

The Perception of School Management Committees in Monitoring the Implementation of Universal Primary Education in Singida Municipality, Tanzania

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ABSTRACT

Understanding the perceptions of School Management Committees (SMCs) regarding their role in monitoring the implementation of Universal Primary Education (UPE) is crucial for assessing their effectiveness in school management. Guided by Social Exchange Theory, this study examined the perceptions of SMCs in monitoring UPE implementation in Singida Municipality, Tanzania. A pragmatism research philosophy, mixed-methods approach, and descriptive research design were employed. Data were collected from 160 respondents through questionnaires and interviews. Findings revealed that SMC members generally held positive perceptions of their monitoring roles in UPE implementation. SMCs contributed by participating in school planning, supporting infrastructure development, and ensuring the supply of instructional materials. However, the study also found that some SMC members were unaware of their authority, while others who were aware lacked the capacity to exercise it effectively, resulting in inefficiencies. The study recommends that the government, in collaboration with non-governmental organizations and local education authorities, invest in regular and comprehensive training programs for SMC members. Such training should focus on educational governance, financial management, policy implementation, and stakeholder collaboration to enhance the capacity of SMCs in effectively monitoring UPE.

Keywords: School Committee, Universal Primary Education, Monitoring Roles.

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1. INTRODUCTION

Education is recognized globally as a human right and cornerstone for socio-economic development of any nation. The international agenda of Education for All (EFA) and the Sustainable Development Goals (SDGs) has necessitated many countries including Tanzania, to promote free and compulsory primary education to all children as part of the broader effort to achieve Universal Primary Education (UPE) (UNESCO, 2015). Tanzania has been facing challenges related to educational inequity, low enrollment rates, and effects of poor literacy in rural and marginalized areas, hence, introduced UPE as a weapon towards managing those challenges (URT, 2017). The successful implementation of UPE depends on the collaboration of various stakeholders, including the government, local authorities, communities, and especially School Management Committees (SMCs).

SMCs were rooted from decentralization policy where the governance of education activities and underlying challenges have been placed on the hands of community management bodies. The communities monitor the use of school resources, ensure compliance with education policies, and support school leadership in enhancing educational outcomes (URT, 2017). Hence, it is important that the SMCs hold positive perception regarding their managerial responsibilities to influence effectiveness in the implementation of UPE. This would engender their (SMCs) commitment and efficiency in monitoring endeavours and so enhance academic performance of primary schools. However, negative perception would lock their participation, commitment and effectiveness in monitoring and supervision of the implementation of UPE and school academic performance in general (Ngonge, 2024).

The effective involvement of SMCs in monitoring and supervising the implementation of UPE is crucial for school effectiveness. However, they face challenges such as lack of adequate training, limited resources, and insufficient collaboration with local education authorities (UWEZO, 2020). Additionally, cultural factors and community attitudes toward education can also shape how SMCs perceive their roles, particularly in regions where education for marginalized groups, such as girls and children with disabilities, may not be fully prioritized (Hall, 2021). Understanding these perceptions therefore is vital towards addressing holes in school governance and improving educational outcomes under the UPE framework.

This study aims to investigate the perception of school management committees in monitoring the implementation of UPE in Singida Municipality, Tanzania. Their perception of this role can significantly affect how actively they engage in monitoring and supporting UPE implementation. The findings of this study are important in supplementing the ongoing efforts to strengthen educational governance and ensure the effective implementation of UPE in Tanzania.

2. LITERATURE REVIEW

The Implementation of UPE in Tanzania

Tanzania has consistently focused its development strategies on combating ignorance, disease, and poverty. Investment in human capital and provision of education as human rights have been recognised as central to quality of life (see, URT, 2014). At national policymaking, there is a consensus in the objective to offer education and literacy for all in Tanzania. The 1995 Education and Training Policy emphasized the importance of access to education and set the stage for the UPE initiative (URT, 1995). The government has shown its commitment to enhance education for all through policies and frameworks aimed at improving access and quality in primary education (URT, 2001).

UPE was officially launched in Tanzania in 1974, aiming to provide free primary education to all children. This was part of a broader effort to promote social equality and economic development (Mchombu, 2009). The bells on UPE and Education For All rang louder after the 1990 Jomtien Declaration, which in a sense emphasised that “revitalised partnership at all levels” should be built in order to achieve EFA (WCEFA, 1990). How to achieve this ambition and sustain it on the other hand seems more difficult to determine and realise? The call for casting wider the partnership net in UPE/EFA provision at local and global level and in the development of education, constitute a great challenge for education policy makers, planners and administrators (Mafela, 2002; Mattern, 1994; Twinomuhwezi, 2020).

