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RESEARCH ARTICLE

Influence of School Board Members in Curriculum Implementation Towards Teaching and Learning Process in Public Secondary Schools in Nyamagana District

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ABSTRACT

This study explored the influence of school board members on curriculum implementation and its impact on teaching and learning in public secondary schools within Nyamagana District. Using a mixed-methods approach with a convergent parallel design, the research was grounded in Management by Objectives (MBO) framework. The target population consisted of 1,278 secondary school teachers, 372 school board members, 31 school heads, and 31 schools in Nyamagana District. From this group, a sample of 100 teachers, 6 school board members, and 4 school heads was selected through simple random and purposive sampling techniques. Data were collected through questionnaires and interview guides, and quantitative data were analyzed using SPSS Version 22. Qualitative data were analyzed through interpretation and explanation of empirical literature. The findings revealed that school board members significantly influence the classroom environment and leadership in curriculum implementation. Their support in adopting educational goals, ensuring the availability of resources for both educators and students, and allowing flexibility in curriculum implementation enhances the educational process. Furthermore, school board members were found to play a key role in supervising teacher and student behavior, managing physical resources, and creating a supportive learning environment. Their involvement in these activities was found to positively impact on the quality of education by contributing to the effective implementation of the curriculum. Ultimately, the study highlights the critical role of school boards in shaping the overall educational experience and ensuring the success of curriculum delivery, which leads to improved teaching and learning outcomes in public secondary schools.

Keywords: School Board; curriculum development; teaching; learning; public secondary schools; curriculum implementation

INTRODUCTION

Education remains UNESCO's top priority as it is both a fundamental human right and the cornerstone of sustainable development and global peace. Teaching, recognized as a scientific process, is built on three primary pillars: content, communication, and feedback. The approach used in teaching has a significant impact on students' learning outcomes, with constant

opportunities for improvement, development, and modification (Rajagopalan, 2019). Learning, on the other hand, is the process of acquiring new knowledge, values, attitudes, behaviors, skills, and preferences. According to Munna and Kalam (2021), the teaching and learning process can be understood as the transformation of knowledge from teachers to students. This process involves the integration of various

elements, including the identification of learning objectives, the development of teaching resources, and the implementation of effective teaching and learning strategies. Furthermore, the World Bank (2022) highlights the economic benefits of education, noting that each additional year of education increases an individual's earnings by an average of 10%.

Investing in education in Africa is particularly vital in breaking the cycle of poverty and fostering long-term economic development. However, ensuring effective teaching, learning, and evaluation remains a global challenge. Governments worldwide are striving to provide quality education in alignment with Sustainable Development Goal 4. The Quality of Teaching Practices framework categorizes teaching into three key areas: Classroom Culture, Instruction, and Socio-emotional Skills. Within these areas, nine elements define twenty-nine specific teaching behaviors. The quality of teaching significantly affects students' academic access, retention, and performance, particularly in Africa. Bileti (2022) underscores that improving students' academic performance through appropriate teaching practices in secondary schools is central to learning interventions worldwide.

School boards play a crucial role in public education as key decision-makers responsible for overseeing policies, administration, and operations within school districts. In the United States, school board members are required to meet certain educational qualifications or possess relevant expertise before serving (Roberts & Sampson, 2021). In Canada, board members are selected based on their educational credentials and undergo specialized training and workshops before assuming office (Koop, 2019). Similarly, in England, Northern Ireland, and Wales, school governing bodies must include at least five members: two elected parent representatives, the head teacher, one elected staff governor, and one local authority (LA) governor. Additionally, the board appoints co-opted governors with the necessary skills and experience to fulfill governance functions effectively (Mbii et al., 2020).

In Tanzania, school boards are constitutionally established under Section 38(1) of the Education Act (25), 1978. As per this Act, school boards are responsible for the administration and management of public secondary schools, including development initiatives, problem-solving, financial management, and maintaining discipline. These boards play a crucial role in promoting and improving school infrastructure, collecting fees, maintaining school grounds, providing

classrooms and teachers' housing, and ensuring the availability of learning materials and furnishings.

