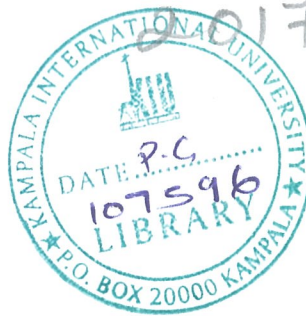# SCHOOL BOARDS AND THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN BUKOBA MUNICIPALITY IN KAGERA REGION, TANZANIA

BY

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INTERNATIONAL UNIVERSITY

MAY, 2017

DECLARATION

I declare that this thesis is my original work and has not been submitted for any other award of a degree or published at any institution of higher learning.

....   22 / 05 / 2017
Signed   **Date**
Mutayoba Richard

APPROVAL

This thesis has been submitted for further examination with my approval as the University supervisor.

..../.....06...../.2017

Dr. Sofia Gaite   **Date**

DEDICATIONS

This work is dedicated to my beloved father, the late Gabriel Luzibukya and my mother Odilia Kokuhumbya, and all my dear family members whom I owe much gratitude and love for care, commitment and support they have given in all time of my study.

May Almighty God bless them all.

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I would like to acknowledge and extend my sincere and hearty gratitude to my supportive supervisor Dr. Sofia Gaite for her critical reviews, expert advice, and regular availability to me throughout the course of my research work.

I cannot forget my exemplary lecturers at the College of Education, Open Distance Learning for their great assistance and excellent academic pieces of advices. I owe a special debt of gratitude to all of them.

I acknowledge the authors whose works have been cited in this study.

I acknowledge with gratitude the contributions and co-operation made by the respondents from the public secondary schools in Bukoba Municipal for their willingness to provide the necessary information when I visited their offices during the research process. Without their cooperation, this study would have been impossible to accomplish.

Finally, I also thank my family and close friends for their emotional and financial support. It is through them that I successfully completed this piece of work.

LIST OF ABBREVIATIONS AND ACRONYMS

BoM   Board of Management

CEO   Chief Executive Officer

KEMI   Kenya Management Institute

PLCC   Pearson Linear Correlation Coefficient

PTAs   Parents Teachers Association

RAALG   Regional Administration and Local Government

SIP   Senegal's Improvement Plans

SPSS   Statistical Package for Social Scientists

UNESCO   United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The purpose of this study was to investigate the influence of school boards on school management in public secondary schools in Bukoba Municipal, Kagera Region, Tanzania. The following objectives guided the study: i) to find out the relationship between decision making roles of the boards and school management in Public secondary schools in Bukoba Municipal; ii) to establish the relationship between the level of accountability of school boards and school management in Public secondary schools in Bukoba Municipal; iii) to assess the relationship between the advisory role of school boards and school management in Public secondary schools in Bukoba Municipal; and iv) to determine the relationship between school boards and school management in Public secondary schools in Bukoba Municipal. The study used cross-sectional design employing both quantitative and qualitative approaches from a sample size of 164 respondents which included the school board members and the head teachers. The response rate of the study was 90% given the fact that 147 questionnaires returned from 164 that were distributed. The research instruments included both questionnaires and interview guide. Data was analysed using frequency and percentage tables; mean and standard deviations, Pearson correlation coefficient and regression analysis. The study found that in the first objective there was a moderate and positive relationship between board decision making roles and school management ((r=.599* R^2=.358, p<0.05). The second objective found a strong and positive relationship between accountability roles of school boards and school management (r=.851** R^2=.725, p<0.01). The third objective of this study found a strong and positive relationship between school board advisory role and school management (r=0.848** R^2=.718, p<0.01). The fourth objective found a strong and positive relationship between school boards and school management (r=0.805** R^2=.821, p<0.01). The study concluded that school boards are very important in ensuring better school management. The study made the following recommendations: The need for the school boards to put their efforts in supervising and strengthening their relationships with the teachers and the parents; the need for the school boards to emphasize parents' involvement in school meetings and their students' affairs; the need for the government to set a side special funding for the school boards; the need to strengthen the capacity of the school boards for them to understand their strategic role in building a productive relationship with the head teachers while holding them to account for school performance and better school management.

CHAPTER ONE
INTRODUCTION

This chapter covers background of the study, statement of the problem, purpose of the study objectives of the study, research question, hypothesis, scope of the study and significance of the study.

1.1 Background of the Study

This section captures the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Perspective

Since the 1980s there has been a global drive in most educational sectors for new forms of corporate management where entrepreneurial patterns are being advocated (Tremblay et al. 2012). In this view organisations are centralised and tightly controlled but allowed to operate freely with the aim of creating locally autonomous, yet centrally cohesive institutions (Payne, 2001). Reforms in school boards are driven by different actors, the objectives of the reforms and the broader national policy and social context in which they are created (Barrera-Osorio et al. 2009). The initial application of school boards occurred in developed nations such as in Canada, Australia, the United Kingdom, and New Zealand (Barrera-Osorio et al. 2009; Heyward et al. 2011).

Different nations practise governance based on their political, cultural and social aspirations. However, in most of them the adoption of school boards was driven by the desire to provide quality education and improve stakeholder participation. Although decentralisation has several benefits it is not a policy panacea, therefore each country needs to choose or design an appropriate decentralisation model for transforming their education system (King and Guerra, 2015). Reform in school boards in Hong Kong, for example, came about as a result of increased demand for accountability and participation of local stakeholders in running of schools (Au, 2015). Consequently, schools

were given a high degree of autonomy over fiscal matters and staffing. In the United States alone, it is estimated that there are more than 800 school boards and globally these models vary even more widely (Rowan et al. 2014).

In Africa and in countries such as Kenya and South Africa, they began adopting school boards strategies through the decentralisation of decision-making and responsibilities. However, there are variations from one country or state to another, particularly in the extent to which decentralisation or devolution is implemented, and whether the local school boards are mandatory and have real authority or are advisory (Zajda and Gamage, 2012). These variations make it difficult to evaluate their strategies and identify the common characteristics for an effective board. For example in South Africa, apart from ensuring high quality education in schools, the governing bodies in post-apartheid South Africa were expected to play an important role in democratisation and to realise inclusiveness in education (Sayed and Carrim, 2011). The South African "governing bodies were democratically elected and thus they comply with representative democratic expectations, but they were found to be less successful in the participative democratic model because of factors such the parents' literacy and expectations, the negative perceptions of head teachers and parents, and the availability of parents to attend governing body meetings" (Heystek, 2011,).

In Tanzania, although the public primary school boards have been in existence since the 1980s, they became more prominent after the introduction of free primary education in 2003. They were given more power and were mandated to oversee the management of resources disbursed to school by the government, parents and stakeholders on behalf of the local community. Ideally, the government delegated roles and functions to these boards that were traditionally the role of the ministry of education, such as recruitment of teachers (Republic of Tanzania, 2013).

Furthermore, there is a growing body of literature from researchers and educationists which have made an attempt to examine the relationship between education management and students' academic performance in Tanzania (Orodho, 2014). The results reveal rather spurious relationship. However, what is clear is that educational management in secondary schools involves the application of management principles in designing, developing and effecting resources towards achievement of educational goals. This effectiveness according to Ohba (2015) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Since independence, the Tanzanian government has demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department (Nzoka and Orodho, 2014). According to Ohba (2015), shortage of teachers, lack of basic facilities, community interferences, poor teaching methodology and administrative related factors such as poor management of school resources have been noted as some of these factors. This background prompted the undertaking of this study on school boards and school management in the public secondary schools in Bukoba Municipal.

1.1.2 Theoretical Perspective

This study adopted two theories: Principal-agent theory (Jensen and Meckling, 1976) and stewardship theory (Donaldson and Davis, 1991). The Principal-agent theory is based on the idea that the managers are *agents* of the shareholders (or board) and assumes that "the owners of an enterprise (the head teacher) and those that manage it (the agent) will have different interests "(Cornforth, 2004, p.14). According to this theory, the purpose of the board is to control the manager (head teacher or superintendent) while, the board "should be independent of management, and their primary role is one of ensuring managerial compliance" (Cornforth, 2004, p.14). The local school

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councils are the bodies mandated to govern public schools in a school district (Zajda and Gamage, 2012). School councils are responsible for policy formulation, and governing public education at the school level. Resnick and Bryant (2010) stated that these councils were responsible for "making sure that education requirements are met while translating local values and priorities into policies to meet the goals and aspirations of parents, taxpayers and local businesses".

Stewardship theory is based on the idea that board members and shareholders operate as partners and that the manager's tend to be "collectively oriented and intrinsically motivated" and to be working towards the same interests of the organisation as board managers (Cornforth, 2004).

The theory assumes that the managers want to do a good job and will act as effective stewards of an organisation's resources. The theory emphasises trust, close social ties between managers and board members, and consequently greater respect for the views of managers and board members within the organisation. This approach is based on partnership and the role of the board to improve organisational performance rather than to ensure compliance or conformance (Cornforth, 2004, p. 15).

1.1.3 Conceptual Perspective

School board is defined by Bandur (2011) as a pragmatic approach to a formal alteration of the bureaucratic model of school administration with a more democratic structure, and as an approach of decision-making process more inclusive by involving principals/head teachers, teachers, parents, citizens, and the students. On the other hand, Di Gropello (2015) defined school boards as decentralization mechanism that shifts certain decision-making powers to the school level, emphasizing the role of community, and parental management in school affairs. According to Caldwell (2010), school boards is a systematic decentralisation to the school level of authority and

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responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability. In this study, school boards' roles were operationalized as decision making roles, accountability roles, and advisory roles.

School management is judged as the important component of running a successful school. It also strengthens a school to offer special services from the objectives of education (Bakhida, 2004). The management functions take place against the school's policy and within specific management spheres, i.e student management sphere which include the dimension of managing students and students' activities. The ideal of school management is observed through the creation of an orderly and healthy school climate where it tries to solve operational, interpersonal and strategic problems within a school (UNESCO, 2005). In this study school management was operationalized as student management, financial management, and staff management.

1.1.4 Contextual Perspective

Bukoba Municipality is among of eight districts of Kagera region in Tanzania, and it serves as a region capital. The residents' economy depends on Agriculture, fishing, industrial activities, business and employment in public and private sectors. The growth of population due to high birth rate contributes to public and private sectors to invest more on improving social services where the building of hospitals and educational institutions is highly increasing (United Republic of Tanzania, RAALG, 2003). The development of education sector in Bukoba municipality is still prioritized and coupled with building of pre-primary schools, primary schools, secondary schools, vocational training institutions and universities. As asserted by Galabawa (2003) such a right to education needs to be conceived not just as an investment choice, but also, and more importantly, as a basic human right to be enjoyed for its own intrinsic value and spill over benefits. Thus, due to the

increase of public secondary schools as policy needs each ward to have a community secondary school, the government and community participation become responsible to support materially secondary schools management to ensure the availability of quality education (United Republic of Tanzania, RAALG, 2003). The feasibility of low budget in education sectors leads school boards and school management continue failing on planning and controlling school activities.

