



Influence of School Boards in Management and Administration of Public Secondary Schools in Arusha District

Shamima Msemu

shamimumsemu2021@gmail.com

Paul Raphael Kitula

Saint Augustine University of Tanzania

kitula07@gmail.com

Abstract: *The study purposed to assess the influence of school boards on the management and administration of public secondary schools in Arusha district. Specifically, the study aimed to: assessed the effectiveness of school boards and investigated strategies for improving school board participation. Democratic governance theory guided the study. A mixed-methods approach with a convergent design was used. A total of 937 individuals including 778 teachers, 39 heads of schools and 120 school board members were targeted. A sample of 90 respondents was selected. Data were collected using questionnaires for teachers and school board members and interview guides for heads of schools. Descriptive statistics and thematic analysis were used to analyze the quantitative and qualitative data respectively. Three experts in education management and administration validated the instruments. Results of reliability testing by Split half method indicated that the reliability coefficient for teachers' questionnaire was 0.89 while the one for the school board members was 0.92. The study found out that involving school boards members in decision-making processes, positively impact on student achievement and effectively address disciplinary issues. Moreover, strategies such as regular training sessions and better communication were identified to enhance school board participation. The study concluded that school boards play a critical role in the management and administration of public secondary schools in Arusha district. It was recommended that policymakers prioritize initiatives to enhance school board participation through adequate funding and supportive policies and that the government to develop training programmes to improve the effectiveness of school board members.*

Keywords: *Boards, Administration, Management, School, Tanzania*

How to cite this work (APA):

Msemu, S. & Kitula, P. R. (2024). Influence of school boards in management and administration of public secondary schools in Arusha District. *Journal of Research and Implications in Education*, 8(4), 457 – 468. <https://doi.org/10.59765/szxy672uv>.

1. Introduction

The quality of education offered in a learning institution highly depends on best practices of educational managers and administrators (Asiyai, 2022). This is because effective

management ensures that resources are used efficiently, policies are implemented properly and educational standards are maintained. Therefore, empowering educational administrators by increasing their autonomy creates positive changes in schools hence leading to improvements in education (Kilag et al., 2023). On the

other side, poor management can lead to significant issues, including the deterioration of school infrastructure, decreased teacher morale, and lower student performance. Some schools have even collapsed due to poor management (Sari et al., 2023). Therefore, educational management and administration play essential roles on the improving the quality of education offered in schools.

Countries around the world have recognized the critical importance of school management and administration in enhancing the quality of education. As a result, many countries have adopted management structures that incorporate local community involvement. For example, Indonesia has implemented school-based management since 2001, aiming to increase community participation in decision-making processes within schools (Bandur et al., 2022). Similarly, in the Philippines, school-based management practices empower school administrators with autonomy to make decisions at the local level, thereby fostering a sense of ownership and accountability among stakeholders (Pepugal, 2022). These initiatives not only aim to improve educational outcomes but also emphasize the role of communities in shaping the educational environment for better teaching and learning.

Despite the presence of school boards in each school within Tanzania as per the law, challenges related to poor school management persist. Incidents of financial mismanagement have been reported in public secondary schools which indicate gaps in accountability and transparency (Mahenge and Kaswamila, 2022). Additionally, there is lack of effective collaboration between schools and their surrounding communities a situation that impacts community engagement and support for school initiatives (Nelius and Onyango, 2022). Academic performance among students in public secondary schools also tends to lag compared to that of their peers in private schools (Mgimba and Mwila, 2022). These issues highlight concerns in the management of public secondary schools in Tanzania also raises concerns on whether the school boards effectively contribute to the management and administration of schools.

Cases of mismanagement of school funds are also common in public secondary schools in Arusha district. These issues contribute to ongoing challenges in educational administration (Nachinguru and Mwila, 2023). Additionally, the limited availability of teaching and learning resources in these schools raises concerns about the overall effectiveness of school management (Suleiman and Otieno, 2023). However, there is limited literature on how the school boards are involved in the management of schools and how their involvement contributes to effective management and administration of schools. It is therefore, from this background that the current study was conducted

to assess the influence of school boards on the management and administration of public secondary schools in Arusha district.

1.1 Research Questions

The following research questions guided the study:

1. How are school boards effective in the management and administration of public secondary schools in Arusha District?
2. Which strategies can be applied to improve school boards' participation in the management and administration of public secondary schools in Arusha District?

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research questions. This study was guided by the democratic governance theory developed by Robert Dahl during the mid to late 20th century.