This study focused on assessing the contribution of school board members in enhancing the teaching and learning process in public secondary schools within Nyamagana District. Specifically, the research examined how school board members influence curriculum implementation and its impact on teaching and learning outcomes in these institutions. By evaluating the effectiveness of school boards, the study aimed to provide insights into the role governance plays in fostering a supportive educational environment and improving overall academic performance.

LITERATURE REVIEW

Several studies have examined the effectiveness of school management boards and their influence on various aspects of education. Mbake (2019) investigated the extent to which School Management Boards (SMBs) fulfill their responsibilities as outlined in Decree No. 2001/041 of 19th February 2001. The findings indicated that respondents perceived SMBs as being largely effective in managing financial resources within schools. Specifically, SMBs in Public Secondary Grammar Schools demonstrated a greater capacity to handle financial resources efficiently rather than ineffectively. To enhance accountability, the study recommended that educational authorities conduct regular visits and monitor the activities of SMBs to ensure compliance with the decree's provisions.

Chepchirchir (2022) explored the influence of school boards on infrastructural development in public boarding secondary schools. The study found that board members played a key role in overseeing physical facilities, which contributed to a conducive learning environment and improved student performance. Furthermore, board members were required to visit institutions during project implementation to ensure proper oversight. The study also highlighted the role of the school budget committee in supervising infrastructural projects, cautioning that in the absence of such a committee, management could make unilateral decisions regarding school priorities and budget allocation.

In a related study, Adangabe et al. (2020) examined infrastructural maintenance practices in schools within the Builsa South District and their impact on education delivery. The findings revealed a widespread poor maintenance culture, exacerbated by a lack of funds to support infrastructure upkeep. Most of the financial

assistance for maintenance came from Parent-Teacher Associations. The study concluded that inadequate maintenance negatively affected education delivery in the district. To address this issue, recommendations were made for the district assembly to allocate funds for school maintenance and for Non-Governmental Organizations (NGOs) to provide additional support.

The role of community engagement in education was the focus of research conducted by Nnena et al. (2024), who examined the effectiveness of community-based management in improving education outcomes. The study found that involving community members in education-related projects led to higher student retention rates, improved academic performance, and enhanced school infrastructure. Key factors influencing these outcomes included better teacher training, active community participation, and efficient resource allocation. The findings suggested that community engagement creates a positive ripple effect on school environments and overall academic achievement.

Januari (2018) investigated the influence of school boards on students' academic performance in Catholic secondary schools within the Mbulu Diocese. The study found that board members with at least a secondary-level education possessed skills that positively impacted school activities, including planning, management, ethical considerations, fundraising, and infrastructure development, all of which contributed to an improved learning environment and student performance. The study also highlighted that the selection of board members followed transparent procedures set by the Ministry of Education and Vocational Training. Additionally, active board engagement in meetings allowed members to contribute ideas on ways to enhance school performance.

The training of school board members was the focus of a study by Chombo (2020) in the Zambezi region of Namibia. Using a qualitative research design, the study revealed that most school principals and School Board Members (SBMs) had not received formal training. Instead, they relied on self-learning by reading Part V of the Education Act, Act 16 of 2001, and a booklet titled *The Work of the School Board: A Booklet for School Boards in Namibia*. The study recommended that school board members and principals undergo mandatory training to equip them with the necessary knowledge and skills to fulfill their roles effectively. Additionally, it suggested the use of vernacular languages or interpreters in training programs to

accommodate non-bilingual parent SBMs.

Lastly, Harry (2021) assessed the managerial functions of the River State Senior Secondary Schools Board in ensuring quality education delivery. The study found that respondents generally agreed on the effectiveness of the board's managerial functions in enhancing education quality in public secondary schools. Based on these findings, the study recommended that the board should intensify its efforts in supervising and monitoring schools. Furthermore, it suggested that the Senior Secondary Schools Board, the State Ministry of Education, and Zonal Boards collaborate to develop comprehensive supervision, and inspection plans to improve education quality.

These studies collectively highlight the significant role of school management boards, infrastructure maintenance, community involvement, and managerial oversight in shaping the quality of education. They emphasize the need for strategic planning, adequate training, and stronger accountability mechanisms to enhance educational outcomes.