1.2 Problem Statement

In Kagera region of Tanzania, school management has been negatively affecting the development of the school and education system at large (Tanzania Ministry of Education, 2015). Whereas headmasters fail to run the school according to the needs of educational policy as are guided by the ministry of education, it was reported that, almost all heads of school in Kagera region have been demoted in connection with ghost learners in public schools, and it was discovered that all secondary school heads were implicated in the financial rip-off (Tanzania Ministry of Education, 2015). The ineffective management is realized on poor performance of students where it shows that averagely 17% of the students in public secondary schools in Kagera region fail their national exams every year.

According to Mukela (2015), the prevalence of poor school management in Kagera region is attributed to poor student management, poor financial management and staff management by the school heads. Ainley and McKenzie (2010) asserts that ineffective management of school can lead to the failure of meeting educational vision and objectives, and at last point the nation can end up with hopeless graduates for the development of country.

This study investigated the influence of school boards on school management in public secondary schools of Bukoba Municipality, in Kagera, Tanzania.

1.3 Purpose of the Study

The purpose of the study is to investigate the influence of school boards on school management in public secondary schools in Bukoba Municipal, Kagera region, Tanzania.

1.4 Objectives of the Study

i.   To find out the relationship between decision making roles of the boards and school management in Public secondary schools in Bukoba Municipal.

ii.   To establish the relationship between the accountability roles of the school boards and school management in Public secondary schools in Bukoba Municipal.

iii. To assess the relationship between the advisory role of school boards and school management in Public secondary schools in Bukoba Municipal.

iv.   To determine the relationship between school boards and school management in Public secondary schools in Bukoba Municipal.

1.5 Research Question

i.   What is the relationship between decision making roles of the school boards and school management in Public secondary schools in Bukoba Municipal?

ii.   What is the relationship between accountability roles of the school boards and school management in Public secondary schools in Bukoba Municipal?

iii. What is the relationship between the advisory role of school boards and school management in Public secondary schools in Bukoba Municipal?

iv.   What is the relationship between school boards and school management in Public secondary schools in Bukoba Municipal?

1.6 Null Hypothesis

Ho1: There is no significant relationship between decisions making roles of the school boards and school management in Public secondary schools in Bukoba Municipal.

Ho2: There is no significant relationship between accountability roles of the school boards and school management in Public secondary schools in Bukoba Municipal.

Ho3: There is no significant relationship between the advisory role of school boards and school management in Public secondary schools in Bukoba Municipal.

Ho4: There is no significant relationship between school boards and school management in Public secondary schools in Bukoba Municipal.

1.7 Scope

1.7.1 Geographical Scope

This study was carried out in Bukoba town which is in northwest Tanzania on the western shore of Lake Victoria. It is the capital of the Kagera region, and the administrative seat for Bukoba Urban District. There are nineteen secondary schools in Bukoba Municipal and the researcher used all the schools in his study. The schools included: Bukoba Secondary school, Kashai Secondary, Kahororo, Bilele, Hamgembe, Mugeza, Ihungo, Rugambwa, Kagemu, Ijuganyondo, Rwamishenye, Buhembe, Rumuli, Kibeta, Bakoba, Nshambya, Nyanga, Rwazi and Rutunga secondary school.

1.7.2 Theoretical Scope

This study adopted two theories: Principal-agent theory (Jensen and Meckling, 1976) and stewardship theory (Donaldson and Davis, 1991). The theory is based on the idea that the managers are *agents* of the shareholders (or board) and assumes that the owners of an enterprise (the head teacher) and

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those that manage it (the agent) will have different interests (Cornforth, 2004). The Stewardship theory is based on the idea that board members and shareholders operate as partners and that the manager's tend to be "collectively oriented and intrinsically motivated" and to be working towards the same interests of the organisation as board managers.

1.7.3 Content Scope

This study covered school boards as the independent variable measured using: decision making role, accountability role, and advisory role; while school management which is the dependent variable was measured using student management, financial management, and staff management. The study also looked at the relationship between school boards and school management.

1.8 Significance of the Study

To the government: it is hoped that the results of this study might motivate the government to improve the effectiveness of school boards by developing their capacity and providing support for them through capacity building and regular trainings on management aspects.

To school administrators: it is hoped that the results of this study will be resourceful to the school administrators in that it will encourage them to get training in accordance with the requirements of the information age; such as thinking methods, operating procedures (communication and collaboration), and skills in the fields of education, to contribute to the success and quality of education.

To the teachers: it is hoped that the results of this study will provide teachers with information that will help them to get better attention from their superiors such as prompt feedback, better complain handling, and easy access to professional development opportunities.

To the parents: it is hoped that the results of this study will help in educating parents so that they can be more involved in school activities such as fund raising, attending school meetings, and providing basic school materials to their children.

To the pupils: it is hoped that the results of this study will help instil discipline in the students which will promote better classroom management and improvement in academic achievement.

To future researchers: it is hoped that the results of this study will help future researchers to use it as a reference source in a related study.

CHAPTER TWO

LITERATURE REVIEW

This chapter covers the theoretical review, the conceptual framework and review of related literature. The literature was reviewed from different authors in accordance to the objectives of the study.

2.1 Theoretical Review

This study adopted two theories: Principal-agent theory (Jensen and Meckling, 1976) and stewardship theory (Donaldson and Davis, 1991).

Principal-agent theory

This study was guided by The Principal-agent theory (Jensen and Meckling, 1976). The theory is based on the idea that the managers are *agents* of the shareholders (or board) and assumes that the owners of an enterprise (the head teacher) and those that manage it (the agent) will have different interests (Cornforth, 2004). According to this theory, the purpose of the board is to control the manager (head teacher or superintended or head teacher) while, the board should be independent of management, and their primary role is one of ensuring managerial compliance (Cornforth, 2004). The local school councils are the bodies mandated to govern public schools in a school district (Zajda and Gamage, 2012). School councils are responsible for policy formulation, and governing public education at the school level. Resnick and Bryant (2010) stated that these councils were responsible for making sure that education requirements are met while translating local values and priorities into policies to meet the goals and aspirations of parents, taxpayers and local businesses.

As stated by Aho and others (2013) that: Principals [head teachers] are not only the educational leaders of their schools, but managers who are responsible for financing, personnel, and the results of their institutions. Previously, a school head teacher was an experienced, senior teacher who

was promoted for good service to education. Today's school head teacher must be a qualified leader who understands education development and has solid management skills to lead a school.

The head teacher in Tanzanian schools is responsible for supervising the implementation of both the curriculum and government policies, being secretary to the school board, and responsible for the day-to-day management of the school. They are the agents for the supervision of the National Examinations and have to report to the government and any sponsors on all aspects of their school operations and examinations. Teachers are employed by the government and posted in the school, with the Head teacher's responsibility being to oversee the teachers in the operation of their duties.

As the head teacher's power increases, the main concern is their relationship with other stakeholders' (i.e. the pupils, parents and the community) (Williamson, 2010). Research suggests that irrespective of the school-based management model used, the relationship between the head teacher and the rest of the governing body is central to the overall wellbeing of the school and has a powerful, if indirect, influence on students' achievement (Connolly and James, 2011).

Stewardship theory

This study also used the Stewardship theory (Donaldson and Davis, 1991). The Stewardship theory is based on the idea that board members and shareholders operate as partners and that the manager's tend to be "collectively oriented and intrinsically motivated" and to be working towards the same interests of the organisation as board managers.

The theory assumes that the managers want to do a good job and will act as effective stewards of an organisation's resources. The theory emphasises

trust, close social ties between managers and board members, and consequently greater respect for the views of managers and board members within the organisation. This approach is based on partnership and the role of the board to improve organisational performance rather than to ensure compliance or conformance (Cornforth, 2004).

According to the stewardship model, the school boards will facilitate this goal by providing clear, consistent role expectations and authorising and empowering senior management (Donaldson and Davis, 1991). Donaldson and Davis argue that: Structure will assist them (Chief Executive Officer–CEO) to attain superior performance by their corporations to the extent that the CEO exercises complete authority over the corporation and that their role is unambiguous and unchallenged... similarly, the expectations about corporate leadership will be clearer and more consistent both for subordinate managers and for other members of the corporate board. This organisation will enjoy the classic benefits of unity of direction and a strong command and control. Thus, stewardship theory does not focus on motivation of the CEO but rather facilitative, empowering structures, and holds that fusion of the incumbency of the roles of chair and CEO will enhance effectiveness and produce, as a result, superior returns to shareholders than separation of the role of chair and CEO.

This study will adopt the principal agent theory because it posits that the school principals [head teachers] are the front-line managers, the small business executives, the battlefield commanders charged with leading their team to new levels of effectiveness. In this new era of accountability, where school leaders are expected to demonstrate bottom-line results and use data to drive decisions, the skill and knowledge of head teachers matter more than ever.

2.2 Conceptual Framework

Independent Variable

Dependent Variable

Role of School boards
• Board decision making role • Board accountability role • Board advisory role

School Management
• Student management • Financial management • Staff management
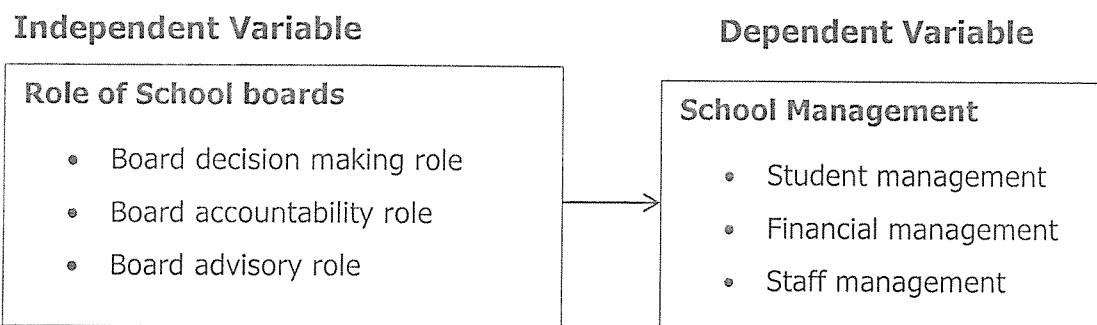
Source: *Bandur (2011), and Ainley and McKenzie (2010)*

Figure 1: Conceptual framework showing the relationship between the role of school boards and school management among selected secondary schools in Bukoba Municipal.

In this study the role of school board was the independent variable measured using decision making, accountability and advisory role. The dependent variable was school management which was measured using student management, financial management and staff management. The relationship between the two variables is that when the boards make the right decisions, become more accountable and advise the school management accordingly, the students' discipline and academic performance will improve, the money for the school will be well budgeted and spent and the staff will perform well too.