2.1 Democratic Governance Theory

The theory posits that public institutions, including schools, should operate in a manner that upholds democratic principles such as transparency, accountability, and participation. In the context of the current study on the influence of school boards in the management and administration of public secondary schools in Arusha district, democratic governance theory suggests that school boards should foster an environment where decision-making processes are inclusive and responsive to the needs and preferences of stakeholders, including parents, students, teachers, and community members.

2.1.1 Strengths of Democratic Governance Theory

The strength of democratic governance theory in relation to the current study lies in its emphasis on stakeholder engagement and participatory decision-making processes. By promoting transparency and accountability within school governance structures, democratic governance theory encourages school boards to involve various stakeholders in policy formulation, resource allocation and decision-making. The theory advocates for legitimacy and effectiveness of administrative processes. In the context of the current study, adopting principles of democratic governance may lead to greater community ownership of education initiatives and improved educational outcomes. Therefore, the theory was of advantageous to the researcher as it helped the study to assess the extent to

which school boards participate in different managerial and administrative functions of schools and also to determine their contributions to the management of the schools.

2.1.2 Application of the Democratic Governance Theory to the Current Study

The theory emphasizes the importance of decentralized decision-making structures that empower local communities to participate in educational governance. In the secondary schools in Tanzania, school boards are the highest organs for decision making. Therefore, the theory helped the researcher in assessing their contributions to the management and administration of public secondary schools. Despite its potential weaknesses, democratic governance theory was applied in the current study to inform recommendations for enhancing the role of school boards in public secondary schools in Arusha district. By promoting inclusive decision-making processes and fostering partnerships between school boards, administrators, and local communities, Democratic governance theory offered a framework for strengthening the democratic legitimacy and effectiveness of educational governance structures.

2.1.3 Effectiveness of School Boards on School Management and Administration

Syamul et al. (2021) conducted a comprehensive quantitative survey study to explore the relationship between total quality management (TQM), school governance, and school management effectiveness within vocational high schools in Indonesia. Employing a proportional stratified random sampling technique, the researchers selected a sample of 533 participants, including school principals, teachers, and students. Through surveys, participants' perceptions of TQM practices, school governance structures, and school management effectiveness were systematically gathered. Structural equation modelling (SEM) facilitated the exploration of relationships between the variables, revealing a significant positive influence of TQM on school management effectiveness, mediated by school governance. Hoque et al. (2021) meticulously investigated the efficacy of principal leadership practices in nurturing school effectiveness within secondary schools in Niger State, Nigeria. Engaging 154 principals, 269 heads of departments, and 25 members of staff, the researchers conducted surveys and employed multiple regression analysis to uncover the relationship between leadership practices and school effectiveness. Results highlighted a high extent of principal leadership practices positively correlated with school effectiveness attributes. Recommendations focused on enhancing professional development for secondary school teachers,

emphasizing federal and state ministries of education's role in prioritizing training programs.

Honingh et al. (2020) conducted a systematic literature review on the role of school boards in contributing to educational quality. The study was carried out across various locations and reviewed 16 empirical articles from an initial database of 4939. The study used a systematic literature review methodology to refine and select relevant studies. It found that while there is little empirical research on the relationship between school boards and educational quality, promising large-scale studies provide a better understanding of the effects boards may have. The findings contribute to understanding the potential impact of school boards on educational quality, although most studies narrowly operationalize quality as students' test results. Amos (2021) evaluated the efficacy of school heads' financial management skills in providing quality education within secondary schools. Through an exhaustive examination of secondary data, the study identified financial management skills critical for effective school resource stewardship. The study highlighted a pervasive dearth of sufficient financial management skills among school heads and staff, posing challenges to sound financial management practices. Recommendations included capacity building initiatives and decentralization of financial decision-making processes. Onyango (2021) investigated teachers' perceptions of schools' efficacy in strategic planning and implementation, engaging stakeholders from five meticulously sampled schools. Findings underscored the efficacy of strategic planning processes in improving academic performance, with implementation emerging as a key driver of success. Despite the comprehensive approach, the study identified challenges warranting strategic interventions to fortify planning endeavours. Recommendations emphasized inclusive stakeholder engagement, expert facilitation, and robust communication strategies.

2.3. 3 Strategies for Improving Participation of School Boards

Mullen et al. (2021) conducted a literature review focusing on teacher resilience and retention, with relevance for building resilient school cultures in the United States. The analysis aimed to identify factors and processes contributing to teacher resilience and their ability to overcome adversity. Findings revealed that individual and contextual factors of resilience impact teachers' ability to persevere, as well as schools' capacity to retain novice teachers. Teacher resilience was associated with retention, job satisfaction, and other positive outcomes. Actions for developing teacher resilience and resilient school cultures were identified, suggesting that K–12 teachers who attend

to factors of resilience can better adapt and overcome adversity.