RESEARCH METHODOLOGY

The study employed to use mixed approach whereby convergent parallel design was used. The target group population was 1278 Secondary School teachers, 372 school board members, 31 heads of schools and 31 schools in Nyamagana District. The sample size was 100 teachers, 6 school board members and 4 heads of schools. Simple random sampling and purposive sampling were employed to get the participants. The questionnaire and interview guide were utilized to gather information. Content validity was used to assess the validity of the research instruments. Higher correlation coefficients indicate greater consistency or reliability of the questionnaire over time. Aim for a correlation coefficient of 0.70 or higher for satisfactory reliability. The researcher used SPSS Version 22 to analyze descriptive statistics. Qualitative data analysis involved an explanation of information obtained from empirical literature.

RESULTS AND DISCUSSIONS

This section presents, interprets and discusses information on the schools boards in implementation of curriculum. This was a research objective that aimed at examining influence of school board members in curriculum implementation towards teaching and learning process in public secondary schools. The researcher selected teachers from secondary schools

in order to participate in the study and used a questionnaire to get their responses. Then, the data were analysed, summarized and presented in Table 1.0.

Table 1. Response of Teachers on Influence of School Board Members in Curriculum Implementation.

Key: f=frequency, %=percentage, SD=Standard Deviation

Statement	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
School board members allow mobility	6	6.5	2	2.2	21	22.6	40	43.0	24	25.8	3.8	1.1
School board members decisions impact classroom environment	6	6.5	2	2.2	21	22.6	40	43.0	24	25.8	3.8	1.1
School board members enable to adopting goals	0	0	7	7.5	15	16.1	34	36.6	37	39.8	4.0	0.9
School board members engage and inform stakeholders	0	0	7	7.5	3	3.2	60	64.5	23	24.7	3.6	0.9
School board members ensure teachers and students have resources	0	0	7	7.5	3	3.2	60	64.5	23	24.7	4.1	0.8
School board members ensure annual progress	5	5.4	17	18.3	20	21.5	41	44.1	10	10.8	3.4	1.1
School board members lead decisions	7	7.5	5	5.4	22	23.7	38	40.9	21	22.6	3.7	1.1
School board members shared accountability	12	12.9	3	3.2	23	24.7	37	39.8	18	19.4	3.5	1.2
Grand Mean											3.7	1.0

Source: Field Survey (2024)

The results show that 8.7% of teachers responded to disagree on school board members allow broader mobility in their professional lives, 22.6% undecided, 68.8% of teachers agreed of curriculum implementation towards teaching and learning process in public secondary schools. The mean value score of responses is 3.8 and 1.1 is a standard deviation. The data indicates generally positive perceptions among teachers regarding curriculum implementation but highlights the need to address potential gaps in school board support and communication to ensure a more uniform and supportive professional environment for teachers. The mean value of 3.8 indicates that on average, teachers had a somewhat positive or favorable view on the aspect being measured. The standard deviation of 1.1 suggests there is agreement among teachers on school board members allow broader mobility in their professional lives.

The findings are supported by the study done by Chepchirchir (2022) concluded that they participated in

checking the physical facilities in the schools that contributed to a good study environment for students, thus improving their performance. This implies that when school board members are actively involved in addressing specific aspects of the learning environment, teachers may have a more positive perception of their contribution. Management by Objectives (MBO) is a management theory that emphasizes establishing goals that align with the organization's objectives in secondary schools.

The results indicate that 8.7% of teachers disagreed on school board members decisions impact the classroom environment through curricular determinations, 22.6% undecided whereas 43.0% and 68.8% agreed on curriculum implementation towards teaching and learning process in public secondary schools. The mean value score is 3.8 and 1.1 is a standard deviation. A majority of teachers felt that the curriculum implementation in their schools was effective and supportive of the teaching and learning process. A

standard deviation of 11 indicates that the responses from teachers is high. This implies that there is a lack of agreement among the teachers. This is due to factors like differences in experiences, backgrounds, or personal biases and differences in environments in which the teachers work.