2.3 Related Literature

2.3.1 School boards

School boards has been viewed as a means to deepen the participation of local community in making decisions which are relevant to schools, and as a strategy to expand access to education and improve its quality. It empowers local stakeholders in the education community such as teachers, parents and others while improving the effectiveness of school reform and improving

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2010). According to French and others (2013) they do so by: establishing a vision for educational excellence, advocating for the vision among internal and external stakeholders, providing adequate resources necessary to establish an infrastructure and environment conducive for learning, and setting aside the finances necessary for new technologies while holding members of each level of education process accountable for the students' overall achievement levels.

However, critics argue that school boards should be abolished, since they are out-dated and incapable of leading education reforms effectively (Land, 2012). These critics go further to state that school boards are a hindrance to capable and knowledgeable administration, that they are mostly politically charged, and that they have outlived their usefulness (Carol, et.al, 2013; Danzberger, 2014). They posit that such boards are inhabited by inexperienced lay people meddling in a complex profession (Sell, 2012). Those supporting school-based management argue that education is too important to leave solely to educators and administrators, and that the boards provide a balance between the needs of students and families with the zeal of specialists and also provide a link between schools and communities (Smoley, 2013). In this study, school governance will be limited to decision making, accountability and leadership.

2.3.1.1 Decision Making Role and Management of Public Secondary Schools

The most important ingredient of school-based management is decentralisation of decision-making to the local level. The school boards are in the business of making decisions based both on government policy and on local aspirations. Gamage and Pang (2013) define decision-making as the process through which individuals, groups, and organisations choose courses of action to be acted upon including not only the decisions, but also the implementation of the decision to take a particular course of action. According

to Gamage and Pang (2013), decision-making is the antecedent of policymaking, which in turn establishes values and guidelines for operational decisions. A decision is a conscious choice made between two or more competing alternatives (Johnson & Kruse, 2009). Johnson and Kruse argued that in a given context, effective organisations, such as schools, can be defined and distinguished by their decision making skills.

Many writers have raised important aspects of the decision-making process of the school boards. For instance, Bandur (2011) argues that the decision-making process should be open and clear to all concerned, consistent with reality, accurate and adequate. Odden and Odden (2015) state that members should be given adequate information concerning the decisions they will be making. He further states that the board should consider alternative action considering different points of view before reaching a decision. Smoley (2013) emphasises the need to make rational decisions through accessing and using relevant information then holding deliberate discussions which are systematic, objective and open. Genuine partnership between parents and professionals in decision-making often enables them appreciate each other's point of view, creating a positive climate, and resulting in the attainment of school goals (Gamage, 2012).

Gamage (2011) reiterated that even the opportunity for participation in decision-making provides the stakeholders with a feeling of empowerment and enables them to claim ownership of the policies which in turn increases their commitment to implement the policies more effectively. In school-based management the assumption by most policy makers and policy advisors is often that delegation of decision-making down to the school level will result in better decisions, the more effective use of resources, and ultimately improve student performance (Odden & Odden, 2015). However, Smoley (2013) argues that in the U.S.A., school-board decisions were made through partisan

judgment, were often not well-considered and were based on the interest of a few influential members or the head teacher.

Irrespective of the school-based management model used, the decision-making process is about solving a problem, making choices or making up one's mind (D'Souza, 2014). D'Souza stated that quality of decisions results from the use of intelligence, knowledge, and analysis of the problem. He emphasised the importance of involving people in the decision-making process because then they will be more likely to commit themselves to those decisions. However, making decisions in a group such as the school board is not easy, requiring considerable time and patience to allow others time to comprehend and make up their minds. For effective decision-making at council meetings, there needs to be a carefully prepared agenda and papers that are sent at least five working days before the meeting; frank and open discussion; accurate, timely records of decisions, discussion and dissent; and access to independent and external professional advice (Gokyer, 2010).

According to a study by Xaba (2011) on the effect of decision making role of the school boards on school management in South Africa, the relationship was found to be significant. The study found that South African school governing boards lacked the capacity to govern and make decisions hence affecting the school management in terms of financial management. This was because in most boards certain decisions were unilaterally made by the head teacher and/or the parent serving as the chairperson hence affecting the school budgets.

Furthermore, a study by Connolly and James (2011) revealed that there is a significant relationship between school board decision making role and school management. This is because well intentioned decision making role of the school boards enables the head teachers to fulfil their central role of the overall wellbeing of the school. According to Hess and Kelly (2005), the head

teachers are the front-line managers, the small business executives, the battlefield commanders charged with leading their team to new levels of effectiveness. In this new era of accountability, where school leaders are expected to demonstrate bottom-line results and use data to drive decisions, the skill and knowledge of head teachers matter more than ever.

2.3.1.2 Board Accountability Role and Management of Public Secondary Schools

Along with standards, standardization, testing, competition, and achievement, accountability has assumed a prominent place in the lexicon of neoliberalist reform agendas. It is difficult to locate an article on contemporary practices of educational governance, let alone governance in other public sector organizations and corporations, that doesn't speak of its increasing and central role (Galway et.al, 2013; Sheppard and others, 2013). A recent report by the Auditor General of Nova Scotia notes that governing boards function in an oversight role, part of which includes approving the strategic plan and supporting business plans (Nova Scotia, 2016). This report chided the Department of Education and Early Childhood Development for not providing adequate oversight and monitoring of educational services delivered by school boards. In a Nova Scotia School Boards Association (2016) self-assessment guide, one of the eight listed characteristics of effective boards states that they are accountability driven, spending less time on management issues and more time focused on policies to improve achievement.

A study by Hakijamii (2010) in Kenya found that the accountability role of the school boards in Kenya was significantly related to better school management. The study found that the school board is responsible for overseeing the expenditure of funds from the government's Free Primary Education budget and for ensuring adherence to the spending guidelines. They are also expected to raise additional funds through any means at their disposal and

ensure prudent management of those funds. In the same study, accountability was identified as a key function of the boards in public primary schools. This was particularly important for schools in the slum because the parents do not have the resources to make up any shortfall or to pay for additional services privately. The boards have a great responsibility to account to the government and the community on how funds allocated to it by government and raised from the community are spent to provide quality education.

Briggs and Wohlstetter (2013) carried out a study on school based management strategies in South Africa and found that accountability role of the school boards positively affected the overall school management by the head teachers. This is because the school board was found to be accountable to the community by constantly monitoring the conditions affecting the schools as a whole and providing the head teachers with immediate solutions. Similarly, the boards were found to be used to increase school accountability, boost student achievement; improve administrative efficiency; address challenges in teaching and learning; involve parents and the local community among others.

2.3.1.3 Board Advisory Role and Management of Public Secondary Schools

The service or advisory role of the boards is seen as one of the main functions of the board (Adams and Ferreira, 2007). It consists of providing the CEO and his top management team with expert counsel and access to information and resources that directors have. The role primarily stems from a resource dependence view and, to a limited extent, from stewardship theory. From a resource dependence perspective, the boards is seen as a vehicle for co-opting important external organizations with which the company is interdependent (Pfeffer & Salancik, 1978). Within this context, Mintzberg

(1983) distinguishes at least four service roles of the board of directors: (1) co-opting external influencers; (2) establishing contacts (and raising funds) for the organization; (3) enhancing the organization's reputation; and (4) giving advice and counsel to the organization. In particular, the latter refers to the board's potential to provide high-level advice to the CEO (Dalton et al., 1998; and Jensen, 1993). However, an alternative approach of the advisory role, mainly based on stewardship theory, excludes legitimacy and resource dependence functions in favour of strategic engagement. According to stewardship theory, managers are good stewards of the company assets. Managers do not misappropriate corporate resources at any price because they have a range of nonfinancial motives, such as the intrinsic satisfaction of successful performance, the need for achievement and recognition etc. Given the absence of self-interested behavior by managers, the issue becomes to what extent organizational structure facilitates the aspiration of management for high performance (Donaldson and Davis, 1991; and Muth and Donaldson, 1998).

From stewardship theory perspective, the boards are seen as important strategic devices. The boards can serve the CEO and management with their expertise through their active involvement in the strategic decision-making process, particularly by advising top management on the initiation, formulation and implementation of strategy (Ogbechie et.al, 2009). This approach however blurs a clear distinction between the service and the strategic role of a board of directors.

According to Guest (2008), the service (advisory) role of the board of directors is more efficiently performed by a larger and more independent board that can provide important connections and greater information, knowledge, and expertise to the CEO and top management team. On the other hand, Lehn et al. (2009) results from non-financial firms show that

advisory needs are positively related to firm's size and complexity size. Therefore, for the school board to carry out its advisory function more effectively there is the need for boards to have a good knowledge of the school's business and the industry it plays in and to have regular timely and quality information about the affairs of the school they govern.

Getange and others (2014) carried out a study in Kenya to establish the effect of school board advisory role on school management. The study found a positive effect between the two variables. This is because the advisory role of the school boards was found to be advising the head teachers and staff on school level issues related to curriculum and programs, school policies, ways and strategies to improve and support the extra-curricular program, fund-raising, and parent-school communication. These efforts by the school board led to better school management in terms of student management, financial management through better budgeting and spending strategies and staff management.

2.3.2 School Management

Resource Management in school has become specifically written to give practical advice on all the areas you need to become a better more effective manager. The budget can be effectively managed with the advice on how to build and manage your budget. Funding allocation detail and income generating opportunities for your school, a need to relate your school development plan and establish benchmarks for good practice. Management simply means the practical measures which we take to ensure that the system of work which we use will be of the greatest possible assistance in carrying out our aims, and of the greatest possible benefit to our children (Ainley and McKenzie, 2010).

management of certain aspects of the school. The writers argue that in order to develop students and prepare them to take their place as adults in a community effectively, as many students as possible should be involved in student activities. Education in this regard should equip students to take the initiative and undertake the management of such activities.

School is an institution for teaching and learning. To realize this, all the activities of the school must be managed effectively. Durham and others (2014) assert that the management functions take place against the background of the school's policy and within specific management spheres. Students' management is an important management sphere in school management and includes two dimensions: the management of students and students' activities the use of student leaders in managing certain activities. In order to carry out the student management functions properly, it would be appropriate to understand the rights and obligations of students in the school system of a given country (Durham et.al, 2014).

According to Gamage (2012), student management in a curricular context includes everything concerned with the formal instruction of the pupils in the school. The major aspects of the curricular programme of the school include: the overall management of the school; the management of the educational programme of the school; the development of a management training programme; and effective management by the teacher in the classroom.

2.3.2.2 Financial Management

Huber (2014) points out that education financing at macro-level and financial management at the operational or school level are two important matters in education financing. The prime concern in education is educative teaching and not a profit or turnover or even high productivity, or any other ulterior motive. Education financing takes place in the interest of educative teaching. As in any other social contexts, financial difficulties are being experienced in

education at present. Principals are expected to keep on ensuring that quality teaching and learning are provided while the budgetary provision allocated to them for that purpose is not sufficient and sometimes non-existent. Principals as financial managers of schools are responsible for school finances. Therefore, they should be well acquainted with the basic principles of education financing and management (Huber, 2014).