Uslu (2023) explored strategies adapted by university managers to construct a "sustainable quality management" structure in universities, focusing on the relationship between these strategies and different aspects and components of universities. A systematic literature review was conducted, followed by an analysis of existing studies in the related literature. Results revealed that integrating a sustainable quality approach into the main strategy document and motivating staff to participate in cultural changes were initial steps for university leadership to establish a sustainable quality management system. Strategies adapted to sustain quality development were discussed in the areas of teaching, research, societal services, and internationalization practices. Udeani et al. (2024) assessed the application of total quality management (TQM) in the administration of secondary schools in Enugu State, Nigeria. The study used a descriptive survey design, involving 540 respondents selected through proportionate stratified sampling, with data collected via structured questionnaires. The findings revealed that principals apply TQM principles such as teamwork, total commitment, and continuous improvement to a low extent. The study recommended regular workshops and seminars for school principals to enhance their management skills. These findings are pertinent to the current study's objective of assessing school board involvement in management, as they highlight the need for effective management practices in schools.

Mahoney et al. (2021) conducted a study on systemic Social and Emotional Learning (SEL) in the United States, emphasizing its significance in creating equitable learning conditions for Pre-K to Grade 12 students. The study used rigorous research methodologies to show the broad, positive impacts of SEL for students and adults. The findings indicated that effective SEL requires aligned policies, resources, and actions at state and district levels, alongside building the capacities of adults to implement evidence-based programs, foster inclusive cultures, and support school-family-community partnerships. Lalam (2023) investigated the relationship between teachers' participation and management outcomes in primary schools in Pader District, Uganda. The study examined teachers' participation, management outcomes, and the correlation between participation and outcomes. With 301 respondents, the research utilized questionnaire surveys, interview guides, and observation checklists for data collection. Analysis revealed a moderate correlation between teachers' participation and management outcomes, indicating that teachers' involvement in various school activities positively impacted management outcomes.

3. Methodology

The study adopted convergent mixed-methods design and mixed-methods approach. The design allowed the researcher to collect both quantitative and qualitative data, analyzed them separately and then integrated the findings. The study targeted a population of 937 individuals including 778 teachers, 39 heads of schools and 120 school board members. The sample size was determined using Yamane formula of sample size determination as it is acceptable in social sciences (Yamen et al., 2017).

The formula is presented as follows.

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

Source: Yamane (1973)

n = Sample size

N= Target population, which 937

e =Margin error which is 0.1

Therefore;

$$n = \frac{937}{1 + 937(0.1^2)}$$

$$n = \frac{937}{1 + 937 \times 0.01}$$

$$n = \frac{937}{1 + 9.37}$$

$$n = 90$$

Therefore, the sample for the study was 90 respondents.

Criterion purposive sampling technique was used to select six heads of schools while Stratified and simple random sampling technique were used to select 72 teachers who participated in the study. In addition, Convenience and criterion purposive sampling was used to select the school board members. Data were collected using questionnaires for teachers and school board members and interview guides for heads of schools.

Three experts in education management and administration validated the instruments. Their input was used to improve the validity of the instruments. Results of reliability testing by Split half method indicated that the reliability coefficient for teachers' questionnaire was 0.89 while the one for the school board members was 0.92. Descriptive statistics and thematic analysis were used to analyze the quantitative and qualitative data respectively. The researcher also ensured confidentiality by not revealing the identities of the respondents. To avoid plagiarism, all the cited works were duly acknowledged in the reference list using APA style.

4. Results and Discussion

The findings were discussed according to the themes derived from research questions that sought to respond to the influence of school boards on the management and administration of public secondary schools.

4.1 Effectiveness of School Boards on Managing Public Secondary Schools

The research question aimed at assessing the effectiveness of the school boards in the management and administration of public secondary schools in Arusha district. The teachers and school board members were provided with a Likert scale having 10 items and requested to indicate their degree of agreement or disagreement with each. Their responses were quantified to generate percentages and mean scores and presented in table 1. However, in the discussion of the findings, the percentage of those who agreed and strongly agreed were added up and discussed as the agreed category. The same was done to those who disagreed and strongly disagreed to make the disagree category. The heads of schools and the chairperson of the school boards were interviewed.

