Extent of Infrastructure Management by School Committees in Facilitating Implementation of School Development Plans in Korogwe District -Tanzania

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Abstract

The study investigated the extent of infrastructure management by school committees in facilitating implementation of school development plans in Korogwe district -Tanzania. The study employed convergent research design under mixed research methods and guided by Decentralization Theory (DT) by Rondinelli (1981). Target population was 1309 individuals involving 1184 school committee (SC) members, 148 head teachers, 1 District Educational Officer (DEO) from 148 public primary schools found in Korogwe district council (BEST, 2024/25). The 10% criteria proposed by Cohen et al. (2018) was used to sample 16 primary schools, where the sample size was 109 respondents, constituting 92 SC members, 16 head teachers, and 1 DEO. Total Population Purposive sampling was used for DPEO, criterion purposive sampling was utilized for head teachers and stratified random sampling was employed to sample the School Committee members. The study collected data through questionnaires for School Committee members and interview guides for Head teachers and DEO; observation guide. Data collection instruments were validated by three experts from Mwenge Catholic University specializing in planning and administration. Pilot testing was conducted in two public primary schools which are not in the sample. Reliability of quantitative data collection instruments was ensured using Cronbach Alpha yielding coefficients of .754 for School Committee members while trustworthiness of qualitative data collection instruments was ensured through credibility, authenticity, transferability, dependability, confirmability. Quantitative data were analyzed using descriptive statistics including mean scores, SDs with the assistance of the SPSS version 27. Qualitative data was analysed thematically. Ethical consideration which involves getting research clearance, informed consent form, plagiarism check and keeping confidentiality was considered. The researcher found that to a moderate extent Infrastructure Management done by School Committees Influences the Implementation of School Development Plans in Korogwe District, Tanga. The researcher concludes that infrastructure management by school committee contributes to SDP implementation through needs prioritization, construction supervision, resource utilization, and progress monitoring, although inadequate funding and unexpected costs limits implementation. The researcher recommends that School Management Committees should be strengthening projects monitoring and supervision, with timely funding and technical support from Local Government Authorities and greater community participation in project monitoring.

Keywords: Infrastructure, School Committee, Infrastructure Management, Development Plans

1. Introduction

Education is globally recognized as a key driver of sustainable development and socio-economic transformation, with School Development Plans (SDPs) serving as strategic tools for improving educational quality, resource management, and institutional performance (UNESCO, 2023). The successful implementation of SDPs depends on strong education based largely on effective infrastructure management by School Committees, which are responsible for planning, maintaining, and monitoring school facilities while promoting accountability and community participation. Adequate and well-managed school infrastructure enhances teaching and learning conditions and supports the achievement of school development objectives (World Bank, 2024).

Evidence from (OECD, 2023) indicates that effective infrastructure management by school governing bodies is fundamental to the successful implementation of School Development Plans (SDPs). Across OECD countries including Australia and Estonia, their strategic planning, maintenance, and investment in school infrastructure have strengthened the implementation of school improvement priorities by enhancing the efficient use of resources and providing conducive learning environment. Similarly, findings from the OECD's PISA 2022 report show that education systems such as the United Kingdom, the United States, and the Netherlands grant schools and governing boards greater responsibility over resource management, enabling them to align infrastructure investments with school development priorities (OECD, 2023). However, evidence from few of low- and middle-income countries suggests that inadequate funding, weak maintenance systems, and limited technical capacity of school committees continue to constrain infrastructure management, thereby reducing the effective implementation of School Development Plans.

Across Africa, national education reforms have increasingly positioned School Management Committees (SMCs) as key actors in translating School Development Plans (SDPs) into practice through infrastructure planning, resource oversight, and school improvement monitoring. In Ghana, the Education Strategic Plan (ESP) 2018–2030 and the Capitation Grant Policy promote community participation in school planning and the management of resources for priority needs, including infrastructure improvement (Ministry of Education Ghana, 2018). Nigeria’s Universal Basic Education (UBE) Programme and School-Based Management Committee (SBMC) framework strengthen community involvement in school infrastructure development and

accountability (Universal Basic Education Commission [UBEC], 2021). Ethiopia's Education Sector Development Programme VI (ESDP VI) emphasizes school-level planning and community participation in improving educational facilities and learning environments (Ministry of Education Ethiopia, 2021). Similarly, Uganda's Education Sector Strategic Plan 2022/23–2029/30 reinforces the role of school governance structures, including SMCs, in planning, supervision, and maintenance of school facilities (Ministry of Education and Sports Uganda, 2022). These national initiatives demonstrate that SMCs contribute to SDP implementation by connecting infrastructure priorities with local decision-making processes; however, their effectiveness remains questionable.

In Tanzania, the roles and establishment of the committees have been reviewed through various government circulars in order to make them contribute enough to the school development plans. Section 39(1) of the Education Act No. 25 of 1978, as amended by the Education (Amendment) Act No. 10 of 1995, requires the establishment of a school committee for every pre-primary and primary school, responsible for the management and maintenance of the school (URT, 1995). The Education circular No. 1 of 2018 states roles and responsibilities of the school committees which include strategic planning, staff supervision and development, translating national education policies into school-level practices, monitoring and evaluation; budgeting and financial oversight, resource mobilization, infrastructure and facilities management, and learner support and welfare (URT, 2023). Specific initiatives such as the Primary Education Development Programme (PEDP I & II) encouraged local ownership of school plans by extending decision-making powers to SMCs however, problems associated with SMCs overlapping responsibilities, lack adequate capacity-building support, community engagement and struggle with limited autonomy over financial resources need to be addressed (Lugangila, 2024)

Infrastructure and facilities management focuses on maintaining and developing school buildings and learning environments to ensure they are safe and conducive to learning (Nchimbi & Amos, 2024). Lastly, ensuring that parents and other community members participate fully in the development of the school; learner support and welfare which includes programs that address students' physical, emotional, and social needs to foster a supportive learning environment. Thus, despite the integration of SDPs within decentralization reforms, a significant concern

around whether Tanzanian SCs possess the institutional capability towards infrastructure managements deemed for conduction of this study

Among the roles of School Management Committees (SMCs) outlined in Education Circular No. 1 of 2018, this study focuses on infrastructure and facilities management because of its direct contribution to School Development Plan (SDP) implementation. This function involves the planning, maintenance, and development of school facilities to create safe and supportive learning environments (Masanyiwa et al., 2023). In rural settings where resources are limited, effective infrastructure management is critical for translating SDP priorities into actual school improvements. However, the Controller and Auditor General (CAG) report (2022/2023) identified weaknesses in SMC oversight, financial management, and planning capacity, which contributed to delayed, underutilized, or diverted funds and incomplete projects, including classrooms and sanitation facilities in Korogwe District Council (URT, 2021). Effective School Committee involvement in infrastructure management enhances accountability, proper maintenance of facilities, and supports the achievement of school development goals.