According to Kamunde (2010), the primary function of schools, namely educative teaching, becomes more complex every day, yet despite diminishing resources educational institutions must continue to perform this function effectively. This situation places a considerable responsibility on the shoulders of financial education managers such as school principals. Principals must then have certain knowledge and skills on planning, organizing of and control over school finances.

2.3.2.3 Staff Management

Alava and others (2012) say that as the employer of all staff members of the school, the management committee of the school has to formulate personnel policies. Personnel management covers different areas of staff matters: staff appointment, promotion and dismissal; staff performance management and professional development; and establishing effective communication channels and handling of staff complaints.

According to Au (2015), in order to appoint or promote staff, there should be clearly set criteria and procedures for staff selection, observing the minimum entry requirements for the relevant staff and issuing letters of appointment and entering into agreement on the terms of contract with the staff concerned; defining clearly the functional duties of promotion posts, and informing the staff accordingly; ensuring an open, fair and transparent selection system; reviewing regularly the assessment criteria and selection procedures; and preparing succession plans of teaching staff to meet the

informing the staff accordingly; ensuring an open, fair and transparent selection system; reviewing regularly the assessment criteria and selection procedures; and preparing succession plans of teaching staff to meet the needs arising from school development and the implementation of education initiatives.

Bernhardt (2013) similarly argues that the performance management of the staff should ensure: establishing an appropriate staff appraisal system; evaluating the strengths and weaknesses of the staff and formulating staff professional development policies; reviewing regularly the content and format of the appraisal mechanism to ensure the assessment truly reflects staff performance; and promoting a self-learning culture for self-improvement and pursuit of excellence.

Caldwell (2011) says that for staff to be well managed, the school management and their team should promote teacher professional development. According to Caldwell (2011), professional development of the teachers can be achieved through discussing with teachers the arrangements for their professional development; formulating teacher professional development policies that take into account individual needs of the teachers, the direction of school development and the learning interests of the students; ensuring that all teachers are given equal opportunities for professional development; creating an environment conducive to learning and providing support and resources for staff professional development; and promoting a culture of professional development and developing a life-long learning attitude within the school.

Changalwa (2013) goes on to point out that communication channels should be clearly open for proper staff management. Changalwa (2013) notes that establishing effective communication channels through strengthening the sense of belonging among staff and building up a collaborative school culture

helps teachers to improve in their performance and commitment to the school. The author also says that developing a set of rational, fair and impartial policies and procedures to handle complaints from staff as well as from people outside the school creates a good management environment for the staff.

2.3.3 The Relationship between School Boards and School Management

A study by World Bank (2014) found that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources. The study revealed that the capacity of schools to improve teaching and learning was strongly influenced by the quality of the leadership provided by the head teachers. The study recommended that concerted effort to improve school leadership was one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa. In South Africa, leadership training for secondary school heads was to improve quality of Education. Senegal's Improvement Plans (SIP) created in 1996, encouraged entrepreneurial skills of head teachers to find funding for school projects that enhance educational quality. In Kenya, all head teachers were encouraged to undergo a management course at the Kenya Management Institute (KEMI) to improve on their management skills (Republic of Kenya, 2012).

A study by Nzoka and Orodho (2014) sought to analyze the strategies school managers apply to improve academic performance of students in schools under free day secondary school education in Embu District, Embu County, Kenya. A descriptive survey research design was adopted. A combination of purposive and stratified random sampling techniques were utilized to draw 54 members of the Board of Management (BoM), 45 heads of departments and 36 members of Parents Teachers Association (PTAs) yielding to a sample size of 135 subjects to participate in the study. Mixed methods were used to

collect quantitative data from teachers using questionnaires and qualitative data from heads of departments and members of PTA using interviews. It was established that school managers used various strategies to improve students' academic performance. The strategies included: inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income generating activities; and uncoordinated guidance and counselling programmes. Despite these efforts, the expected improved students' academic performance was not realized due largely to the fact that most school managers had not undergone management skill training. Hence, since managers who are conversant with management practices would be more worthwhile partners of the Government of Kenya in the implementation of policy, it was recommended that school managers should undergo intensive leadership training on all aspects of school management for enhanced students' academic performance to be realized.

A study by Hallinger et.al (2013) found that negative relationships between the board and the head teacher can seriously hinder and inhibit the effective working of the board and create a negative school climate. It was argued that poor relationships may result in overload of information for the board (or too little), too much board involvement in administrative matters, the board being overwork and making hasty decisions.

2.4 Gaps of the Study

A study by World Bank (2014) looked at only school management in terms of leadership and education quality. This study leaved out other aspects of school management such as decision making and accountability. The current study closed this gap.

Furthermore, a study by Nzoka and Orodho (2014) looked at the strategies school managers apply to achieve academic performance in Kenya. The

strategies included consistent monitoring of instructional processes and student assessment; subsidizing government funding through free day secondary education using income generating activities; and coordinated guidance and counselling programmes. The above study does not look at staff management as one of the school management strategies hence presenting a content gap that the current study covered.

In addition, the researcher has discovered that there has never been a study conducted about school boards and school management in Bukoba Municipal in Kagera, Tanzania, therefore there has been a contextual gap, which this study investigated.

CHAPTER THREE
METHODOLOGY

This chapter elaborates on the general procedure for conducting the research. It particularly spells out the research design, the study population, sampling technique as well as how data is gathered, processed and analyzed.

3.1 Research Design

This study adopted a cross-sectional study. This is because it is a type of observational study that analyses data collected from a population, or a representative subset, at a specific point in time—that is, cross-sectional data. Cross-sectional design was also preferred because it allows for the study of the population at one specific time and the difference between the individual groups within the population to be compared. It also provides for the examination of the co-relationship between the study variables (Amin, 2005). The study used both quantitative and qualitative approaches, however, quantitative approach was the main approach adopted. Quantitative approach was preferred because it is predominantly used as a synonym for any data collection technique (such as a questionnaire) or data analysis procedure, such as: graphs or statistics that generates or uses numerical data. On the other hand, qualitative approach was used as a synonym for any data collection technique (such as an interview) or data analysis procedure (such as categorizing data) that generates or uses non-numerical data (Amin 2005).

3.2 Target Population

This study's total population was 247 participants from all the 19 public secondary schools in Bukoba Municipal. The participants included the board members (228) and head teachers (19).

3.3 Sample Size

A sample size is the sub set of the study population (Sekaran, 2003). This study used Sloven's formula to determine the sample size of the respondents (i.e. *only the board members since the number of head teachers will remain the same*). Sloven's formula states:

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

Where; n=sample size; N=target population; α =0.05 level of significance.

$$n = \frac{228}{1 + 228\,(0.05)^2}$$

$$n = \frac{228}{1 + 0.57}$$

$$n = \frac{228}{1.57}$$

$$n = 145$$

Therefore, the sample size of this study will be 145 respondents.

Table 3.1 gives the summary of the sample size distribution.

Table 3.1: Target Population and Sample Size Distribution

Category of Respondents	Target Population	Sample Size
Board members	228	145
Head teachers	19	19
Total	247	164

3.5 Sampling Technique

The researcher selected the head teachers using purposive sampling. This technique is usually used when a limited number of individuals possess the trait of interest. It is the only viable sampling technique in obtaining

information from a very specific group of people (Amin, 2005). Furthermore, the researcher used simple random sampling to select the board members. In this technique, each member of the population has an equal chance of being selected as a subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population. The researcher wrote the names of all the board members obtained from human resource department. The names were put in a bowel and shaken like lotto and then randomly selected. The names were selected until the researcher was satisfied with the number that he needs.

3.6 Data Sources

This study included both the primary and secondary sources of data collection.

3.6.1 Primary Sources

The primary source included data collected using questionnaires and interviews.

3.6.2 Secondary Source

The secondary data was reviewed from electronic journals, electronic reports, and library text books.

3.7 Research Instruments

This used the survey questionnaire and interview guide in gathering data from the respondents.

3.7.1 Questionnaires

The researcher used structured questionnaires to collect data from the head teachers regarding school management and from the school boards regarding the roles of school boards. The questionnaire was sub-divided into different sections, namely: section A capture the profile of the respondents in terms of sex, age, educational level, work experience and occupation; section B

capture information about school board roles in terms of board decision making roles (5-items), board accountability role (5-items), board advisory role (5-items); and section C captured information about school management in terms of student management (5-items), financial management (5-items), and staff management (5-items). The researcher preferred to use questionnaires because large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. A five likert scale was used where 5=strongly agree; 4=agree; 3=not sure; 2=disagree; and 1=strongly disagree.

3.7.2 Interview Guide

This study employed face to face interviews. The interviews were addressed to 19 head teachers and 19 members of the school boards. Interviews regarding the roles of school boards were addressed to the members of the school board, (e.g. what do you consider your greatest achievement as a board member?, what should the board do to improve academic performance, parent involvement and school climate?) while interviews regarding school management were addressed to the head masters (e.g. what are the most immediate challenges you face while trying to achieve school management?). The researcher preferred the use of interviews because they are useful to obtain detailed information about personal feelings, perception and opinions; allows more detailed question to be asked; they usually achieve high response rate, respondent's own words are recorded, and ambiguities can be clarified and incomplete answers followed up.

3.8 Validity and Reliability
3.8.1 Validity Test
This study used Content Validity Index so as to establish the degree to which a sample of items, taken together, constitutes an adequate operational definition of a construct. The researcher achieved this by involving experts in

the field of education and management of Kampala International University. According to (Easterby-Smith et al, 2008), to examine the content validity, professional subjective judgment is required to determine the extent to which the scale was designed to measure a trait of interest. This is because content validity is a subjective judgment of experts about the degree of relevant construct in an assessment instrument.

William (2005) provides the following criteria for measuring Content Validity:

A. Relevance

1 = not relevant

2 = item need some revision

3 == relevant but need minor revision

4 = very relevant

B. Clarity

I =not clear

2 = item need some revision

3 = clear but need minor revision

4 = very clear

C. Simplicity

1 = not simple

2 = item need some revision

3 =simple but need minor revision

4 = very simple

D. Ambiguity

1 = doubtful

2 = item need some revision

3 = no doubt but need minor revision

4 = meaning is clear

The researcher used this formula to determine the content validity of the instruments. $CVI = \dfrac{Items\ declared\ relevant\ by\ experts}{total\ number\ of\ items}$

Where CVI=Content Validity Index

According to Amin (2005) if the CVI is ≥0.70, the items are considered valid.

$$CVI = \dfrac{24}{30}$$

$$CVI = 0.80$$

This implies that the items used in this study were valid since the CVI was 0.80, which is greater than the minimum requirement of 0.70 (Amin, 2005).