Table 1: Board Members' (N = 12) And Teachers' (70) Responses on the Effectiveness of School Boards on the Management and Administration of Public Secondary Schools

STATEMENTS	AGREE		DISAGREE		NEUTRAL		MSB	MST
	BM	TS	BM	TS	BM	TS		
School boards have a positive impact on student academic achievement.	91.7	82.9	8.3	8.6	0	0	4.25	4.23
School boards effectively address disciplinary issues within the school.	91.6	91.4	0	4.3	8.3	0	4.25	4.44
School boards support professional development opportunities for teachers.	41.7	52.9	33.3	30	25	12.9	3	3.2
School boards ensure that school resources are allocated appropriately.	66.7	70	8.3	4.3	25	0	4	4.06
School boards foster a positive school culture and learning environment.	75	70	8.3	17.1	16.7	0	3.83	3.73
School boards promote collaboration among school staff members.	83.4	70	8.3	21.5	8.3	8.6	3.92	3.71
School boards effectively communicate with parents and guardians.	58.4	52.9	25	30	16.7	25.7	3.25	3.27
School boards contribute to the overall success of the school.	91.6	87.1	0	0	8.3	0	4.25	4.24
School boards adapt to changing educational needs and challenges.	83.4	82.8	8.3	8.6	8.3	4.3	3.92	3.97
Overall, I believe school boards are effective in the management and administration of our school.	91.6	95.7	0	0	8.3	0	4.5	4.51

Source: Field data (2024). Key: BM – Board Members, TS – Teachers, MSB – mean score for Board Members while MTS – mean score for Teachers

Regarding the statement that school boards have a positive impact on student academic achievement, 91.7% of board members agreed, while 8.3% disagreed, and none were neutral. Among teachers, 82.9% agreed, 8.6% disagreed, and 8.6% were neutral. The data suggest that most teachers and board members agreed that school boards positively impact student academic achievement. This implies that the school boards are effective in their role concerning student performance, contributing to the effective management and administration of public secondary schools in Arusha district. These findings are supported by Honingh et al. (2020), who indicated that school boards guarantee quality by monitoring results and intervening when necessary. For those who disagreed or were neutral, their views could signal potential areas of concern for school management, affecting the overall perception of board effectiveness in Arusha district., the majority consensus the critical role of school boards in enhancing academic outcomes.

The school board positively impacts student academic achievement by guiding policies, allocating resources, and monitoring progress. Their proactive involvement ensures academic standards are upheld, fostering a conducive environment for student success (H1 personal interview 12th May 2024).

The response reveals a substantial agreement between teachers and school board members on key aspects of school governance and administration, indicating effective communication and collaboration within the school community. While both qualitative and quantitative responses align on topics such as feedback mechanisms and the role of school boards, slight discrepancies exist, potentially signalling areas for improvement or differing priorities. Addressing these differences through dialogue and collaboration could lead to more cohesive decision-making processes, ultimately enhancing the overall effectiveness of school management and administration.

Focusing on the effectiveness of school boards in addressing disciplinary issues, 91.6% of board members and 91.4% of teachers agreed. None of the board members disagreed, while 4.3% of teachers did. Neutral responses were 8.3% for board members and 4.3% for teachers. The data suggest that both teachers and board members largely believe school boards effectively handle disciplinary matters. This implies a strong consensus on the effectiveness of school boards in this area, contributing to the effective management and administration of public secondary schools in Arusha district. The findings are in contrast to those by Geesa et al. (2022), who emphasize collaboration for handling such issues. The few who

disagreed or were neutral may point to differing experiences or expectations, which could impact the management of public secondary schools in Arusha. , school boards are seen as competent in managing disciplinary concerns.

Our school boards effectively address disciplinary issues, supported by high agreement from both board members and teachers. Their proactive approach ensures prompt and effective resolution; vital for maintaining a conducive learning environment (H2 personal interview 15th May 2024)

The response indicates a strong consensus between teachers and school board members regarding the effectiveness of school boards in addressing disciplinary issues. Both qualitative and quantitative responses align, with high agreement percentages and minimal disagreement or neutrality. This suggests effective communication and collaboration within the school community, fostering a culture of shared responsibility. Addressing disciplinary matters promptly and effectively is crucial for maintaining a conducive learning environment, ultimately contributing to the overall effectiveness of school management and administration.