Reports indicate that education funds allocated for infrastructure projects were delayed, underutilized, or poorly managed, resulting in incomplete classroom construction, sanitation facilities, and other school improvement projects despite the availability of resources reported by the National Audit Office of Tanzania (URT, 2021). Evaluations by the President's Office–Regional Administration and Local Government (URT, 2022b) further revealed weaknesses in planning and budgeting, which limited the alignment of SDP priorities with available resources and affected the timely execution of infrastructure interventions. Korogwe District Council was selected due to persistent challenges in infrastructure management that have affected the implementation of School Development Plans (SDPs). The National Audit Office of Tanzania report identified Korogwe among councils with significant infrastructure backlogs, characterized by delayed classroom construction and partially completed projects. Similarly, the Education Sector Performance Report (URT, 2022) highlighted delays in the completion of sanitation facilities and school furniture provision. These challenges demonstrate the need to examine the extent to which School Committees manage infrastructure towards implementation of school development plans in Korogwe District council in Tanga region.

2. Statement of the Problem

Ineffective management of school infrastructure priorities within School Development Plans (SDPs) remains a significant challenge in public primary schools in Tanzania. Despite government efforts to involve School Committees (SCs) in school development planning, project identification, budgeting, and monitoring, their participation in some activities remains limited (Masanyiwa et al., 2023). Communities, parents and development partners continue to question the capacity of school committees to effectively perform their development responsibilities (Francis, 2024). Persistent challenges in the management of school development projects, including institutional weaknesses affecting committee effectiveness, have also been reported in Tanzania (Lugangila, 2024). These weaknesses lead to delays in project implementation, ineffective supervision, and inefficient management of school infrastructure resources. Studies by Masanyiwa et al. (2023) and Nchimbi and Amos (2024) indicate that school-level committees contribute to project identification, planning, monitoring, and infrastructure development. Yet, limited committee capacity, inadequate resources, and weak institutional support, together with insufficient evidence on the extent to which infrastructure management by school committees contributes to the implementation of SDPs, remain key gaps. Therefore, this study investigated the extent to which infrastructure management by school committees contribute to implementation of school development plans in Korogwe district -Tanga.

3. Research Questions

The following question guided this study;

To what extent do infrastructure management by school management committees contribute to the implementation of the school development plan in Korogwe district council, Tanzania?

4. Significance of the Study

The study findings are significant to various stakeholders, including School Committees (SCs), teachers, students, policymakers, and researchers. It provided empirical evidence on how SCs' infrastructure management functions, including infrastructure planning, resource allocation, project monitoring, maintenance, and accountability, contribute to the effective implementation of School Development Plans (SDPs). By examining how SCs manage school facilities and

translate infrastructure priorities into practical improvements, the study would strengthen their capacity to inform educational leadership and planning literature by providing evidence on the role of SMCs in managing school infrastructure and supporting SDP implementation in Tanzania. The study would also extend the application of Decentralization Theory in educational management by demonstrating how infrastructure management functions interact with other school-level processes to influence SDP outcomes, particularly in resource-constrained contexts such as Tanga Region. Furthermore, the findings would provide insights for implementing the Education and Training Policy (ETP) of 2014 (Edition 2023), which emphasizes decentralized planning, stakeholder participation, and institutional accountability. By assessing SCs' contribution to infrastructure management, the study will support efforts to improve policy implementation and enhance school infrastructure development in Korogwe District Council and beyond.

5. Theoretical Framework

This study is guided by Decentralization Theory (DT), which originated in public administration and development economics through the contributions of Rondinelli (1981). The theory explains how transferring administrative, financial, and decision-making authority from central governments to local structures can improve the efficiency, responsiveness, and effectiveness of public service delivery. In the context of school infrastructure management, DT suggests that local actors are better positioned to identify infrastructure needs, prioritize facility improvements, manage available resources, and implement development initiatives that reflect local conditions (Mgaiwa & Poncian, 2022). Decentralization has become an important framework for understanding education reforms, particularly school-based management systems where School Management Committees (SMCs) are empowered to participate in planning, budgeting, infrastructure development, monitoring, and maintenance of school facilities (Matete**,** 2022)**.** This makes Decentralization Theory relevant for examining how SMCs contribute to infrastructure management and the implementation of School Development Plans (SDPs) in public primary schools in Korogwe District Council.

Decentralization Theory assumes that transferring decision-making authority closer to service-delivery points can enable local actors to respond to local needs and improve the

relevance of development interventions. In education, decentralization gives schools and governing structures greater responsibility for resource allocation and school management, although its effectiveness depends on appropriate accountability and quality-assurance mechanisms (OECD, 2023). In Tanzania, this perspective is relevant because School Management Committees (SMCs) participate in identifying, planning, and monitoring school development projects, although their involvement may vary across activities such as budgeting and project oversight (Masanyiwa et al., 2023). Thus, the theory provides a basis for understanding how SMC involvement in identifying infrastructure priorities, planning projects, mobilizing resources, and monitoring implementation may influence the implementation of SDPs.

Decentralization Theory it emphasis on local decision-making and responsiveness to context. UNESCO (2024) notes that local education leaders are more likely to contribute to improved outcomes when they possess sufficient authority and capacity to design and implement decisions, while also emphasizing the importance of resources, clear responsibilities, and accountability. This perspective is relevant to school infrastructure because local committees are closer to school communities and can identify priorities such as classroom construction, repairs, sanitation, and maintenance. Evidence from Tanzania indicates that school committees participate in school project identification and planning, while school-level building committees also contribute to infrastructure development (Masanyiwa et al., 2023; Nchimbi & Amos, 2024). Therefore, the theory provides a useful framework for examining how SMC participation and decision-making relate to infrastructure-related implementation of SDPs.