3.8.2 Reliability

In order to ensure that the research instrument is reliable and can consistently produce reliable data when administered, the researcher determined its reliability by measuring the internal consistency of the instrument. This reliability analysis was conducted on the piloted survey instruments prior to official data collection so as to ensure that the instruments provide reliable data for the study. Test- retest method of measuring reliability was used by the researcher to ensure the instruments could provide consistent measurements. Ten different samples (board members) were selected and the instruments were administered on them twice with a two weeks' interval, and the obtained results was correlated using Pearson Linear Correlation Coefficient (PLCC). The results were found to be consistent in the two sets. Furthermore, Cronbach's alpha was used to determine the reliability of the instruments. Cronbach's alpha measures the internal consistency, that is, how closely related a set of items are as a group. The higher the α-value, the more reliable the instruments will be considered. The results presented in table 3.2 shows that there is high internal consistency for the roles of school boards and school management.

A commonly accepted rule for describing internal consistency using Cronbach's alpha will be as follows (Ghauri & Gronhaug, 2005):

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Table 3.2: Reliability Results

Variables tested	Number of Items	Cronbach's alpha
Role of school boards	15	0.850
School management	15	0.839

3.9 Data Gathering Procedure

An introduction letter was obtained from the College of Education, Open and Distance learning of Kampala International University Uganda for the researcher to solicit approval to conduct the study from the selected secondary schools. During the administration of the research instruments to the selected respondents; they were properly and adequately oriented on the study and why it was being carried out. The respondents were requested to sign the informed consent form. They were also guided on how to fill the questionnaires, and the importance of answering every item of the questionnaire without leaving any part unanswered. The respondents were requested to kindly respond to the questionnaire on time. After retrieving

them back, they were thoroughly checked to ensure that all items are adequately answered by the respondents.

3.10 Data Analysis

After retrieving back the questionnaire and collecting the required data, it was then prepared for analysis by using Statistical Package for Social Scientists (SPSS, version 22.0) software. In this process, the data underwent these processes: data editing which involved checking the filled questionnaires for any omissions or mistakes; data coding which involved giving each item of the questionnaire or variable a code to be used when imputing the data into the computer, and lastly data entry into the computer for analysis (George and Mallery, 2003).

After processing (editing, coding, and entry into the computer) the collected data, the researcher analyzed it. The analysis was done in the following manner: The frequency and percentage distribution were used to determine the profile of the respondents; descriptive statistics (mean and standard deviations) were used to describe the basic features of the data in the study. Furthermore, Pearson Correlation Coefficient was used to establish the relationship between the study variables in objective one, two, three, and four while regression analysis was used to determine the level at which the independent variables in objective one, two, three, and four predict the variation in the dependent variable (school management). The null hypothesis in objective one, two, three, and four was tested using p-value$\leq$0.01; if the p-value$\leq$0.01, then the null hypothesis is rejected, otherwise, it is accepted.

Qualitative data was analyzed using manual coding on the transcripts to identify the significant statements across individual interviews. Subsequent readings of the significant statements helped in identifying meaning of units or sub-themes emerging within the patterns. For presentation of thematic findings, *structural* descriptions were used in the results section. Structural

descriptions are the interpretation of the context or setting that influenced participants' experiences. The structural descriptions were interpreted by the researcher and were provided in plain text.

3.11 Ethical consideration

In order to ensure adequate confidentiality of the respondents' information, the following measures were taken by the researcher to ensure that ethical consideration governing the conduct of research are adhered to; The respondents were coded instead of requesting them to write their names; the researcher also requested the respondents to sign an informed consent form that signified that all the information gathered from them was collected with their knowledge and consent; the researcher as well acknowledged all ideas or citations of authors used in the research study appropriately; and to crown it up, all the findings of this study were presented in a generalized manner.

3.12 Limitations of the Study

i. Uncooperative behaviour of some respondents, un-approachable respondents and those who are reluctant to give information limited the researcher in this study. This behaviour was mostly demonstrated by some head teacher. However, the researcher mitigated this by assuring the respondents that the study was for academic intentions only and he (the researcher) showed them his university identity card and university letter permitting him to carry out the research.

ii. It was difficult to get enough number of board members to respond to issues concerning the role of school boards. However, the researcher made efficient use of the boards who were easily accessible and gathered the information he needed.

iii. Similarly, some boards were uneducated so it was difficult to capture good information from them. However, the researcher used the local

dialect to interpret questions in the questionnaire and interviews, though the whole process ended up consuming a lot of time.

iv. Furthermore, the researcher was limited by extraneous variables such as honesty of the respondents where some of them (i.e. the boards and head masters) wanted the researcher to favour their participation. The researcher mitigated this by encouraging the respondents to be truthful since the results of the study if released would help them understand how their roles as school boards influences school management by the head masters.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of the respondents and variables used.

4.1 Response Rate

The researcher distributed 164 questionnaires but was able to retrieve only 147 questionnaires that were correctly filled and answered. This gave a retrieval rate of 90%, according to Amin (2005), if the response rate is more than 70%, this is enough to carry on and continue with data analysis.

4.1 Demographic Characteristics of the Respondents

This section determines the demographic characteristics of the respondents. To achieve it, questionnaires were distributed to capture these responses. Frequencies and percentage distribution tables were employed to summarize the demographic characteristics of the respondents in terms of age, gender, education level, work experience, and occupation. Table 4.1 gives the summary of the findings.

Table 4.1: Frequency and Percentage Showing the Demographic Characteristics of the Respondents

n=147

Demographic Characteristics of the Respondents	Frequency	Percentage (%)
Gender		
Male	77	52.4
Female	70	47.6
Total	147	100.0
Age of Respondents		
20-29 years	21	14.3
30-39 years	31	21.1
40-49 years	84	57.1
Above 50 years	11	7.5
Total	147	100.0
Education level of Respondents		
None	4	2.7
Certificate	9	6.1
Diploma	79	53.7
Bachelor degree	32	21.8
Master degree	23	15.6
Total	147	100.0
Work experience of respondents		
1-5 years	32	21.8
6-10 years	48	32.7
More than 10 years	67	45.6
Total	147	100.0
Occupation		
Civil Servant	87	59.2
Peasant	19	12.9
Self-employed	41	27.9
Total	147	100.0

Source: primary data, 2017

The findings in table 4.1 revealed that majority, 52.4% of the respondents were male while their female counterparts were represented by 47.6%. The dominance of the male respondents could imply that the public secondary

schools in Bukoba Municipal prefer the leadership of male both in the head teacher position and board member composition.

Furthermore, the findings in table 4.1 revealed that majority, 57.1% of the respondents were within the age group of 40-49 years, followed by those who were within the age group of 30-39 years represented by 21.1%, while those within the age group of 20-29 years and above 50 years were represented by 14.3% and 7.5% respectively. The dominance of the respondents within the age group of 40-49 years could be because most public secondary schools prefer the leadership of mature and informed persons as head teachers and board members for informed decision making.

In addition table 4.1 revealed that majority, 53.7% of the respondents were Diploma Holders, followed by Bachelor Degree Holders who were represented by 21.8% of the respondents and Master Degree Holders who were represented by 15.6%. On the other hand, respondents who had Certificate and those who were not educated at all were represented by 6.1% and 2.7% respectively. The dominance of respondents with Diploma Holders could be because of the reluctance of the head teachers and Board members to upgrade their education. However, the government in a drive to improve the education standard of Tanzania is advocating for the recruitment of head teachers who have at least a master degree qualification. The success of this policy is yet to be seen.

Similarly, table 4.1 revealed that majority, 45.6% of the respondents had work experience of more than 10 years, followed by 32.7% who had work experience of 6-10 years and lastly, 21.8% who had work experience of 1-5 years. The dominance of respondents who had work experience of more than 10 years could be because the experience of the head teachers and board members is a prerequisite for head teacher recruitment and board member selection.

Table 4.2 that majority, 59.2% of the respondents were civil servants, while 27.9% were self-employed and 12.9% were peasants. The dominance of civil servants in the board membership could be because they are considered

informed and experienced in providing better decision making role, accountability role and advisory role to the head teachers.

4.2 The Role of School Boards

In this section, the role of school boards was assessed using decision making role, accountability role and advisory roles. The questionnaires were addressed to 147 board members but only 135 participated. Table 4.2 gives the summary of the findings.

Table 4.2: Mean Showing The Role of School Boards

n=135

School Board	Mean	Std. Deviation	Interpretation
Board Decision Making Role			
We involve many people in making decisions	4.03	.938	Very satisfactory
We pay attention to suggestions from parents and teachers	3.88	1.107	Satisfactory
I feel free and comfortable to make suggestions that can be considered by the board	3.86	1.038	Satisfactory
Most decision made by the head teacher reflects the board's views	3.77	1.085	Satisfactory
Most decision made in the board reflects the members' opinion	3.30	1.179	Satisfactory
Average mean	**3.77**	**1.069**	**Satisfactory**
Accountability Role			
I try to attend all board meetings.	4.13	.921	Very satisfactory
As a board member I visit my school to see what teachers are doing with the children	4.00	1.015	Very satisfactory
We are accountable to parents and the community	3.93	1.073	Satisfactory
As a board member I have reported to the head teacher any case of indiscipline of pupils or any other case which affects the schools image negatively.	3.91	.966	Satisfactory
As a board member I visit the school to follow up the activities i.e. lunch, development etc.	3.81	1.162	Satisfactory
Average mean	**3.96**	**1.027**	**Satisfactory**
Advisory Role			
We help to improve the school's academic performance	4.01	1.099	Very satisfactory
We help raise funds for the school.	3.93	1.103	Satisfactory
We offer advice, guidance and counsel to teachers and head teachers.	3.81	.981	Satisfactory
We support the head teacher's effort to improve our school's performance	3.69	1.175	Satisfactory
We work co-operatively with teachers	3.68	1.070	Satisfactory
Average mean	**3.82**	**1.086**	**Satisfactory**
Overall average mean	**3.85**	**1.061**	**Satisfactory**

Source: primary data, 2017

The findings presented in table 4.2 revealed that the roles of school boards in the public secondary schools in Bukoba Municipal was assessed by respondents as satisfactory (overall average mean=3.85, Std=1.061). This was attributed to the fact that all the attributes that measured the roles of schools were found to be satisfactory.

Furthermore, table 4.2 revealed that decision making roles of the school boards was assessed by respondents as satisfactory (average mean=3.77, Std=1.069). This was attributed to the fact that majority of the respondents strongly agreed that they involve many people in making decisions (mean=4.03, Std=0.938) and also pay attention to suggestions from parents and teachers (mean=3.88, Std=1.107). In addition, respondents agreed that they feel free and comfortable to make suggestions that can be considered by other board members (mean=3.86, Std=1.038). Similarly, respondents agreed that most decisions made by the head teacher reflects the board's views (mean=3.77, Std=1.085) while decision made in the board reflect the members' opinion (mean=3.30, Std=1.179).

