

## **Perceived relevance of school boards in school improvement and leadership effectiveness**

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**Masters of Arts (Education)**

**University of Dar es Salaam, School of Education 2004**

This study was aimed at investigating the perceived relevance of boards in school improvement and leadership effectiveness, with specific reference to Musoma Urban Secondary Schools. The study employed questionnaires, interviews and focus groups as a means of data collection. A pilot study was administered as a pre-test to descriptive designed questionnaires. The study revealed that; while Board services were perceived as part time commitment, most Board members were not educationalists by profession. This created distrust on many decisions reached on academic matters; hence a limiting factor to the effectiveness of School Boards. Underpayment of Board meeting sitting allowances was a threat to normal Board meeting attendances as an outcome; Board meetings never enjoyed a full quorum. Discrimination was evident in the process of decision-making or during implementation phase due to memos dispatched by Board members to school administrators; this tendency, changed arbitrarily most rules and decisions reached. Furthermore, Heads of schools had discretion of according School Boards the status of Advisory or Executive Boards; hence School Boards tend to lose direction when manipulated. Collaborative leadership skills and accountability process were not well established in schools. Finally, Board members know incredibly little of what takes place in schools they managed; hence decisions are normally taken without a clear understanding of the issues.