Furthermore, Decentralization Theory emphasizes that local autonomy must be accompanied by accountability, capacity, and clear responsibilities. OECD (2023) reports that greater school autonomy is more effective when supported by quality-assurance mechanisms, while UNESCO (2024) similarly emphasizes clear decision-making authority, adequate resources, capacity development, and accountability. This is particularly relevant to SMCs because their ability to manage infrastructure depends not only on the authority assigned to them but also on their capacity to plan, supervise, monitor resources, and maintain facilities. Evidence from Tanzania shows that inadequate knowledge, limited resources, and institutional support can constrain committee engagement in school development activities (Francis, 2024). Therefore,

Decentralization Theory is suitable for examining how the authority, participation, capacity, and accountability of SMCs may influence infrastructure management and the implementation of SDPs in public primary schools in Korogwe District.

6. Review of Empirical Studies

Infrastructure management is a key function of School Committees in ensuring the successful implementation of School Development Plans. This involves overseeing the construction, maintenance, and optimal use of school facilities to support teaching and learning. The extent to which School Committee's effectively manage infrastructure directly affects the quality of the school environment, the execution of development projects, and the overall achievement of planned goals in public primary schools.

Agbi et al. (2024) examined school management committees' knowledge and involvement in school performance improvement plans in South Tongu District, Ghana, using a survey of 298 committee chairpersons and members. The study found that committee members had limited knowledge and low involvement in the preparation and implementation of school improvement plans, which constrained their contribution to quality teaching and learning. The authors recommended greater access to data, technical assistance, financial resources, and capacity-building opportunities for committee members. While the study provides useful evidence on the importance of committee capacity in school improvement, its focus was on members' knowledge and participation in improvement planning rather than on the actual management of school development activities. In addition, the study was conducted in Ghana, where institutional arrangements for school management committees may differ from those in Tanzania. Therefore, the current study extended this evidence by examining how school committees contribute to the management of school development activities in primary schools in Korogwe District, Tanga.

Maiyuria et al. (2024) examined the influence of teachers' preparedness, physical infrastructure, and instructional materials on competency-based curriculum implementation in public and private primary schools in South Kinangop Sub-County, Kenya. Using a descriptive survey design, the study involved 508 respondents and examined the availability and adequacy of resources alongside teacher preparedness. The findings demonstrated that resource availability, particularly physical infrastructure and instructional materials, influenced the

implementation of the competency-based curriculum, with differences observed between public and private schools. While the study demonstrates the importance of adequate school resources for effective curriculum implementation, it does not examine how school-level management structures identify, mobilize, allocate, and oversee such resources. Therefore, the current study addressed this gap by examining the management contribution of school committees to school development activities particularly teaching and learning in primary schools in Korogwe District, Tanga.

Anania (2025) examined the influence of policy and political discourses on community participation in the development of Ward-Based Secondary Schools in Tanzania, using a multiple-case study approach involving four schools and 36 participants. Data were collected through interviews, observation, and documentary review and analysed thematically. The findings showed that policy and political discourses both enabled and constrained community participation in school development, particularly through the provision of infrastructure and facilities. While the study provides valuable insights into how the broader policy and political environment shapes community involvement in school development, its emphasis was on external influences rather than the actual roles and practices of school committees in managing development activities at school level. The current study therefore examined the effectiveness of the role of school committees in managing school development activities including infrastructure in public primary schools in Korogwe District, Tanga.

Francis (2024) investigated factors limiting school committee engagement in primary school development plans in Simanjiro District, Manyara Region, Tanzania, using a mixed-methods approach and descriptive survey design. The study involved 146 respondents, including head teachers, teachers, education officers, school committee members, and chairpersons, selected through stratified random and purposive sampling. Data were collected through questionnaires, semi-structured interviews, and focus group discussions. Findings showed that committees participated in planning and budgeting, mobilizing community contributions, supervising school funds, and monitoring development plans, but their engagement was constrained by inadequate knowledge, limited financial and material support, multiple responsibilities, and weak interaction with school administration. While the study provides useful evidence on school committee participation, it focused on factors limiting engagement rather than comprehensively examining

how committee practices influence the management of school development activities. Therefore, the current study addressed these gaps by examining the contribution of school committees to managing school development activities, particularly financial transparency, resource oversight, and development planning in Korogwe district-Tanga.

Masanyiwa et al. (2023) examined the participation of school committees in monitoring primary school projects in Nyang'hwale District, Geita Region, Tanzania. The study purposively selected 17 primary schools and 136 school committee members and key informants. Data were collected using structured questionnaires, key informant interviews, and documentary review and analysed through descriptive statistics, chi-square tests, and binary logistic regression. The findings indicated that most committee members participated in project identification and planning, but their involvement was lower in budgeting. Participation was influenced by members' perceived ability to speak up during meetings, willingness to participate, and sources of information. While the study provides important evidence that the quality of school committee participation is shaped by members' voice, motivation, and access to information, its emphasis on participation in project monitoring leaves limited understanding of what committee participation contributes to the broader management of school development activities, particularly financial transparency and resource oversight. In addition, the study examined participation primarily from the perspective of committee involvement in projects rather than examining the management functions performed by committees across different stages of school development activities. Therefore, the current study addressed this gap by examining how school committees contribute to the management of school development activities, particularly financial transparency, resource oversight, and development planning in Korogwe District, Tanga.

In general, the reviewed literature reveals several methodological, contextual, and knowledge gaps. Methodologically, the reviewed studies employ diverse approaches, including survey, mixed-methods, case study, and quantitative designs, but few clearly integrate quantitative and qualitative evidence to establish both the extent and contextual explanations of school committees' contribution to school development activities (Francis, 2024; Masanyiwa et al., 2023; Anania, 2025; Agbi et al., 2024; Maiyuria et al., 2024). Contextually, some of the available evidence is drawn from Ghana a country with different educational setting, making it necessary for conduction of similar study in public primary schools in Tanzania, (Agbi et al.,

2024). From a knowledge-gap perspective, existing studies examine school committee engagement in development planning, project monitoring, policy influences, improvement planning, and the availability of infrastructure and instructional resources separately (Francis, 2024; Masanyiwa et al., 2023; Anania, 2025; Agbi et al., 2024; Maiyuria et al., 2024). However, these findings remain fragmented and do not sufficiently explain the extent to which infrastructure management by school committees contributes to the implementation of school development plans. Therefore, the current study employed a mixed-methods approach to investigate the extent to which infrastructure management by school committees contributes to the implementation of school development plans in Korogwe District, Tanga.