The above results imply that the decision making roles of the school boards in the public secondary schools of Bukoba Municipal is very encouraging because their decisions comprehensively captures and considers the opinions of the head teachers, parents and the teachers. In other words, allowing all stakeholders to participate in decision making gives them the feeling of empowerment and enables them to claim ownership of the policies which in turn increases their commitment to implement the policies more effectively. The school boards having understood this advantage, ensures that they do not make sensitive decisions independently but involves the participation of all stakeholders which such decisions will later affect either directly or indirectly.

Regarding accountability role of the school boards, table 4.2 revealed that the role was assessed by the respondents as satisfactory (average mean=3.96,

Std=1.027). This could be attributed to the fact that majority of the respondents strongly agreed that they try to attend all board meetings (mean=4.13, Std=0.921) and as a board member visit the school to see what teachers are doing with the children (mean=4.00, Std=1.015) and also follow up school activities such as lunch, school development etc (mean=3.81, Std=1.162). Furthermore, respondents agreed that they are accountable to parents and the community members (mean=3.93, Std=1.073). On a similar note, respondents also agreed that they as board members have often reported to the head teachers any case of indiscipline of pupils or any other case which affects the schools image negatively (mean=3.91, Std=0.966).

The above results imply that the school boards are accountable in their activities because they ensure that every one is doing what they are supposed to do. This they achieve by regularly visiting the school unannounced to inspect issues regarding to school development, student discipline, student feeding, school environment, student accommodation, etc. Therefore gathering such information enables the boards to address their findings during board meetings with the head teacher, teachers, parents and students. Similarly, such school visitations by the boards also enable them to make informed decisions instead of 'hearsay' reporting. This implies that visiting the schools and personally observing what is happening in the school makes them able to answer any question that may be asked by the district education leaders, or Ministry officials.

Table 4.2 revealed that advisory role of the respondents was assessed by the respondents as satisfactory (average=3.82, Std=1.086). This was attributed to the fact that majority of the respondents strongly agreed that they help to improve the school's academic performance (mean=4.01, Std=1.099). Similarly, respondents agreed that they help raise funds for the school (3.93, Std=1.103), offer advice, guidance and counsel to teachers and head teachers (mean=3.81, Std=0.981), support the head teacher's effort to improve the

school's performance (mean=3.69, Std=1.175) and work co-operatively with teachers (mean=3.68, Std=1.070).

The advisory role of the school boards as regard the above findings imply that the school boards do their level best to advise the head teacher, the teachers, parents and even the students regarding matters of academic performance, school administration, financial management, student discipline, student feeding, student scholastic materials etc.

When asked in an interview session on what advisory role the board plays in the school, their responses varied and the researcher summarised them as below: *advising the head teachers to summon parents for school meeting and discuss important issues, advising the parents to provide their children with all requirements that make them to be in a good atmosphere of getting education e.g. food, books, time to study, advising parents to be strict on matters concerning their children's discipline and academic performance, advising the teachers to behave ethically to the students, fellow teachers, parents, head teachers and other stake holders.*

On a similar note, when asked on how best they as the board would improve academic performance of the students, their responses were summarised to include the following: *involving parents in student academic affairs such as paying school fees and feeding fees in time, proving the student with all the necessary scholastic materials, and enough pocket money; encouraging the teachers to finish their syllabus in time, revising regularly with students and supporting academically weak students through coaching; making sure that the administrative role of the head teacher is effective and disciplining cases of office abuse and misuse of power.*

On whether the board has been effective in their roles, the key informants mentioned that their work is limited by lack of enough funding to facilitate

them in transport and sitting allowances. Due to such loopholes, some school boards do not meet regularly while others do not meet at all.

Similarly when asked on what their frustrations are, the key informants' responses were summarised as follows: *Poor involvement of parents to ensure that students are getting basic needs at school; shortage of school budget due to the limited fund brought by the government making some activities to fail within the school; lack of principles and rules that guide the board; unclear purpose of the board; and political interference that makes it hard to implement better policies and programs for the school.*

However, when asked of their greatest achievements and motivations as school boards, their responses were summarised as follows: *high performance of students, reduction of absenteeism of students and teachers, regulation of student discipline, provision of good academic environment and building a positive relationship between the board and teachers hence improving academic performance.*

4.3 School Management

This section measured school management using student management, financial management, and staff management. The questionnaires were addressed to 19 head teachers but only 12 participated. Table 4.3 gives the summary of the findings.

Table 4.3: Mean Showing the School Management

n=12

School management	Mean	Std. Deviation	Interpretation
Student management			
I promote student leadership within the school.	3.83	1.467	Satisfactory
I encourage teamwork among the students.	3.75	1.422	Satisfactory
I have established a health and wellness program in this school.	3.67	1.435	Satisfactory
I work to ensure that discipline is observed among the students.	3.58	1.311	Satisfactory
I make sure students participate in extracurricular activities.	3.50	1.243	Satisfactory
Average mean	**3.67**	**1.376**	**Satisfactory**
Financial Management			
I am in charge of handling and utilization of the school's finance.	4.00	1.044	Very satisfactory
I am accountable for how the money of this school is spent.	3.75	1.215	Satisfactory
I participate in the planning for the finances.	3.67	1.303	Satisfactory
I approve and implement school budgets.	3.58	.996	Satisfactory
I ensure that each person in the school who performs financial functions does the right thing at the right place and time.	3.42	1.165	Satisfactory
Average mean	**3.68**	**1.145**	**Satisfactory**
Staff Management			
I promote a self-learning culture for self-improvement and pursuit of excellence among staff.	4.17	.389	Very satisfactory
I establish effective communication channels, strengthening the sense of belonging among staff and building up a collaborative school culture.	4.08	.793	Very satisfactory
I establish an appropriate staff appraisal system.	3.83	1.030	Satisfactory
I and my committee handle well staff appointment, promotion and succession planning.	3.58	.900	Satisfactory
I formulate a set of open, fair and formal procedures for handling termination of employment.	3.50	1.087	Satisfactory
Average mean	**3.83**	**0.840**	**Satisfactory**
Overall average mean	**3.73**	**1.120**	**Satisfactory**

Source: primary data, 2017

The results presented in table 4.3 revealed that school management was assessed by respondents as satisfactory (overall average mean=3.73, Std=1.120). This was attributed to the fact that all the variables that measured school management such as student management, financial management and staff management were assessed by respondents as satisfactory.

For instance table 4.3 revealed that student management was assessed by respondents as satisfactory (average mean=3.67, Std=1.376) because majority of the respondents agreed that they promote student leadership within the school (mean=3.83, Std=1.467), encourage teamwork among the students (mean=3.75, Std=1.422), have established a health and wellness program in the school (mean=3.67, Std=1.435), ensure that discipline is observed among the students (mean=3.58, Std=1.311) and make sure students participate in extracurricular activities (mean=3.50, Std=1.243).

The above results imply that the head teachers have done their best to effectively manage their students. This is because they involve students in extracurricular activities and have as well provided room for student leadership that listens to students' grievances and communicates them to the head master. In other words, such student leadership also enables quicker solving of indiscipline cases without necessarily disturbing the head master or the teachers.

When asked in an interview on how they manage students, the key informant' responses were summarised as follows: *involving the students in developing the school through student government; educating the students of the school rules and regulations; motivating best performing students by giving them bursaries; regulating student discipline by discontinuing highly bad behaved students and admitting only manageable number of students.*

The above responses imply that students' management has been well catered for in most of the public secondary schools in Bukoba Municipal. In other words, the head masters have understood the importance of ensuring that students are well managed. This is because students who are not well managed are likely to have indiscipline behaviours which lead to poor academic performance and destruction of school property and learning environment.

In addition, financial management was assessed by respondents as satisfactory (average mean=3.68, Std=1.145) because majority of the respondents strongly agreed that they are in charge of handling and utilization of the school's finance (mean=4.00, Std=1.044). Other respondents agreed that they are accountable for how the money of their school is spent (mean=3.75, Std=1.215) and even participate in the planning of the finances (mean=3.67, Std=1.303). Similarly respondents agreed that they are the ones who approve and implement school budgets (mean=3.58, Std=0.996) and ensure that each person in the school who performs financial functions does the right thing at the right place and time (mean=3.42, Std=1.165).

The findings imply that there is transparency in financial management in most of the public secondary schools in Bukoba Municipal. This is because they ensure that every financial budget is adhered to and the persons involved in financial handling of the school are accountable to both the school authority and stakeholders. In this way, proper budgets of the school help the school to achieve its educational and administrative objectives, maximises the use of available resources and ensures control of the school's financial resources which eventual helps in making informed decisions.

In an interview with the head masters as key informants, the researcher inquired of how they manage their schools' finances and their responses were summarised by the researcher as follows: *choosing one or two teachers from*

staff members who participate in budgeting, and any other financial aspects of the school; adhering to financial regulations as instructed by the government; meeting the budget for smooth running of the school; and seeking for financial advice and guidance from the school's steering committee.

The above responses imply that the head masters work hard to ensure that every financial detail is comprehensively captured effectively by involving the participation of the teachers and the stakeholders. In this way, misappropriation of schools funds are checked and the school ends up using the money sent to it by the central government to do what is development and acceptable to every stakeholder.

Table 4.3 revealed that staff management was assessed by respondents as satisfactory (average mean=3.83, Std=0.840) because respondents strongly agreed that they promote a self-learning culture for self-improvement and pursuit of excellence among staff (mean=4.17, Std=0.389) and establish effective communication channels, strengthening the sense of belonging among staff and building up a collaborative school culture (mean=4.08, Std=0.793). In addition, respondents agreed that they establish an appropriate staff appraisal system (mean=3.83, Std=1.030) and they and their respective committees handle well staff appointment, promotion and succession planning (mean=3.58, Std=0.900) which helps them to formulate a set of open, fair and formal procedures for handling termination of employment (mean=3.50, Std=1.087).

The above results imply that the head masters of the public secondary schools in Bukoba Municipal know and appreciate the relevance of staff management. This is because they ensure that communication channels that allow feedback enable the head masters to exactly know what the staff want and address it professionally, properly and timely. Similarly, the head masters have also

created a job security mechanism were appraisals, appointments, promotions and terminations are well established, structured and legally binding hence giving staff a sense of belonging and motivation in their work.

When asked in an interview of how they manage their staff, the head masters' responses were summarised by the researcher as follows: *delegating various powers to the staff members so as to assist the head master; meeting with staff members and discussing their weaknesses and strength and addressing their grievances; involving the staff in day to day school running activities such as teacher on duty, sports teacher, school matron, et cetera; involving staff in decision making regarding indiscipline cases, academic cases, school budgets etc.*

This therefore implies that having a proper way of managing staff enables them to be motivated and gives them a sense of belonging which eventually causes them to work hard and improve student academic achievements. This is because well-managed staffs improve in their service delivery which eventually leads to improvement in the school's performance.

4.2 The Relationship Between Decision Making Roles of the Boards and School Management In Public Secondary Schools in Bukoba Municipal

The first objective of this study was to find out the relationship between decision making roles of the boards and school management in Public secondary schools in Bukoba Municipal. Table 4.4 gives the summary of the findings.