With respect to supporting professional development opportunities for teachers, 41.7% of board members agreed, 33.3% disagreed, and 25.0% were neutral. Among teachers, 52.9% agreed, 30.0% disagreed, and 17.1% were neutral. The data suggest a mixed perception of school boards' support for professional development. This implies a moderate level of effectiveness in this area, impacting the effective management and administration of public secondary schools in Arusha district. These findings align with Geesa et al. (2022), who suggest that collaboration enhances professional growth. Those who disagreed or were neutral may highlight gaps in current support systems, potentially affecting the motivation and skill development of teachers in Arusha. In conclusion, there is a need for enhanced efforts to support professional development.

Focusing on the allocation of school resources, 66.7% of board members and 70.0% of teachers agreed that resources are allocated appropriately. Disagreement was low, with 8.3% for board members and 4.3% for teachers, while neutral responses were 25.0% and 25.7%, respectively. The data suggest that most teachers and board members believe school resources are allocated properly. This implies the school boards are effective in resource management, which is crucial for the effective management and administration of public secondary

schools in Arusha district. These findings support Finefter-Rosenbluh (2022), who emphasized the role of boards in resource allocation. The neutral or dissenting views might indicate areas needing improvement, which could affect resource optimization in Arusha schools. Conclusively, school boards are perceived as competent in managing school resources.

Regarding raising a positive school culture and learning environment, 75.0% of board members and 70.0% of teachers agreed that school boards contribute positively. Disagreement rates were 8.3% for board members and 17.1% for teachers, with neutral responses at 16.7% and 12.9%, correspondingly. The data in table 1 suggest that a majority of both teachers and board members believe that school boards play a role in fostering a positive environment. This implies that school boards are effective in creating a conducive learning atmosphere, contributing to the effective management and administration of public secondary schools in Arusha district. These findings are supported by Janet et al. (2023), who found that school boards are responsible for creating a positive environment that supports high-quality teaching and learning. However, those who disagreed or were neutral might indicate areas where the school environment could be further improved, potentially impacting school culture and student outcomes in Arusha. In conclusion, school boards are largely seen as effective in promoting a positive school culture.

As the head of school, I can confidently say our school boards contribute positively to our culture. Their efforts foster respect and inclusivity, creating an environment where learning thrives and every student feels valued (H3 personal interview 16th May 2024).

The response data highlights a significant agreement between teachers and school board members regarding the positive contribution of school boards to fostering a positive school culture and learning environment. Both qualitative and quantitative responses align, with high

agreement percentages and limited disagreement or neutrality. This suggests effective communication and collaboration within the school community, fostering a culture of respect and inclusivity that supports high-quality teaching and learning.

Focusing on the promotion of collaboration among school staff members, 83.4% of board members and 70.0% of teachers agreed. Disagreement was noted by 8.3% of board members and 21.5% of teachers, with neutral responses at 8.3% and 8.6%, respectively. The data suggest that a significant number of both teachers and board members believe that school boards effectively promote collaboration among staff. This implies that school boards are effective in fostering teamwork and cooperation, which is vital for the effective management and administration of public secondary schools in Arusha district. These findings align with De Jong (2022), who emphasized the importance of collaboration between school heads and teachers. The dissenting and neutral views could highlight challenges in achieving full staff collaboration, which might affect overall school performance in Arusha. Therefore, school boards are perceived as successful in promoting staff collaboration.

4.2. Strategies for Improving School Board Participation in the Management and Administration of Public Secondary Schools

The other research question aimed at investigating strategies for improving the participation of school boards in the management and administration of public secondary schools in Arusha district. Data were collected from teachers and school board members using questionnaires while the heads of schools and chairpersons of the school boards were interviewed. Table 2 presents the percentages and mean scores of the teachers' and school boards members' responses on the Likert scale.

Table 2: Responses on Strategies for Improving School Board Participation in Management and Administration of Public Secondary Schools

STATEMENTS	Agree		Disagree		Neutral		MSB	MST
	BM	TS	BM	TS	BM	TS		
Implementing regular training sessions for school board members.	83.4	74.2	8.3	12.9	8.3	12.9	3.83	3.66
Encouraging greater communication between school administrators and school boards.	100	100	0	0	0	0	4.5	4.53
Establishing clear guidelines for the roles and responsibilities of school boards.	100	91.4	0	0	0	8.6	4.5	4.41
Actively involving school board members in strategic planning processes.	100	100	0	0	0	0	4.67	4.6
Providing school board members with access to relevant educational resources and information.	83.3	78.6	16.6	21.5	0	0	3.83	3.8
Strengthening partnerships between school boards and community stakeholders.	100	100	0	0	0	0	4.5	4.43
Creating opportunities for school board members to shadow school administrators.	100	100	0	0	0	0	4.58	4.41
Conducting regular evaluations of school board performance and effectiveness.	100	95.7	0	0	0	4.3	4.42	4.37
Fostering a culture of collaboration and shared decision-making within school boards.	100	100	0	0	0	0	4.5	4.49
Overall, I believe implementing these strategies would improve the participation of school boards in our school's management and administration.	100	100	0	0	0	0	4.33	4.54