7. Methodology

The study employed a convergent design under mixed-methods approach (Cresswell & Cresswell, 2023). Target population was 1309 individuals involving 1184 School Committee members, 148 head teachers and 1 District Educational Officer (DEO) from 148 public primary schools found in Korogwe district council Best Educational Statistics of Tanzania [BEST] 2022/23 (URT 2021). The 10% criteria derived from10% -30% authority proposed by Cohen et al. (2018) was used to sample 16 (10%) of 158 public primary schools. Both probability and non-probability sampling techniques were utilized to obtain a sample size of 109 respondents. This constituted 88 School Committee members who were selected using stratified random sampling, 1 DEO was obtained through total population sampling and criterion purposive sampling was used for 16 head teachers. Validity of research instruments was ensured by two research experts from the Faculty of Education specializing in planning and administration at Mwenge Catholic University.

Data were collected through questionnaire, interview guides, and observation guide. The pilot study was conducted in two public primary schools involving 10 respondents including 8 SC members and 2 head teachers. The public primary schools and participants used in the pilot were excluded in actual research. The researcher used the results obtained from pilot testing to ascertain the internal consistency of the items and reliability of questionnaire computed in SPSS software version 27 yielded Cronbach Alpha' coefficients of .754 for school committee members. Data collection activity started after obtaining research clearance from Vice Chancellor office at Mwenge Catholic University (MWECAU). The MWECAU's VC office

issued research clearances to District Executive Director (DED) in Korogwe. The DED channelled the permit to District Educational officer (DEO) who was consented and interviewed, also DEO issued access to head teachers for questionnaire administration and school committee members for interview conduction. Data collection process was carried out between May 2026.

Trustworthiness of qualitative data instruments was ensured through credibility addressed by triangulation. Then, authenticity was supported through audio recording and note-taking to capture diverse perspectives of participants from the field. Transferability was enhanced by providing rich contextual descriptions to ensure applicability of the findings to similar settings, while dependability was maintained through a detailed methodological and analytical decisions. Confirmability was achieved through reflexivity and transparent documentation to ensure objectivity. Quantitative data were analyzed using descriptive statistics. Qualitative data were analysed through thematic to identify convergent or divergent themes in relation to quantitative findings. Ethical considerations included obtaining data collection permits before actual activity, obtaining informed consent, keeping anonymity and confidentiality during data collection and presentation processes, and acknowledging all sources throughout research writing process.

8. Results and Discussions

The study investigated the extent to which infrastructure management by school committees contribute to implementation of school development plans in Korogwe district -Tanga. Quantitative data for school committee members were collected using a five-point extent scale (1 = Very Small; 2=Small Extent; 3= Moderate Extent; 4=Great Extent and 5 = Very Great). Data presentation relied on mean scores, frequencies, and percentages. It was essential to breakdown cells for clarity of reporting where the categories for “Very Great Extent’’ and ‘’Great Extent’’ were merged into ‘’Great Extent’’; as have the ‘’Very Small Extent’’ and Small Extent’’ categories into ‘’Small Extent’’. Adapting Boone and Boone (2012) mean scores were interpreted as between 1.00–1.79 indicated a very small extent, 1.80-2.59 a small extent, 2.60-3.39 moderate extent, 3.40-4.19 great extent and 4.20–5.00 indicated a very great extent. Additionally, adapted Taherdoost’s (2019) framework was used to interpret percentages; where ‘’1-20% = extreme minority; 21 - 40% = minority; 41 - 60% = moderate; 61 - 80% = majority; 81 - 100% = extreme majority’’. This dual-framework approach ensured a logical quantitative analysis of the extent to which infrastructure management by school committees contribute to implementation of school

development plans in Korogwe district -Tanga. Table 1 presents responses from school management members.

Table 1

School Committee Teaching and Non-Teaching Members' Responses on the Extent to which Infrastructure Management by School Committees Influences Implementation of School Development Plans (MT n=51; MN n =37)

No.	Item Statement	R	VSE		SE		ME		GE		VGE		Mean
			f	%	f	%	f	%	f	%	f	%	
1	Infrastructure management done by school committees influences observable improvement in the school learning environment	MT	1	2.0	13	25.5	20	39.2	11	21.6	6	11.8	3.16
		MN	2	5.4	6	16.2	11	29.7	14	37.8	4	10.8	3.32
2	Infrastructure management done by school committees influences regular monitoring and follow-up of school development plans implementation	MT	1	2.0	12	23.5	18	35.3	20	39.2	0	0.0	3.12
		MN	0	0.0	9	24.3	9	24.3	15	40.5	4	10.8	3.38
3	Infrastructure management done by school committees influences availability of progress reports on implementation of school development plans	MT	0	0.0	10	19.6	25	49.0	15	29.4	1	2.0	3.14
		MN	0	0.0	2	5.4	17	45.9	17	45.9	1	2.7	3.46
4	Infrastructure management done by school committees influences adherence to budget plans during	MT	0	0.0	10	19.6	23	45.1	13	25.5	5	9.8	3.25

No.	Item Statement	R	VSE		SE		ME		GE		VGE		Mean
	school development plans implementation												
		MN	0	0.0	2	5.4	17	45.9	17	45.9	1	2.7	3.46
5	Infrastructure management done by school committees influences participation of teachers and parents in school development plans implementation activities	MT	0	0.0	8	15.7	26	51.0	14	27.5	3	5.9	3.24
		MN	0	0.0	4	10.8	13	35.1	16	43.2	4	10.8	3.54
6	Infrastructure management done by school committees influences regular review meetings conducted to assess school development plans progress	MT	0	0.0	13	25.5	13	25.5	22	43.1	3	5.9	3.29
		MN	0	0.0	7	18.9	12	32.4	14	37.8	4	10.8	3.41
7	Infrastructure management done by school committees influences completion of planned infrastructure projects such as classrooms, toilets and offices	MT	1	2.0	12	23.5	12	23.5	24	47.1	2	3.9	3.27
		MN	0	0.0	3	8.1	11	29.7	19	51.4	4	10.8	3.65
8	Infrastructure management done by school committees influences proper utilization of financial resources allocated for school development plans activities	MT	0	0.0	13	25.5	16	31.4	21	41.2	1	2.0	3.20
		MN	1	2.7	2	5.4	10	27.0	19	51.4	5	13.5	3.68

No.	Item Statement	R	VSE		SE		ME		GE		VGE		Mean
9	Infrastructure management done by school committees influences timely execution of school development plans activities as scheduled in implementation plan	MT	1	2.0	12	23.5	21	41.2	15	29.4	2	3.9	3.10
		MN	0	0.0	8	21.6	13	35.1	13	35.1	3	8.1	3.30
10	Infrastructure management done by school committees influences provision of teaching and learning materials as stipulated in school development plans	MT	0	0.0	5	9.8	23	45.1	20	39.2	3	5.9	3.41
		MN	0	0.0	2	5.4	18	48.6	15	40.5	2	5.4	3.46
	Grand Mean	**MT**											**3.22**
	Grand Mean	**MN**											**3.47**