Table 4.4: The Relationship Between Decision Making Roles of the Boards and School Management

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho1
Decision making roles Vs school management	.599*	.040	Significant	Rejected

*. Correlation is significant at the 0.05 level (2-tailed).

The results presented in table 4.4 revealed a moderate and positive relationship between board decision making roles and school management significant at a 0.05 level of significance (r=.599*, $p<0.05$). This implies that board decision making roles affect school management positively. In other words, good decisions made by the board members will automatically ensure better school management. Therefore, the null hypothesis that there was no significant relationship between decisions making roles of the school boards and school management was rejected and the alternative hypothesis upheld.

Table 4.5: Regression Analysis between Decision Making Roles of the Boards and School Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.599a	.358	.294	.53692	.358	5.585	1	10	.040

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.974	.758		2.603	.026
	BDMR	.450	.190	.599	2.363	.040

a. Dependent Variable: School management

BDMR=Board Decision Making Role

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Furthermore, table 4.5 revealed that board decision making roles account for 29.4% variance in school management (Adjusted R Square=0.294, $p<0.05$). This implies that when the school boards make better and informed decisions regarding students, finances and staff; school management will also improve. Furthermore, every single decision that the school boards make, affects school management by 59.9% in variation.

4.3 The Relationship Between the Accountability Roles of School Boards and School Management in Public Secondary Schools in Bukoba Municipal

The second objective of this study was to establish the relationship between accountability roles of school boards and school management in Public secondary schools in Bukoba Municipal. Table 4.6 gives the summary of the findings.

Table 4.6: The Relationship Between Accountability Roles of School Boards and School Management in Public Secondary Schools in Bukoba Municipal

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho2
Accountability roles Vs school management	.851**	.000	Significant	Rejected

**. Correlation is significant at the 0.01 level (2-tailed).

The results presented in table 4.6 revealed a strong and positive relationship between accountability roles of school boards and school management in public secondary schools in Bukoba Municipal significant at 0.01 level of significance (r=.851**, $p<0.01$). This implies that board accountability role affects school management positively. This is because improvement of the school boards in their accountability roles such as inspecting school development activities, attending board meetings etc, can help promote efficient school management. Therefore, the null hypothesis that there is no

significant relationship between accountability roles of the school boards and school management was rejected and the alternative hypothesis was upheld.

Table 4.7: Regression Analysis Between Accountability Roles of School Boards and School Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.851[a]	.725	.697	.35167	.725	26.330	1	10	.000

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.388	.659		.588	.569
	BAR	.821	.160	.851	5.131	.000

BAR=Board accountability roles

Table 4.7 revealed that accountability roles of the school boards can explain up to 69.7% variance in school management (Adjusted R Square=0.697, $p<0.01$). This implies that accountability role of the school board is very powerful in changing the events in school management. That is to say, if school boards regularly attend board meetings, visit schools to follow up development activities and report any indiscipline cases to the head masters; school management in terms of students, finance and staff will be improved. Furthermore, the study found that every single accountability role the board makes causes 85.1% variance in school management.

4.4 The Relationship Between Advisory Role of School Boards and School Management in Public Secondary Schools in Bukoba Municipal

The third objective of this study was to assess the relationship between the advisory role of school boards and school management in Public secondary schools in Bukoba Municipal. Table 4.8 gives the summary of the findings.

Table 4.8: The Relationship Between Advisory Role of School Boards and School Management in Public Secondary Schools in Bukoba Municipal

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho3
Advisory roles Vs school management	.848**	.000	Significant	Rejected

**. Correlation is significant at the 0.01 level (2-tailed).

The results presented in table 4.8 revealed a strong and positive relationship between school board advisory role and school management significant at 0.01 level of significance ($r=0.848^{**}$, $p<0.01$). This implies that advisory role positively affects school management. In other words if school boards advise the parents and the head masters on better ways of managing the students and teachers respectively, efficient school management will be realised. Therefore, the null hypothesis that there was no significant relationship between the advisory role of school boards and school management was rejected and the alternative hypothesis upheld.

Table 4.9: Regression Analysis Between Advisory Role of School Boards and School Management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.848ᵃ	.718	.690	.35564	.718	25.524	1	10	.000

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.402	.824		-.487	.636
	BR	1.011	.200	.848	5.052	.000

a. Dependent Variable: School Management

BR=Board Advisory Role

Furthermore, table 4.9 presented results showing that 69% of the variance in school management is explained by advisory role of the school boards (Adjusted R Square=0.690, $p<0.01$). This implies that if the school boards advice, guidance and counselling to the teachers, work cooperatively with the teachers, and support the head teachers; efficient school management will be realised. However, if the school boards fail in their advisory role, school management will be affected by 69%. Furthermore, every single advisor role performed correctly by the school boards affects school management by 84.8% in variance.

4.5 The Relationship Between School Boards and School Management in Public Secondary Schools in Bukoba Municipal

The fourth objective of this study was to determine the relationship between school boards and school management in Public secondary schools in Bukoba Municipal. Table 4.10 gives the summary of the findings.

Table 4.10: The Relationship Between School Boards and School Management

Variables correlated	r-value	Sig.	Interpretation	Decision on Ho4
School boards Vs school management	.805**	.002	Significant	Rejected

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 revealed a strong and positive relationship between school boards and school management significant at 0.01 level of significance (r=0.805**, $p<0.01$). This implies that school boards positively affect school management. In other words, the composition of competent school boards who can play well their decision making, accountability and advisory role ensures efficient school management. Therefore, the hypothesis that there was no significant relationship between school boards and school management was rejected and the alternative hypothesis was upheld.

Table 4.11: Regression Analysis of schoolboard and school management

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.906ᵃ	.821	.753	.31736	.821	12.203	3	8	.002

Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	-.311	.737		-.422	.684
Decision Making Role	-.298	.230	-.397	-1.299	.230
Accountability Role	.876	.421	.908	2.082	.071
Advisory Role	.401	.348	.336	1.151	.283

a. Dependent Variable: School management

Table 4.11 revealed that school boards explain up to 75.3% variance in school management (Adjusted R Square=0.753, p<0.01). This implies that an effective school board will promote effective school management and vise versa. The findings in table 4.11 revealed that decision making role, accountability role and advisory role of the school boards is not the best fit for school management model since none of them is significant at 0.05 or 0.01 level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion was done by exploring the research findings relative to what other researchers in the fields that pertain to the variables have confirmed. The study was later concluded and appropriate recommendations accruing from the findings were made.

5.1 Discussion of the Findings

5.1.1 The Relationship Between Decision Making Roles of the Boards and School Management In Public Secondary Schools in Bukoba Municipal

The first objective of this study was to find out the relationship between decision making roles of the boards and school management in Public secondary schools in Bukoba Municipal. The study found a moderate and positive relationship between board decision making roles and school management significant at a 0.05 level of significance ($r=.599^*$ $R^2=.358$, $p<0.05$). This implies that board decision making roles affect school management positively. This is because; good decisions made by the board members will automatically ensure better school management. In other words, the school boards are in the business of making decisions based both on government policy and on local aspirations. This is the reason decision-making is the antecedent of policymaking, which in turn establishes values and guidelines for operational decisions.

Gamage (2012) agrees that genuine partnership between school boards, parents and teaching staff in decision-making often enables them appreciate each other's point of view, creating a positive climate, and resulting in the attainment of school goals and better school management.

The finding of this study is also in agreement with that of Xaba (2011) who found a significant relationship between school boards' decision making and school management. The study found that South African school governing boards lacked the capacity to govern and make decisions hence affecting the school management in terms of financial management. This was because in most boards certain decisions were unilaterally made by the head teacher and/or the parent serving as the chairperson hence affecting the school budgets.

Furthermore, this study agrees with that of Connolly and James (2011) who found that a significant relationship between school boards' decision making role and school management. This was attributed to the fact that well intentioned decision making role of the school boards enables the head teachers to fulfil their central role of the overall wellbeing of the school. This is because the head teachers are considered the front-line managers, the small business executives, the battlefield commanders charged with leading their team to new levels of effectiveness. In this new era of accountability, where school leaders are expected to demonstrate bottom-line results and use data to drive decisions, the skill and knowledge of head teachers matter more than ever.

5.1.2 The Relationship Between the Accountability Roles of School Boards and School Management in Public Secondary Schools in Bukoba Municipal

The second objective of this study was to establish the relationship between accountability roles of school boards and school management in Public secondary schools in Bukoba Municipal. The study found a strong and positive relationship between accountability roles of school boards and school management in public secondary schools in Bukoba Municipal significant at 0.01 level of significance (r=.851** R^2=.725, p<0.01). This implies that board accountability role affects school management positively. This is because

improvement of the school boards in their accountability roles such as inspecting school development activities, attending board meetings et cetera, can help promote efficient school management.

This study agrees with that of Hakijamii (2010) who found that the accountability role of the school boards in Kenya was significantly related to better school management. The study found that the school board is responsible for overseeing the expenditure of funds from the government's Free Primary Education budget and for ensuring adherence to the spending guidelines. The boards have a great responsibility to account to the government and the community on how funds are allocated to it by government and raised from the community are spent to provide quality education.

This study agrees with that of Briggs and Wohlstetter (2013) who found that accountability role of the school boards positively affected the overall school management by the head teachers. This is because the school board was found to be accountable to the community by constantly monitoring the conditions affecting the schools as a whole and providing the head teachers with immediate solutions. Similarly, the boards were found to be used to increase school accountability, boost student achievement; improve administrative efficiency; address challenges in teaching and learning; involve parents and the local community among others.

5.1.3 The Relationship Between Advisory Role of School Boards and School Management in Public Secondary Schools in Bukoba Municipal

The third objective of this study was to assess the relationship between the advisory role of school boards and school management in Public secondary schools in Bukoba Municipal. The study found a strong and positive relationship between school board advisory role and school management

significant at 0.01 level of significance ($r=0.848^{**}$ $R^2=.718$, $p<0.01$). This implies that advisory role positively affects school management. In other words if school boards advise the parents and the head masters on better ways of managing the students and teachers respectively, efficient school management will be realised. This is because the advisory role of the boards is seen as one of the main functions of the board. According to Guest (2008), the service (advisory) role of the board of directors is more efficiently performed by a larger and more independent board that can provide important connections and greater information, knowledge, and expertise to the head teachers.

A study by Getange et al., (2014) found a positive effect between advisory of the school boards and school management. This is because the advisory role of the school boards was found to be advising the head teachers and staff on school level issues related to curriculum and programs, school policies, ways and strategies to improve and support the extra-curricular program, fund-raising, and parent-school communication. These efforts by the school board leads to better school management in terms of student management, financial management through better budgeting and spending strategies and staff management.