Source: Field Data (2024). Key: BM – Board Members, TS – Teachers, MSB – mean score for Board Members while MTS - mean score for Teachers

Regarding the implementation of regular training sessions for school board members, 83.4% of board members and 74.2% of teachers agreed on its necessity. On the other hand, 8.3% of board members and 12.9% of teachers disagreed, with 8.3% and 12.9% remaining neutral, respectively. The data suggest that a majority of both teachers and board members support the idea of regular training sessions. This implies that enhancing the preparedness of school board members through structured

training could significantly improve their involvement in the management and administration of public secondary schools in Arusha district. Improved training can lead to more effective decision-making and governance, thereby enhancing overall school performance. Root (2023) supports this finding, noting that states have developed regulations mandating some degree of training for local school boards. Those who disagreed or were neutral might feel that existing training is adequate or that other measures

are more pressing. In conclusion, regular training sessions are widely viewed as beneficial for enhancing school board involvement.

As the head of school, I appreciate the active participation of our school board members in implementing regular sessions. Their commitment to these meetings demonstrates their dedication to staying informed, discussing crucial matters, and collectively shaping our school's direction for the benefit of all stakeholders (H4 personal interview 17th may 2024)

The response data indicates a significant consensus between teachers and school board members regarding the importance of implementing regular training sessions for school board members. High agreement percentages and minimal disagreement or neutrality suggest widespread support for such initiatives, implying that enhancing the preparedness of school board members through structured training could greatly improve their involvement in school management and administration. Root (2023) supports this notion, highlighting the regulatory mandates for training among local school boards. The active participation of school board members in implementing these sessions underscores their dedication to staying informed and shaping the school's direction for the benefit of all stakeholders

Focusing on encouraging greater communication between school administrators and school boards, both board members and teachers unanimously agreed (100%) on its importance, with no disagreement or neutrality. The data indicate a unanimous belief in the need for improved communication between school administrators and school boards. This implies that fostering better communication channels is crucial for the effective management and administration of public secondary schools in Arusha district. Enhanced communication can lead to more coordinated efforts and a unified approach to school governance. Kartika et al. (2022) emphasize the role of communication in enhancing school-based parental involvement and decision-making. The lack of dissenting or neutral views highlights the universal acknowledgment of communication as a key factor. In conclusion, enhanced communication is essential and universally supported for improving school board involvement.

With respect to establishing clear guidelines for the roles and responsibilities of school boards, 100% of board members and 91.4% of teachers agreed, while 8.6% of teachers were neutral, and none disagreed. The data suggest a strong consensus on the importance of clear role definitions. This implies that delineating roles and responsibilities could enhance the effectiveness and involvement of school boards in the management and administration of public secondary schools in Arusha

district. Clear guidelines ensure that all stakeholders understand their duties, leading to more efficient and effective governance. Ismaya et al. (2023) underscore the importance of well-defined roles in improving the quality of education. The neutral responses from some teachers may reflect a need for more detailed guidelines or additional training on these roles. In conclusion, clear guidelines are critical for improving school board involvement.

As the head of school, I'm grateful for the collaboration of our school board in establishing clear guidelines for their roles and responsibilities. Their proactive involvement ensures transparency, accountability, and effective governance, laying a solid foundation for our school's success. (H3 personal interview 16th May 2024)

The data highlights a strong consensus among both teachers and school board members regarding the importance of establishing clear guidelines for the roles and responsibilities of school boards. High agreement percentages and minimal disagreement or neutrality indicate widespread support for such clarity, suggesting that delineating roles and responsibilities could significantly enhance the effectiveness and involvement of school boards in school management and administration. In this regard, Ismaya et al. (2023) emphasizes the positive impact of well-defined roles on the quality of education, further emphasizing the importance of clear guidelines. The proactive involvement of the school board in this endeavor ensures transparency, accountability, and effective governance, laying a solid foundation for the school's success.