Key: MT = School Committee Member (Teaching), MN = School Committee Member (Non-Teaching), VSE = Very Small Extent; SE = Small Extent; ME = Moderate Extent; GE = Great Extent; VGE = Very Great Extent; R= Respondents; F = Frequency; % Percentages;

Data in Table 1 concerning the extent to which infrastructure management by school committee influence proper utilization of financial resources allocated for school development plan activities**.** A majority of non-teaching members 64.9% rated the item at a great extent**,** while 27.0% rated it at a moderate extent and 8.1% at a small extent. The non-teaching members' mean score of 3.68 further confirms that infrastructure management influenced proper utilization of financial resources to a great extent. Similarly, among teaching members, 45.1% rated the influence at a great extent, 31.4% at a moderate extent and 25.5% at a small extent. The teaching members' mean score of 3.20 indicates a moderate extent. These data suggest that non-teaching members perceived a stronger contribution of infrastructure management to financial resource utilization than teaching members. Qualitative data from interview guides provide deep

insights concerning the extent to which proper utilization of financial resources allocated for school development plan activities as the head teacher HT 6 in the interview session pointed out:

> The school committee helps us use the available funds for planned development activities by discussing priorities and supervising how the money is spent. Through this, we have been able to support infrastructure work and small repairs. However, because the funds are limited, we sometimes have to choose the most urgent needs and leave other planned activities until more resources become available (HT 6 May 11th 2026).

In addition, the head teacher HT 10 when interviewed stated:

> The committee ensures that the money available for school development is directed to the activities agreed upon, including maintaining classrooms and other facilities. We also involve the community when the funds are not enough. Although this helps us use the available resources carefully, limited funds mean that some development activities cannot be completed as originally planned (HT 10 May 15th 2026).

The head teachers opinion highlight that school committees contribute to the proper use of financial resources by helping schools prioritize needs, monitor spending, and ensure that funds are directed towards agreed development activities. However, limited resources force schools to make difficult choices between competing needs, which can affect the full achievement of planned activities. Thus, proper financial management improves resource use, but its impact is constrained by the amount of funding available.

Moreover, the district educational officer in the interview session said:

> The committee helps ensure that financial resources allocated for school development are used for the intended activities by identifying priorities, supervising expenditure, and following up implementation. Yet, limited funding can require schools to focus on urgent needs first, which may leave some planned development activities incomplete (DEO May 15th 2026).

The DEO's view highlight that school committee oversight strengthens accountability in the use of development funds by ensuring that spending follows agreed priorities. However, inadequate funding forces schools to prioritise urgent needs, which can reduce the extent to which planned activities are achieved. This suggests that proper financial management is

effective in controlling resource use, but limited funding remains a major barrier to fully implementing development plans.

The quantitative and qualitative data converge in showing that infrastructure management by school committees contributes to the proper utilization of financial resources for SDP activities, although perceptions differ between respondent groups. The mean scores for non-teaching members (3.68) and teaching members (3.20) indicate a stronger perception among non-teaching members. Qualitative data support this by showing that committees help prioritize needs, supervise expenditure, and direct available funds towards agreed development activities. However, limited resources often require schools to prioritize urgent needs, leaving some planned activities incomplete. Thus, both strands suggest that infrastructure management promotes careful and accountable use of available funds, but limited financial resources constrain the full implementation of planned activities.

The study findings indicate that infrastructure management by school committees supports the proper utilization of financial resources by helping schools identify priorities, supervise expenditure, and direct available funds towards agreed development activities. This suggests that infrastructure management promotes accountability in the use of resources, although limited funding may require schools to focus on urgent needs at the expense of some planned activities. This interpretation is consistent with Decentralization Theory, advanced by Rondinelli (1981), which emphasizes transferring management responsibilities and decision-making closer to local actors. Though, the findings also show that effective management cannot fully overcome shortages of financial resources. These findings concur with Francis (2024), who found that school committees contribute to financial transparency, resource oversight, and school development planning, but inadequate resources and limited committee capacity can constrain the effective management of school development activities in Tanzania. Thus, infrastructure management can improve the accountable use of available funds, but the achievement of all planned development activities remains dependent on adequate financial resources.

Similarly, as presented in Table 1 data on the extent to which infrastructure management by school committees influence the completion of planned infrastructure projects such as classrooms, toilets and offices show that non-teaching members, a majority 62.2% rated the item at a great extent**,** while 29.7% rated it at a moderate extent and 8.1% at a small extent. The non-

teaching members' mean score of 3.65 confirms a great extent of influence. Among teaching members, 51.0% rated the item at a great extent, while 23.5% rated it at a moderate extent and 25.5% at a small extent. Their mean score of 3.27 indicates a moderate extent**.** Thus, while both groups recognized the contribution of infrastructure management to completion of planned projects, non-teaching members perceived this influence more strongly than teaching members. Qualitative data from interview guides provide wide understanding regarding the extent to which infrastructure management by school committees influence the completion of planned infrastructure projects such as classrooms, toilets and offices as highlighted by head teacher HT 11 in the interview session:

> The school committee has helped us complete some infrastructure projects because they work together with parents and the community to identify what is needed and supervise the work. However, completion is not always easy because the community has many other things to do, such as the dispensary and village office. Sometimes the money collected is not enough, so some buildings remain unfinished while we wait for government support or other resources." (HT 11 May 18th 2026).

Moreover, the head teacher 3 when interviewed commented:

> Through the school committee, we have managed to complete some projects, such as bringing electricity to the school, because the committee discusses the need, checks the cost and agrees on how the money should be used. But some projects have remained incomplete because of limited funds and other challenges. For example, one classroom was left at the foundation stage for some time before parents agreed to continue with the work (HT 3 May 8th 2026).

The head teachers' views suggest that school committees contribute to the completion of infrastructure projects by bringing together parents, community members and school leaders to plan, supervise and mobilize resources. However, their influence is moderate because limited funds, competing community needs and occasional disagreements can delay or stop some projects. This means that committee involvement can support project completion, but it cannot guarantee that all planned classrooms, toilets and offices will be completed on time.