5.1.4 The Relationship Between School Boards and School Management in Public Secondary Schools in Bukoba Municipal

The fourth objective of this study was to determine the relationship between school boards and school management in Public secondary schools in Bukoba Municipal. The study found a strong and positive relationship between school boards and school management significant at 0.01 level of significance ($r=0.805^{**}$ $R^2=.821$, $p<0.01$). This implies that school boards positively affect school management. In other words, the composition of competent school boards who can play well their decision making, accountability and advisory role ensures efficient school management.

This study agrees with that of Hallinger et al. (2013) who found that negative relationships between the board and the head teacher can seriously hinder and inhibit the effective working of the board and create a negative school climate. This is because poor relationships may result in overload of information for the board (or too little), too much board involvement in administrative matters, the board being overworked and making hasty decisions.

This study is also in a similar agreement with that of the World Bank (2014) which found that quality education depends primarily on the way schools are managed, more than the abundance of available resources. The study revealed that the capacity of schools to improve teaching and learning was strongly influenced by the quality of the leadership provided by the head teachers and the school boards.

5.2 Conclusion

Based on the findings of the study, the following conclusions were made:

i. The roles of school boards in decision making are important in school management.

ii. The roles of school boards in accountability is paramount in school management.

iii. The advisory roles of school boards is strong instrument in school management.

iv. The roles of school boards is relevant in ensuring better school management.

The study findings therefore illustrate that school boards are very important in ensuring that better school management is promoted. This is because their decision making roles, accountability roles and advisory roles helps the head masters to provide better service delivery which eventually improves student academic achievement and overall school development. The boards of the

surveyed secondary schools in Bukoba Municipal have demonstrated that their roles are many but not limited to monitoring closely the teaching and non-teaching activities in the school; adopting effective strategies for listening and communicating with teachers and parents; ensuring the provision of basic utilities throughout; sharing a common vision with teachers, parents and pupils et cetera.

Unfortunately as the school boards try to execute their roles, they are faced with the challenges of: inadequate human and physical resources; tensions resulting from poor interactions with teachers and parents; balancing between government and local interests; lack of compensatory strategies for the board members; unwillingness of the head teachers to allow board involvement in fiscal matters; low parental involvement; and inadequate support from other key stakeholders such as education officials and local administration.

Given the above limitations, the study made recommendations in the next section of this chapter.

5.3 Recommendations

Based on the findings and conclusions, the following recommendations were made:

i. **The roles of school boards in decision making and school management.**

There is need for the government to set aside special funding for the school boards. This will motivate them since most of them live their jobs to attend board meetings. Therefore, providing them with sitting and transport allowances will motivate them to be committed to board meetings and making sure that their roles are effective. In other words, the presence of school boards in board meetings will enable them to

come up with good decisions that affect the teachers, students and parents hence creating effective school management.

ii. **The roles of school boards in accountability and school management.**

There is need for the school boards to emphasize the aspects of their accountability by involving the parents in school meetings and their students' affairs. This will enable them to understand what is necessitated of them as regard students' scholastic materials, fees, uniforms, shoes etc and also be informed of the schools development projects and the necessity for their involvement.

iii. **The advisory roles of school boards and school management.**

The boards should advise the students, teachers and parents accordingly so as to improve school management. The effective advisory role of the board will promote improvement in student performance, effective use of funds by the head masters and involvement of parents in school matters.

iv. **The roles of school boards and school management.**

There is need for the school boards to put their efforts in supervising and strengthening their relationships with the teachers and the parents. This will create a good working environment for the teachers and give them morale to teach better hence promoting student academic achievements.

Furthermore, there is need to build a working relationship between the school boards and the head teachers. There should be a well prescribed guideline clearly indicating the roles of the school boards and the roles of the head teachers. This will help fight work interference from the head teacher or the school boards.

Similarly, there is need to strengthen the capacity of the school boards for them to understand their strategic role in building a productive relationship with the head teachers while holding them to account for school performance and better school management. This can be achieved by establishing a continuous training program which address all aspects of public secondary school governance; and appointing officers, at national and local level, specifically to advise the board members on the nature of their functions and duties and ensure the boards operate efficiently and effectively.

5.4 Areas for Further Studies

There is need for future studies to investigate the perception of the head teachers on the efficacy of the school board.

Furthermore, future studies should assess the interactions between the head teachers and the school board members and how these affect board and school operations.

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APPENDIX IA: TRANSMITAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY

Ggaba Road-Kansanga.
P.O. Box 20000, Kampala, Uganda.
Tel: +256-414-266913, +256-414-267634
Fax: +256-414-501974. Cel:+256-706-251084
E-mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

College Of Education, Open and Distance E-Learning

Office of the Principal

16th January, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANIZATION

With reference to the above subject, this is to certify that **Mr. Mutayoba Richard Reg. No. 1153-07096-00769** is a bonafide student of Kampala International University pursuing a Masters Degree in Educational Management and Administration.
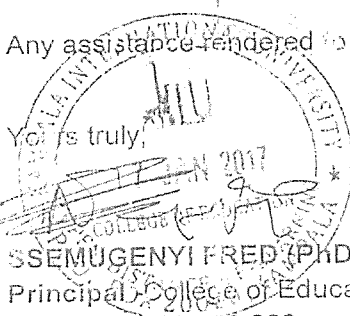
He is currently conducting a field research entitled, **"School Board and Management of Public Secondary Schools of Bukoba Municipality in Kagera, Tanzania".**

This area has been identified as a valuable source of information pertaining to his research project. The purpose of this letter therefore is to request you to avail him with the pertinent information as regards to his study.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

SSEMUGENYI FRED (PHD)
Principal College of Education Open and Distance e-Learning
Tel.: +256 782 409 809
Email: ssemugenyifred@yahoo.com

"Exploring Heights"

APPENDIX IB: TRANSMITAL LETTER

BUKOBA MUNICIPAL COUNCIL,

(All Correspondence should be directed to Municipal Director)

Tel: 028-2220231, 028-2220226
Fax: 028-2220226
E-Mail: bmc@bukobamc.go.tz
Website: www.bukobamc.go.tz

P.O.BOX 284,
BUKOBA,
TANZANIA.

Ref. No. BMC/E.10/19/XIV/124

19th Jannuary,2017

<u>TO WHOM IT MAY CONCERN</u>

RE: RESEARCH PERMIT FOR MR. MUTAYOBA RICHARD

The heading above refers.

The above mentioned is a student from **Kampala International University**, he is pursuing a Masters Degree in Educational Management and Administration. He has been granted the permit to conduct his research in Bukoba Municipal Council on the topic titled "School Board and Management of Public Secondary Schools of Bukoba Municipality in Kagera,Tanzania".

The permit validity is from 23th January,2017 to 10th February,2017.

Please accord him any necessary assistance he may need from you.

Yours faithfully

Lydia K. Leonard
For: MUNICIPAL DIRECTOR
BUKOBA

APPENDIX II: INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Mutayoba Richard on **"School Boards and the Management of Public Secondary Schools in Bukoba Municipal in Kagera Region, Tanzania"**

I am assured of privacy, anonymity and confidentiality and that I will be given an option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the result will be given to me if I ask for it.

_____

Signed

APPENDIX III: QUESTIONNAIRE

PART A: PROFILE OF THE RESPONDENTS

Instruction: Kindly indicate by ticking [√] the option that describes your profile.

1. Sex

a) Male [ ]   b) Female [ ]

2. Age

a) 20-29 years [ ]   b) 30-39 years [ ]   c) 40-49 years [ ]

d) Above 50 years [ ]

3. Education Level

a) Certificate [ ]   b) Diploma [ ]   c) Bachelors [ ]

d) Masters [ ]

4. Work Experience

a) 1-5 years [ ]   b) 6-10 years [ ]   c) More than 10 years [ ]

5. Occupation

a) Civil Servant [ ]   b) Peasant [ ]   c) Self-employed [ ]

SCHOOL BOARDS

NB: to be answered by members of the school board only.

Instruction: Please indicate to what extent you agree or disagree with each of the following statement about your work as a member of the school board by ticking [√] the appropriate number in each row. Where; **1**= you strongly disagree; **2**=you disagree; **3**= you are not sure; **4**=you agree; and **5**= you strongly agree

#	School board	1	2	3	4	5
A	**Board Decision Making Role**					
1	We pay attention to suggestions from parents and teachers					
2	I feel free and comfortable to make suggestions that can be considered by the board					
3	Most decision made in the board reflects the members' opinion					
4	Most decision made by the head teacher reflects the board's views					
5	We involve many people in making decisions					
B	**Board Accountability Role**					
1	We are accountable to parents and the community					
2	As a board member I have reported to the head teacher any case of indiscipline of pupils or any other case which affects the schools image negatively.					
3	As a board member I visit my school to see what teachers are doing with the children					
4	As a board member I visit the school to follow up the activities i.e. lunch, development etc.					
5	I try to attend all board meetings.					
C	**Board Advisory Role**					
1	We offer advice, guidance and counsel to teachers and head teachers.					
2	We help raise funds for the school.					
3	We support the head teacher's effort to improve our school's performance					
4	We work co-operatively with teachers					
5	We help to improve the school's academic performance					

PART B: SCHOOL MANAGEMENT

Instruction: Please indicate to what extent you agree or disagree with each of the following statement about how you manage your school as a head teacher by ticking [√] the appropriate number in each row. Where; **1**= you strongly disagree; **2**=you disagree; **3**= you are not sure; **4**=you agree; and **5**= you strongly agree

#	School management	1	2	3	4	5
A	**Student management**					
1	I make sure students participate in extracurricular activities.					
2	I work to ensure that discipline is observed among the students.					
3	I promote student leadership within the school.					
4	I encourage teamwork among the students.					
5	I have established a health and wellness program in this school.					
B	**Financial Management**					
1	I am accountable for how the money of this school is spent.					
2	I approve and implement school budgets.					
3	I participate in the planning for the finances.					
4	I ensure that each person in the school who performs financial functions does the right thing at the right place and time.					
5	I am in charge of handling and utilization of the school's finance.					
C	**Staff Management**					
1	I and my committee handle well staff appointment, promotion and succession planning.					
2	I formulate a set of open, fair and formal procedures for handling termination of employment.					
3	I establish an appropriate staff appraisal system.					
4	I promote a self-learning culture for self-improvement and pursuit of excellence among staff.					
5	I establish effective communication channels, strengthening the sense of belonging among staff and building up a collaborative school culture.					

THE END

APPENDIX IV: INTERVIEW GUIDES

A. For School boards only

1. What do you consider your greatest achievements as a board?
2. What is your motivation as members of the board?
3. What are your frustrations?
4. What do you see as the most important roles and functions of your board?
5. What should the board do to improve academic performance, parent involvement and school climate?
6. What is your comment on the effectiveness on your board? Explain briefly.

B. For Head masters only

1. How to do you promote the following in your school?
   a) Student management
   b) Finance management
   c) Staff management
2. What are the most immediate challenges you face while trying to achieve school management?
3. How were you able to address the above mentioned challenges?

THE END