Chepchirchir (2022) concluded that the board members of the secondary school are required to visit the institution during project implementation. This implies a focus on providing direct accountability for the execution of initiatives and improvements. By physically visiting the schools, board members can better assess the progress, challenges, and impact of the projects they have approved or supported. This hands-on approach to monitoring project implementation indicates a commitment from the school board to ensure that their decisions and investments are being realized effectively at the school level. Management by Objectives (MBO) is a management theory that emphasizes empowering employees to participate in setting their own goals as far as project implementation is concerned.

The results in Table 4.3 show that 7.5% of teachers disagreed on school board members enabled to adopting goals and priorities, 16.1% of teachers undecided, 76.4 % of teachers agreed, 4.0 is mean value score and 0.9 is a standard deviation of the responses from the participants on curriculum implementation towards teaching and learning process in public secondary schools. This majority agreement implies that most teachers perceive the school board as being effective in setting appropriate goals and priorities. The combination of a high mean and a low standard deviation indicates that the data is relatively reliable and consistent. With a standard deviation of 0.9, there is a high level of agreement among the teachers. These findings are related to the study done by Mgalula (2019) revealed that the School Boards were important in the schools. The school boards had a direct impact on the deliverance of quality education in their respective schools. Management by Objectives (MBO) is a management theory that emphasizes employee rewards and recognition to achievement of goals in promoting school board members performance.

The results in Table 4.3 show that 7.5% of teachers responded to disagree on school board members engage and inform stakeholders regarding student needs, 3.2% undecided, 89.2% of teachers agreed, 3.6 is a mean score value and 0.9 is a standard deviation of the responses on curriculum implementation towards

teaching and learning process in public secondary schools. This indicates a very positive perception among teachers regarding the school board's efforts to communicate and collaborate with stakeholders on issues related to student needs. A standard deviation of 0.9% is low, especially when the mean score is 3.6. This implies that the responses from the teachers are closely around the mean, indicating a high level of agreement in their perceptions.

These findings are similar with the study conducted by Ramasimu (2023) which revealed that principals involve some stakeholders in school activities, including SGBs, teachers, students, and parents. The study, however, found that principals are not engaging with stakeholders such as civic groups, businesspeople, non-governmental organizations, and alumnae. If principals want to reap the benefits of stakeholder engagement. Livala et al (2023) recommended that the school manager should create an understanding environment between various stakeholders in the school system where they can freely access the school for effective communication and cordial relationship among themselves. MBO encourages participation from stakeholders, including parents, teachers, administrators, and the broader community, when setting objectives in order to improve education provision.

The results in Table 4.3 show that 7.5% of the teachers disagreed with school board members ensure teachers and students have the resources they need, 3.2% of teachers undecided and 89.2% of teachers agreed, the mean value score is 4.1 and standard deviation is 0.8 of participants responses on curriculum implementation towards teaching and learning process in public secondary schools. This indicates a positive perception among teachers regarding the school board's efforts to provide necessary resources for teaching and learning. The high level of agreement suggests that the school board is viewed as being effective. The mean score of 4.1 indicates that, on average, the participants have a highly positive perception or evaluation of the curriculum implementation towards the teaching and learning process. This implies that the majority of participants hold a very favorable view or opinion on the effectiveness and quality of the curriculum implementation in public secondary schools.

Chepchirchir (2022) affirmed that the school budget committee oversees the construction of infrastructural projects. In the absence of a committee the management may make unilateral decisions on the

priorities of the school and how it is being spent. This implies that the absence of a budget committee, the school management may make unilateral decisions on priorities and spending. The budget committee helps provide a more balanced and representative perspective, preventing the school management from potentially prioritizing their own agenda over the actual needs of teachers, students, and other stakeholders. With stakeholder participation, MBO argued that the school board and district leadership can set objectives that are directly focused on improving outcomes for students.