Moreover, the district educational officer when interviewed stated, *''school committees help to make sure infrastructure projects are supervised and completed according to the plans,*

especially when parents and the community are involved" (DEO, May 15th 2026). In addition, DEO during interview commented, *''committees cannot complete all planned projects when funding is limited. Some classrooms, offices or toilets may remain unfinished until additional government or community support is available"* (DEO, May 15th 2026). The DEO's views show that school committees provide an important link between planning, resource use and supervision of infrastructure projects. Their involvement improve accountability and help ensure that available resources are directed towards planned projects. Yet, limited financial resources may prevent some projects from being completed, showing that effective committee management needs to be supported by adequate and timely funding.

The quantitative and qualitative data converge in showing that infrastructure management by school committees supports the completion of planned infrastructure projects, although its influence is perceived differently across respondent groups. The mean scores of 3.65 for non-teaching members and 3.27 for teaching members indicate stronger confidence among non-teaching members. Qualitative data reinforce this by showing that committees help coordinate parents and communities, supervise construction, and mobilize available resources for projects such as classrooms, toilets, and electricity. However, limited funds, competing community needs, and occasional delays can leave some projects incomplete. So, both strands suggest that infrastructure management strengthens project completion through coordination and supervision, but its effectiveness is constrained when resources are insufficient.

The study findings indicate that infrastructure management by school committees supports the completion of planned infrastructure projects by coordinating parents and community members, supervising construction activities, and mobilising available resources. This suggests that committee involvement helps connect project planning with community participation and implementation. This interpretation is consistent with Decentralization Theory, advanced by Rondinelli (1981), which emphasizes transferring management responsibilities and decision-making to local actors. However, the findings also show that committee involvement cannot fully overcome inadequate funding, competing needs, and implementation delays. These findings are consistent with Masanyiwa et al. (2023) and Anania (2025), who demonstrated that school committees and community stakeholders participate in school project identification, planning, monitoring, and infrastructure development, although such participation may be constrained by

limited capacity, contextual conditions, and weaknesses in stakeholder engagement in Tanzania. Thus, infrastructure management strengthens project completion through local coordination and supervision, but the achievement of planned infrastructure also requires adequate resources and sustained community support.

The study moreover, conducted observation guide to collect data the extent to which infrastructure management by school committees influence completion of planned infrastructure projects such as classrooms, toilets and offices projects. The observation guide collected data regarding the extent school committee coordinates parents and community members, supervising construction activities, and mobilizing available resources to accomplish intended school projects. The study found completion of several infrastructures such as toilets and other like some classes were not complete for provision of teaching and learning activities. This is presented in Figure 1 and 2

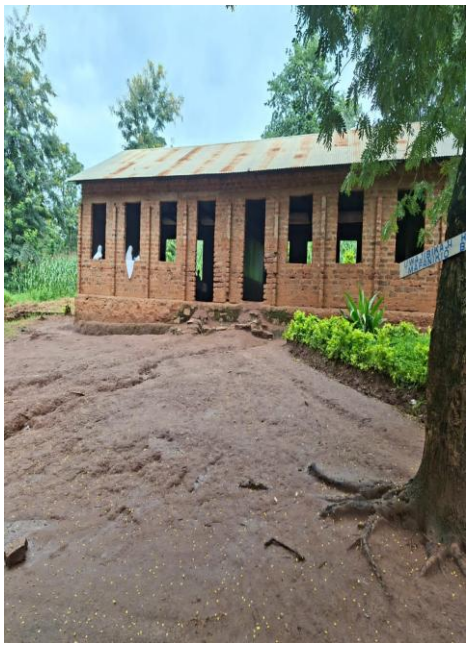
Figure 1.

Complete and Incomplete Infrastructures in Public Primary Schools

Complete Toilets **Incomplete Toilets**



Ia



Ib

Source: Field Data (2026)

Figure 1a presents toilet facilities that appear to have been completed and are available for use. The facilities are characterized by permanent enclosed structures, finished roofs, painted surfaces, defined entrances, and relatively maintained surroundings. These features provide visual evidence of a completed and functional sanitation infrastructure project, corresponding to a great extent of influence by infrastructure management, as reflected in the quantitative findings. The condition of the facilities may suggest effective planning, resource mobilization, construction supervision, and monitoring of project implementation by the school committee. Nevertheless, the visual evidence does not independently establish that the school committee was solely responsible for the completion of the facilities, but rather provides supportive evidence of the observed level of infrastructure development.

Figure Ib in contrast, presents learners conducting lessons in a relatively basic open-sided classroom structure constructed mainly with timber poles and a corrugated iron roof. Although

the structure provides a functional learning environment, its simple construction, exposed sides, and less permanent appearance indicate a comparatively lower level of infrastructure development than that observed in Figure 1. This visual evidence corresponds with the moderate extent of influence reported in the quantitative findings among teaching members. The classroom therefore demonstrates that school committee infrastructure management may contribute to the provision and completion of learning facilities, but the extent of completion and quality of infrastructure may vary across project types. The difference between the completed toilet facilities and the basic classroom structure may reflect variations in project costs, resource availability, competing school priorities, and the capacity to mobilize funds.

Overall, the findings indicate that infrastructure management by school committees contributes to the completion of planned infrastructure projects, although the extent of influence varies across project types. The completed toilet facilities support the quantitative finding of a great extent of influence, while the basic classroom structure corresponds with a moderate extent. This suggests that committee involvement in planning, resource mobilization, supervision, and monitoring facilitates project completion, but its effectiveness is constrained by resource availability and project requirements. However, the visual evidence is supportive rather than causal and cannot independently attribute project completion to school committee management.

Further, data in table 1 concerning the extent to which infrastructure management by school committee influence the provision of teaching and learning materials as stipulated in school development plans show that non-teaching members, 45.9% rated the item at a great extent, 48.6% at a moderate extent and 5.4% at a small extent. Although the largest proportion was in the moderate category, the mean score of 3.46 indicates a great extent according to the specified interpretation of mean scores. Among teaching members, 45.1% rated the item at a great extent, 45.1% at a moderate extent and 9.8% at a small extent. The mean score of 3.41 also indicates a great extent. The relatively close mean scores indicate that both teaching and non-teaching members perceived infrastructure management as contributing positively to the provision of teaching and learning materials, with the non-teaching members recording a slightly higher mean.