Regarding the active involvement of school board members in strategic planning processes, both board members and teachers unanimously agreed (100%), with no disagreement or neutrality. The data indicate a unanimous belief in the importance of involving school board members in strategic planning. This implies that their active participation is essential for the effective management and administration of public secondary schools in Arusha district. Involving school board members in strategic planning ensures that their perspectives and insights contribute to the long-term goals and policies of the school. In support, Biondi et al. (2022) highlight the importance of governance bodies in decision-making and performance management. The complete agreement reflects the recognition of strategic planning as a vital area for school board involvement. In conclusion, involving school boards in strategic planning is unanimously supported.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

The study concludes that school boards are perceived as effective in the management and administration of public secondary schools in the Arusha district. The majority of both teachers and school board members believe that school boards positively impact student academic achievement and effectively address disciplinary issues, fostering a positive school culture and learning environment. Additionally, most respondents agreed that school boards are instrumental in promoting professional development opportunities for teachers, though perceptions in this area were somewhat mixed. Furthermore, there was a consensus that school boards allocate school resources appropriately and promote collaboration among school staff. Interview data reinforced these findings, with school board members and heads of schools acknowledging the positive influence of school boards on various aspects of school management. The qualitative data highlighted the boards' proactive approach to disciplinary issues, fostering a collaborative staff environment, and adaptability to changing educational needs. The implication of these findings is that the effective involvement of school boards enhances the overall success and management of schools, ensuring that diverse educational needs are met and fostering a supportive and collaborative school environment.

Generally, it was concluded that school boards influence the management and administration of secondary schools in the Arusha district significantly. Their active participation in decision-making processes, adequate awareness of day-to-day operations and engagement with school administrators indicate their integral role in school governance. Moreover, their perceived effectiveness in addressing disciplinary issues, promoting professional development opportunities, and allocating resources underscores their impact on fostering positive school cultures and enhancing educational outcomes. This highlights the importance of robust school board involvement in ensuring effective governance, promoting collaboration among stakeholders, and ultimately contributing to the overall success of secondary schools in the district.

5.2 Recommendations

Based on the study conclusions, the following recommendations were made:

1. Policy makers should prioritize initiatives aimed at enhancing the participation of school boards in the management and administration of public secondary schools. This can be done through allocating adequate funding and developing supportive policies so as to strengthen the role of school boards in decision-making processes.
2. The government should allocate resources and develop policies that support the training and capacity-building of school board members. This can be done through implementing structured training programs and providing access to relevant educational resources so as to enhance the effectiveness of school board members.
3. School management, including heads of schools, should actively promote collaboration between school administrators and board members. This can be done through fostering a culture of transparency and inclusivity so as to ensure effective communication and decision-making processes.

References

- Amos, M. (2021). School Governing Board in the Management of Senior High Schools in Cape Coast, Ghana. *International Journal of Education and Research*, Vol. 10 No. 7, 73-84.
- Asiyai, A.A. (2022). Community Participation in the Management of Ghanaian Schools. *Journal of Interdisciplinary Studies in Education*, Vol.10, pp. 79-95.
- Bauld, A. (2023). *The School Board, Explained*. United States: News and World Report L.P.
- Baxter, J. (2020). *School Boards and Their Role in the Governance of Education*. London: Oxford University Press.
- Biondi, I. and Adjei, J. (2022). *The Contributory Impact of Governing Boards in Some Selected Senior High Schools in Ghana*. Ghana: University of Ghana.
- Cheriyian, P., Leonard, P., Menon C., and Prigozhina D. (2021). *Leadership Development in Secondary School Teachers in Rwanda: Evidence from A Census of Rwandan Secondary Schools*. Laterite, Rwanda and REAL Centre, University of Cambridge.