The results show that 23.7% of teachers disagreed on school board members to ensure that annual progress is being made, 21.5% of teachers are undecided, 51.9% of teachers agreed, 3.4 is a mean value score and 1.1 a standard is deviation of the responses on curriculum implementation towards teaching and learning process in public secondary schools. This indicates that a majority of teachers felt that the school board members were ensuring annual progress, while a significant minority disagreed with this. The mean value of 3.4 indicates that on average, the responses from public secondary school teachers tend to be slightly above the midpoint of the scale used to measure curriculum implementation and standard deviation suggest that teachers perceive the curriculum implementation in public secondary schools to be moderately effective in supporting the teaching and learning process.

These are supported by the study done by Maeda (2021) revealed that school boards have been provided with the opportunity to manage school affairs and so far, they have helped the schools to excel in managing student discipline and community mobilization in improving school infrastructure and argued that review of school boards powers is needed to ensure the use of decentralized framework to influence matters at school level as well as there is a need to improve skills and capacities of Board members to achieve higher effectiveness. Applying MBO principles in an educational context has the potential to keep student needs at the forefront and empower stakeholders to collaboratively shape the goals and strategies.

The results in Table 4.3 indicate that 12.9% of teachers disagreed on school board members lead decisions about instructional materials, 23.7% teachers undecided, 63.5% of teachers agreed on curriculum implementation towards teaching and learning process in public secondary schools whereas 3.7 is a mean value score and 1.1 is a standard deviation of the

participants' responses. The majority of teachers agree that curriculum implementation is effective in supporting the teaching and learning process in public secondary schools. A standard deviation indicates that the participants are satisfied or have a favorable view of the variable being measured.

In contrast to the findings, Adangabe et al (2020) showed that, generally, there was poor maintenance culture of educational infrastructure in schools coupled with lack of funds to accomplish same. It was also revealed that a major chunk of the support for maintenance work in schools was received from the Parent Teacher Association. The findings imply that the lack of adequate funds to properly maintain school infrastructure points to a resource constraint that is hampering the ability of schools to keep their facilities in good condition. Management by Objective theory gives teachers, principals, and other school staff more autonomy to make decisions that help reach the established student-focused objectives.

The results show that 16.1% of teachers disagreed on school board members shared accountability, 24.7% of teachers undecided while 59.2% of teachers agreed, the value of mean score is 3.5 and 1.2 is a standard deviation of teachers responses on curriculum implementation towards teaching and learning process in public secondary schools. The majority of teachers (59.2%) agree that school board members have shared accountability. This suggests that most teachers believe the school board members are taking responsibility and being held accountable for their decisions and actions. A standard deviation suggests that there may be some differences in perceptions and experiences among individual teachers or subgroups of teachers.

The findings are in agreement with the study conducted by Nnunduma and Kopoka (2022) revealed that education actors were accountable in their roles. However, the heads of schools and school management teams were not accountable for involvement of parents in school management; some heads of schools were burdens to schools since they did not have managerial skills, experience and knowledge. Hence, heads of schools have to be trained after being appointed so as to impart them with managerial knowledge and skills so as to regulate their performance and eventually their accountability.

By empowering teachers and staff to work towards their objectives, MBO can promote more distributed leadership in schools. Adangabe et al (2020) recommended among others that the District assembly

should allocate part of its funds for maintenance work in schools; get Non-Governmental Organizations on board to help in maintaining educational infrastructure. The findings suggest the potential for a more integrated, collaborative, and sustainable approach to educational infrastructure maintenance, involving both government and non-governmental entities. MBO emphasizes involving stakeholders, including teachers, administrators, parents, and the community, in the process of setting objectives in enhancing education performance in the country.

The researcher, however, conducted an interview guide with heads of schools and schools board members in order to get their views on the Influence of school board members in curriculum implementation towards teaching and learning process in public secondary schools. The different responses were collected, summarized and presented followed by the questions asked. First, the researcher wanted the participants to show ways curriculum implementation enhance teaching and learning process in your school. The respondents had the following responses: -

“To meet the needs and learning process of secondary school students, there is differentiated instruction and personalized learning strategies are used in effective curriculum implementation such as peer teaching, collaborative learning and learning contracts, these strategies are employed to engage students actively, cater to individual learning needs, and ensure more effective curriculum implementation through both group and personalized learning experiences”.
(School Board Member B, July 2024)

