee ensure good relationship between school and the community through village government and the parents meetings?

13. Does the school committee ensure the availability of school meal?

II: Challenges that may hinder school committee in addressing their duties properly

1. Does the little understanding of managerial skills of some of the school committee members due to low level of education affect their responsibilities?

2. Are the school committee members getting frequent refresher course to enhance their responsibilities?

3. Are the school committee members having writing and reading skills?

4. Do the school committee members take bribe from the parents so as to allow early marriage of their school pupils?

5. Do the school committee members pass through the school meeting minutes to avoid the head teacher to make forgeries?

6. Are the school committee members having high expectations of getting any income for being elected in the membership?

7. Does the school committee membership tenure adhered? What is the duration of the membership?

8. Do the school committee members dodge some meetings for seeing that the meetings are less important?

9. Is the school committee membership election gender sensitive?

10. Do the school committee members make follow up of the teaching and learning process in classrooms?

    If YES; can you explain how do they make follow up in the classrooms?

    If NO; do you think is there any necessity for a school committee to make follow up of the teaching/learning process at classrooms level?

11. Can the school committee members empowered to render punishment to the in-disciplined teachers at school level?

    If YES; do you think this help at rectifying teachers' bad behaviour?

    If NO; what is your opinion?

III: Ways of addressing these challenges

1. What do you think can be done to alleviate the low level of education challenge of the school committee members?

2. What do you think is the best way of obtaining school committee members?

3. What do you think will be best tenure of the school committee membership?

4. What do you think education policy should address to empower school committees in making their duties more effective?

Appendix B

OBSERVATION CHECKLIST

S/N	ITEM	SUFFICIENT	INSUFFICIENT	REMARKS
1	Teacher/pupil ratio			
2	Number of teachers with necessary skills in teaching in primary schools			
3	Regular school committee meetings report minutes			
4	Infrastructure such as classrooms, libraries and desks			
5	Relevant textbooks recommended by Tanzania Institute of Education and book/pupil ratio			
6	School committee members with at least Form Four level of education			
7	School account(s) following the necessary bank procedures			

8	Parent meetings report minutes			
9	Ledger for school meal and status of school meal provision			
10	Posts of school income and expenditure to the community's notice board			