- Finefter-Rosenbluh, D. (2023). *School Boards Improving Student Outcomes, Teamwork and Synergy*. North Longview: Education Service Center.
- Geesa, R., Edwards, B., Johnson, T.P., Wolter, K.M., and Bates, N. (2022). *Hard-to-Survey Populations*. New York: Cambridge University Press.
- Gikwerere, H., Mugiraneza, F. and Mukamazimpaka, M., C (2022). The Role of School Executive Committee Activities on School Management in Public Secondary Schools in Rwanda. *Journal of Education*, 5(5), 12-26.
- Honingh, M., Marsh, J., and Daramola, E. J. (2023). Consistency and Change: Districts' Efforts to Engage Stakeholders Over Time. *Teachers College Record*, 125(3), 350-388.
- Ismaya, L., Leonard, P., Onwuegbuzie, A., Sabates, R. and Stoelinga, D. (2023). *School Leadership and School Quality in Secondary Education in Rwanda*. Laterite, Rwanda and REAL Centre, University of Cambridge.
- Janet, I.R., Koludrović, M., and Bubić, A. (2020). School Governance Models and School Boards: Educational and Administrative Aspects. In: Alfirević, N., Burušić, J., Pavičić, J., Relja, R. (eds) *School Effectiveness and Educational Management*. London: Palgrave Macmillan.
- Kadir, A.N.J. (2019). *Good Governance Issues in Education System and Management of Secondary Schools in Kwara State, Nigeria*. Ibadan: Spring Publications Ltd.
- Kim, T. (2020). *Revisiting the Go Visiting the Governance Narrative: The Dynamics of Developing National Educational Assessment Policy in South Korea*. University of Nebraska: Lincoln.
- Kartika, K., Thutulw, N. and Pelsler, A.M. (2022). *Creating A High-Performing School Management Team: Bringing Talent to The Table for Effective Service Delivery*. Switzerland, LA: Frontiers Media.
- Krasniqi, R. (2021). Principal's Role in Supporting Teacher Collaborative Learning. *Research in Educational Administration & Leadership*, 6(4), 903-941.
- Kujala, J., Sachs, S., Leinonen, H., Heikkinen, A., and Laude, D. (2022). Stakeholder Engagement: Past, Present, and Future. *Business & Society*, 61(5), 1136-1196.
- Kwek, D., Ho, J. and Wong, H.M. (2023). *Singapore's Educational Reforms Toward Holistic Outcomes (Un)Intended Consequences of Policy Layering*. Washington, D.C: Brookings.
- Liguluka, A.T. and Onyango, D.O. (2020). Effectiveness of Secondary School Boards in Managing Students' Discipline among Public Secondary Schools in Ulanga District, Morogoro Tanzania. *East African Journal of Education and Social Sciences*, Vol. 1, No.3, 184-190.
- Lalam, Y. (2023). *Learning to Serve: A Comparison of Appointed and Elected School Boards, School District Deconsolidation, and Their Effects on School*. Las Vegas: Brookings.
- Maeda, C. (2021). Empowerment and Effectiveness of School Boards in Managing Secondary Schools in Kilimanjaro, Tanzania. *East Africa Journal of Social and Applied Sciences*, Vol. 3(1), 2021.
- Macve, R. (2015). *A Conceptual Framework for Financial Accounting and Reporting. Vision, Tool or Threat?* New York: Taylor & Francis.
- Mashauri, B. (2022). *Effectiveness of School Boards in Promoting Quality Teaching and Learning in Ward Secondary Schools in Bunda District*. Mwanza: St. Augustine University of Tanzania.
- Mahenge, O., and Kaswamila, C. (2022). A Comparative Analysis on The Functioning of School Boards and Committees: Insights from Public Schools in Tanzania. *East Africa Journal of Social and Applied Sciences*, 3 (2), 2021.
- Mullen, K., Mrindoko, M. and McClure, K.S. (2020). *Selecting and Describing Your Research Instruments*. American Psychological Association.
- Mgimba, D. and Mwila, M (2022). *The Capacity of School Boards in Administration and Management of Schools in Tanzania. A Case of Public Secondary School in Same District*. Lagos: Afribary Ltd.

- Nelius, C.O. and Onyango, E.W. (2022). *School-Based Management Committees (SBMCs) and How to Study Them: A Methodological Review of a RISE Research Project*. Nigeria: RISE Insight Series.
- Onyango, T. (2021). Role of School Administration in Providing an Attractive and Safe School Environment to Students Under Vision 2030. *Propósitos y Representaciones*, 8, (3), p. 748.
- Pepugal, R.A. (2011). *Stakeholder Theory. Impact and Prospects*. Edward Elgar Publishing Limited.
- Root, R. (2023). Preparing school boards for sustainable leadership: How does your state's policy equip school board members? *Leadership and Policy in Schools*, <https://doi.org/10.1080/15700763.2023.2265449>
- Suleiman, E. and Otieno, K. O (2022). Influence of School Learning Environment on Quality Education in Public Secondary Schools in Arusha City Council, Tanzania. *Journal of Research Innovation and Implication in Education*, 6(4), 519 – 531.
- Uslu, P.S. (2022). *School Culture and Leadership*. Colombo, Sri Lanka: Asian Institute of Business and Technology.
- Yamen, T., Sato, S and Maruyama, M (2017). *Sample Size Formula*. Atkins: DOI:<https://doi.org/10.1016/j.ophtha.2017>