This implies that teachers employ different teaching and learning methods in order to enhance the provision of education in the schools. Also, students that are more engaged in the learning process do better academically because they are more involved and enthusiastic about it. In order to succeed in the future and in lifelong learning, students can explore their interests, pursue personalized learning objectives, and develop a growth mindset. These are accepted by the study conducted by Sukor et al (2021) showed significant positive relationship between overall students' engagements with academic performance. Two components of students' engagement, i.e., emotional engagement and cognitive engagement, both showed positive relationship to academic performance

“The practices of regular curriculum review

and evaluation in the teaching and learning process have an impact on the identification of areas for improvement and their implementation in the classroom and schools ensure that teaching and learning are continuously evolving to meet the needs of students, society, and future workforce demands.” (School Board Member A, July 2024)

This implies that in order to enhance provision of quality education, a review of curriculum and evaluation is crucial that facilitate effective teaching and learning process in the classroom. Secondary school admissions schools can provide their teachers with the knowledge, abilities, and resources they need to successfully implement the curriculum and improve the teaching and learning process by addressing the areas that have been identified for improvement.

Another question asked by the researcher stated that “What are the school board members in implementation teaching and learning process in your school? The participants had the following responses to argue: -

“Members of school boards participate in the formulation and approval of national education policies pertaining to curriculum, instructional strategies, evaluation, and professional growth because they play a critical role in interpreting, implementing, and providing feedback on these policies, ensuring that they are effective at the local level.” (School Board Member D, July 2024)

This implies there is an active participation of schools boards in ensuring students get education in the schools. School board members can guarantee that national policies are in line with the particular needs and priorities by participating in their development. Their participation in the creation of policies allows them to offer insightful opinions and useful considerations that can improve teaching and learning process.

“Members of the school board facilitate communication to inform the teaching and learning process by acting as a liaison between the school and the larger community this ensure that the needs, concerns, and expectations of the community are conveyed to the school, while also communicating the goals, initiatives, and challenges of the school back to the community.” (School Board Member D, July 2024)

This implies that there is a good channel of information

among educational stakeholders who ensure there is good teaching and learning process in the schools. School board members encourage a cooperative decision-making process that includes the community and the school by encouraging communication and transparency. In the end, this collaboration can improve teaching and learning by resulting in more inclusive and well-informed decisions that are in line with the needs and values of the local community.

“In order to match the teaching and learning process with the educational strategic goals and priorities, board members collaborate closely with school administrations, clarify strategic goals, curriculum alignment, professional development, data-driven instruction, feedback and continuous, resources allocation and monitoring and evaluation” (School Board Member D, July 2024)

This implies that schools board members are well knowledgeable in their roles to support provision of education to the children for the development of present and future generations. The board and administration's close cooperation can promote an environment of open communication and accountability wherein both sides cooperate to overcome obstacles, celebrate victories, and advance the group as a whole. Increased public confidence and involvement with the district's educational programs can result from this transparency.

CONCLUSION

The classroom environment and leadership in curriculum implementation are significantly influenced by the involvement of school board members. Their support in setting clear educational goals, ensuring the availability of resources for both educators and students, and allowing flexibility in curriculum implementation enhances the overall effectiveness of the teaching and learning process. Additionally, school board members play a vital role in supervising teacher and student behavior, managing physical resources, and fostering a supportive learning environment. Beyond these responsibilities, they contribute to maintaining order within the school community, improving accountability in the educational system, and ensuring that all stakeholders—teachers and students alike—fulfill their respective roles and responsibilities. To further improve curriculum implementation and teaching outcomes, it is recommended to foster collaboration between school board members,

teachers, administrators, and the community. Establishing clear, measurable, and attainable objectives for student learning and instructional effectiveness will help create a cohesive educational environment. Furthermore, providing teachers and school administrators with the flexibility to adapt the curriculum and instructional strategies to accommodate students' unique needs and learning preferences will enhance the effectiveness of the education system. This inclusive approach ensures that the interests of all stakeholders are considered in the decision-making process, ultimately improving the overall quality of education in public secondary schools.

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