Qualitative data from interview guides dig deeper insights concerning the extent to which infrastructure management by school committee influence the provision of teaching and learning materials as stipulated in school development plans as head teacher DEO pointed out, *"school committees help schools follow up the provision of teaching and learning materials and ensure that they support the activities planned in the school development plan" (*DEO, May 15th 2026). District education officer when interviewed provided a contrast opinion stating, *"limited resources make it difficult for schools to provide all the materials they need, so some planned activities may have to wait until more support is available"* (DEO, May 15th 2026). The DEO's views suggest that school committees can help connect infrastructure development with the availability and use of teaching and learning materials. However, limited financial resources may prevent schools from obtaining all the materials included in their development plans. Thus, the influence of committee management is positive but may be limited when resources are insufficient.

Moreover, head teacher HT 1 when interviewed commented:

> The school committee helps us to make sure that the facilities needed for teaching and learning are available and properly supported. For example, the committee has followed up the construction of the workshop so that sewing machines and other materials can be placed there. They also follow up problems affecting school facilities and work with the village to make sure the project is completed and put into use (HT 1, May 4th 2026).

In addition, the head teacher HT 5 during the interview commented:

> When the committee sees that something is needed for the children, they do not just leave it. They follow up with the village government and other people who can help. For example, our workshop is meant to provide practical skills to girls, including making sanitary pads. The committee has continued pushing for its completion so that the equipment can be used and the children can benefit from it (HT 12, May 18th 2026).

The head teachers' opinion highlights that infrastructure management by school committees can support the provision of teaching and learning materials by ensuring that facilities are completed, maintained and made ready for their intended use. The committee also acts as a link between the school, village leaders and other supporters when additional resources are needed. This means that proper management of school infrastructure can create a suitable environment

for materials and equipment to be used effectively. Yet, delays in completing facilities may also delay the use of the materials and activities planned for those facilities.

The quantitative and qualitative data show a common pattern that infrastructure management by school committees supports the provision of teaching and learning materials required in school development plans. The mean scores of 3.46 for non-teaching members and 3.41 for teaching members indicate a great extent of influence, with both groups reporting closely similar perceptions. Qualitative data support this by showing that committees follow up infrastructure projects, engage village authorities and other stakeholders, and ensure that facilities such as workshops are completed and ready for equipment and learning activities. However, limited resources and delays in completing facilities can affect the availability and use of planned materials. The combined data indicate that effective infrastructure management creates the conditions necessary for teaching and learning materials to be provided and used, while resource limitations may restrict the full realization of planned provisions.

The study findings indicate that infrastructure management by school committees supports the provision of teaching and learning materials by ensuring that facilities are completed, maintained, and made ready for their intended educational use, while committees also follow up with local authorities and other stakeholders when additional support is needed. This suggests that infrastructure management creates the physical conditions necessary for teaching and learning materials and equipment to be effectively provided and used. This interpretation is consistent with Decentralization Theory, advanced by Rondinelli (1981), which emphasizes giving local actors responsibility for responding to local development needs and managing resources. However, the findings also show that infrastructure management alone cannot ensure the full provision of planned materials when resources are inadequate or facilities are delayed. These findings concur with Agbi et al. (2024) and Maiyuria et al. (2024), who found that school-level management and the availability of infrastructure and instructional resources are important for supporting effective teaching and learning in primary schools, although limited capacity and inadequate resources can constrain their effective provision and use. Thus, effective infrastructure management can create a supportive environment for providing and using teaching and learning materials, but adequate resources and timely completion of facilities remain important for achieving the planned educational provisions.

Data in Table 1 regarding the extent to which infrastructure management by school committee influence availability of progress reports on implementation of school development plans**,** teaching members reported that 31.4% perceived the item at a great extent, while 49.0% rated it at a moderate extent and 19.6% at a small extent. The teaching members' mean score of 3.14 indicates a moderate extent**.** Among non-teaching members**,** 48.6% rated the item at a great extent, 45.9% at a moderate extent and 5.4% at a small extent. Their mean score of 3.46 indicates a great extent. This indicates a difference in perceptions, with non-teaching members viewing infrastructure management as having a stronger influence on progress reporting, whereas teaching members considered the influence moderate. Qualitative data from interview guides provide wider understanding regarding the extent to which availability of progress reports on implementation of school development plans as remarked by head teacher HT 8 during interview noting:

> Infrastructure management done by the school committee contributes to the availability of progress reports because the committee is closely involved in supervising construction activities. When we undertake construction through the force-account approach, the committee follows the stages of implementation, including community participation, use of construction materials, and expenditure of funds. Therefore, as implementation proceeds, information about the progress of the project is available to the committee and can be reported during meetings (HT 8 May 12th 2026).

Another head teacher HT 1 when interviewed stated:

> The committee also helps in generating and reviewing information on the progress of infrastructure activities because after a project is planned, implementation is followed up through committee meetings and supervision. The moment we carried out rehabilitation and installed electricity, the committee was involved in verifying the budget, supervising the work, and checking whether the planned activities had been undertaken. When we meet, we ask what was planned, what has been done, and what remains. This makes it possible to know the status of development activities and to provide progress information on what has been implemented and what is still pending (HT 1 May 4th 2026).

The head teachers' remark implies that the involvement of school committees in infrastructure management has a strong influence on the availability of progress reports because

their supervision and follow-up create a basis for documenting what has been implemented, what remains pending, and whether the resources allocated have produced the intended results. Thus, committee participation makes progress information more accessible and strengthens accountability in tracking school development plans.

Furthermore, the district educational officer when interviewed pointed out, *"the involvement of school committees strengthens the availability of progress information because they supervise implementation and require accountability on funds received, activities undertaken, and the status of projects"* (DEO May 15th 2026). In addition, the district educational officer provided differing opinion noting, *"progress reporting is supported by committee supervision, although differences in local conditions and limited resources can affect how frequently development activities are implemented and consequently reported"* (DEO May 15th 2026). This DEO's views indicates that school committee involvement positively influences the availability of progress reports by strengthening monitoring and accountability for development activities. However, the availability and regularity of such reports may be affected by resource limitations and differences in implementation contexts, suggesting that committee management alone may not guarantee comprehensive and timely reporting.

The quantitative and qualitative data converge in showing that infrastructure management by school committees contributes to the availability of progress reports on SDP implementation, although perceptions differ between respondent groups. The mean scores of 3.46 for non-teaching members and 3.14 for teaching members indicate a stronger perception among non-teaching members, while teaching members viewed the influence as moderate. Qualitative data support this by showing that committee supervision of construction stages, budgets, materials, and completed activities generates information that can be reviewed and reported through committee meetings. The DEO similarly noted that committee oversight strengthens accountability by tracking funds, activities, and project status, although limited resources and local conditions may affect reporting frequency. The data suggest that infrastructure management provides an important basis for tracking and reporting SDP progress, but the consistency of such reports depends on the regularity of implementation and availability of resources.

The study findings indicate that infrastructure management by school committees contributes to the regular follow-up of construction stages, budgets, materials, completed

activities, and remaining tasks. This suggests that committee supervision creates information that can be reviewed in meetings and used to assess the status of SDP activities. This interpretation is consistent with Decentralization Theory, advanced by Rondinelli (1981), which emphasizes giving local actors responsibility for managing and monitoring development activities. Though, the findings also show that reporting may become less regular when implementation is affected by limited resources or local conditions. These findings concur with Masanyiwa et al. (2023), who found that school committees participate in monitoring primary school projects, although their effectiveness is influenced by access to information, willingness to participate, and their capacity to perform monitoring roles in Tanzania. Thus, infrastructure management provides an important basis for tracking SDP implementation, but the regularity and completeness of progress reports depend on continuous monitoring, access to reliable information, and consistent implementation of planned activities.

As shown in Table 1 concerning the extent to which infrastructure management by school committees influenced adherence to budget plans during school development plan implementation show that teaching members**,** 35.3% rated the item at a great extent, 45.1% at a moderate extent and 19.6% at a small extent. Their mean score of 3.25 indicates a moderate extent. In contrast, 48.6% of non-teaching members rated the item at a great extent, 45.9% at a moderate extent and 5.4% at a small extent. Their mean score of 3.46 indicates a great extent. This suggests that non-teaching members perceived infrastructure management as more effective in supporting adherence to budget plans than teaching members. Qualitative data from interview guides give out broader insights concerning the extent to which infrastructure management by school committees influenced adherence to budget plans during school development plan implementation as head teacher HT 10 during interview commented, *"the committee took the initiative to inform parents about the contribution, so we could continue with the activities we had planned, although sometimes the availability of resources affected implementation"* (HT 10 May 15th 2026). In addition, the head teacher HT 2 during interview stated*, "we structured plans and met with stakeholders, but when resources were limited, we sometimes had to wait for support before continuing with the planned activities"* (HT 2 May 4th 2026). Moreover, the head teacher HT 7 in the interview session said, *"the committee supervised the project until we*

secured the eight toilet holes, although some activities took longer than we had initially planned" (HT 7 May 11th 2026).

The head teachers view indicate that school committee involvement creates greater consistency between planned financial priorities and actual implementation of school development activities. Their role in mobilizing contributions and sustaining stakeholder support appears to help keep resources directed toward agreed infrastructure priorities. Though, the accounts also imply that adherence to planned budgets is not entirely stable, since shortages of resources and delays in securing additional support can disrupt the relationship between what was budgeted and what can actually be implemented. Thus, the influence of committee management is evident in maintaining financial direction, but the realization of planned activities remains dependent on the availability of resources.

Furthermore, the district educational officer during interview commented:

> The school committee helps to some extent in ensuring that expenditure follows the budget agreed upon for the development plan. Through the committee, activities are discussed, community contributions are organized, and the use of funds for construction is followed up. However, adherence to the original budget is not always possible because the actual cost of implementation may differ from what was planned. For example, in mountainous areas, transporting construction materials and preparing foundations can be more expensive than expected. Therefore, although committee supervision helps keep expenditure within the planned activities, limited funds and unexpected costs sometimes require adjustments to the budget during implementation (DEO May 15th 2026).

The DEO's view implies that infrastructure management by school committee's influences adherence to budget plans to a moderate extent. Committee involvement helps keep expenditure aligned with the activities approved in the school development plan through oversight and follow-up of resource use. However, adherence is not absolute because differences between planned and actual implementation costs, particularly in challenging locations, can require adjustments to the original budget. Thus, committee management promotes financial discipline, but resource limitations and unforeseen implementation costs constrain strict adherence to planned budgets.

The quantitative and qualitative data converge in showing that infrastructure management by school committees supports adherence to budget plans during SDP implementation, although the strength of influence differs between respondent groups. The mean scores of 3.46 for non-teaching members and 3.25 for teaching members indicate stronger confidence among non-teaching members, while both groups recognised the committee's contribution to keeping expenditure linked to planned activities. Qualitative data reinforce this by showing that committees mobilise community contributions, supervise projects, and follow up the use of resources according to agreed priorities. However, limited resources, delays in securing support, and unexpected construction costs may require adjustments to the original budget. Taken together, the data indicate that committee involvement promotes alignment between planned budgets and actual expenditure, but changing implementation costs and resource shortages can make strict adherence difficult.

The study findings indicate that infrastructure management by school committees supports adherence to budget plans by linking project supervision, community contributions, and expenditure to agreed development priorities. This suggests that committee involvement promotes financial discipline by helping schools monitor whether resources are being used for the activities approved in the SDP. This interpretation is consistent with Decentralization Theory, advanced by Rondinelli (1981), which emphasizes transferring decision-making and resource-management responsibilities closer to local communities.

However, the findings also show that strict adherence to planned budgets can be affected by resource shortages, delayed contributions, and unexpected construction costs. These findings concur with Masanyiwa et al. (2023), who found in Tanzania that school committees participated in identifying and planning primary school projects but had relatively limited involvement in budgeting, with their participation influenced by access to information and their capacity to perform assigned roles. Thus, committee involvement can strengthen alignment between planned budgets and actual expenditure, but effective budget adherence also requires adequate resources, timely financial support, and sufficient committee capacity to participate in budgeting and monitoring.

9. Conclusions of the Study

The researcher concludes that to a great extent infrastructure management supports SDP implementation through prioritization of infrastructure needs, supervision of construction, proper utilization of resources, provision of teaching and learning materials, progress monitoring, and adherence to agreed budgets. Committee involvement also strengthens community participation and accountability in infrastructure development. However, limited funding, delayed contributions, competing priorities, and unexpected construction costs constrain the full realization of planned infrastructure activities. Therefore, infrastructure management strengthens SDP implementation, but its effectiveness depends on sufficient resources and continuous stakeholder support.

10. Recommendation of the Study

The researcher recommends that the School Committees should prioritize projects, monitor construction against approved plans and budgets, and report progress regularly. Local Government Authorities should provide technical supervision and timely funding, while communities should participate in resource mobilization and project monitoring. Schools should maintain and properly use completed facilities.

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