In spite of impressive expansionary education policies and reforms in the 1970s, the goal to achieve UPE, which was once targeted for achievement in 1980, is way out of reach. Similarly, the Jomtien objective to achieve basic EFA in 2000 is on the part of Tanzania unrealistic. The participation and access levels as revealed by enrolment and intake rates have declined to the point that attainment of UPE is once again an issue in itself (see, Ministry of Education, Education Status Report, 2001). Other developments and trends indicate a decline in the quantitative goals set rather than being closer to them (Cooksey & Riedmiller, 2006; Mbilinyi, 2000). At the same time serious doubt is being raised about school quality and relevance of education provided (Galabawa, Senkoro & Lwaitama, 2000). Implementation of UPE faced challenges such as insufficient infrastructure, limited resources, and a shortage of trained teachers. The forces against achievement of UPE are many and complex but it is now accepted that a holistic approach to provision and financing of education may be the quickest route. Erratic planning and project style implementation will continue to make it impossible to keep up early positive enrolment numbers irrespective of the UPE attainment crisis (Narman, 2001).

Despite of the aforementioned challenges, UPE initiative has led to a dramatic increase in primary school enrollment. By the early 2000s, enrollment rates had significantly improved, with near-universal access to primary education. Efforts have been made to promote gender equity in education, resulting in increased enrollment of girls in primary schools (UNICEF, 2015). Although the access has been improved, stakeholder concerns remain about the quality of education that have been provided. The issues are grounded from the observed overcrowded classrooms, inadequate teaching materials, and a lack of trained teachers for primary schools (Kakumba, 2014). Moreover, there were increase of dropout rates, especially in rural areas. There are economic and cultural issues such as poverty, early marriages, and attitudes toward education (Galabawa, 2001). The Tanzanian government has decentralised the management of education to collaborate with stakeholders and school committees on overseeing school plans and activities and so, improve the quality of primary education. The managerial activities have been in monitoring and evaluating the impact of UPE on educational outcomes. The focus has been placed on ensuring that the goals of the initiative are being met (URT, 2014). Hereunder, we

analyse the roles played by school management committees in implementing UPE in primary schools.

Implementation of UPE under School Management Committee in Tanzania

School Management Committees (SMCs) are community-based bodies responsible for overseeing the management and functioning of primary schools in Tanzania (URT, 2014). They are instrumental and responsible in the governance of schools in the country. SMCs ensure that policies including UPE, are effectively implemented at the school level. SMCs are tasked with mobilizing financial and material resources to support school operations (Mbelle, 2008). They ensure that schools are equipped with the necessary teaching and learning materials; work with the local community, parents, and government to secure funds and ensure that resources are used effectively to meet the objectives of UPE. SMCs oversee the maintenance and development of school infrastructure.

Since the implementation of UPE has led to increased student enrolment, School Management Committees (SMCs) play a crucial role in ensuring that schools have adequate infrastructure, including classrooms, desks, and sanitation facilities. They are responsible for overseeing the construction and maintenance of school buildings, often utilizing government funds or mobilizing local community contributions (Mbelle, 2008; URT, 2010). Moreover, SMCs serve as a bridge between school management and the local community, fostering community participation in educational development. They also help address key academic challenges such as student truancy, inadequate learning facilities, and low parental engagement (Kahyoza, 2023; Ngonge, 2024; Wedgwood, 2005).

The committees' team with head-teachers are entitled to manage teachers, including addressing issues of absenteeism and poor performance. They also recommend teachers for additional training and professional development when needed (Mmasa & Anney, 2016). Among other managerial roles, the SMCs ensure that school management, including the head-teachers, are held accountable for delivering quality education. They regularly monitor teachers' attendance, students' progress, and effective use of funds. The bodies ensure that the schools adhere to the goals and directives from the Ministry of Education and Vocational Training regarding UPE (Wedgwood, 2005). However, according to Prinsen and Titeca (2008), school management committee' members have a feeling that they are not financially supported by the government in executing their obligations yet the work they do takes a lot of time. Some school management committees lack motivation as a result of the absence of financial benefits from the services they offer to schools (Prisen & Titeca, 2008). School management committees' members used to be influenced by personal interests in making decisions affecting the school, which affects transparency and accountability (Komba & Kumbi, 2008). A study done in Nigerian schools found that some members of the school management committees perceive the roles given to them as too technical and that they are not able to understand what they are supposed to do, which affects their performance in schools (Ayeni & Olusola, 2013).

Maureen and Gunilla (2009) pointed out that in Kenya the governance structures within the school management committees are weak, being characterised by low capacity to plan, budget, allocate and control finances, poor management and supervision, and lack of both internal and external audit. All these have caused unfavourable conditions, leading to financial mismanagement and corruption, which have a direct effect on the performance of schools. Notwithstanding the obligation that governments have given to school management committees to monitor school activities, members of school management committees have a belief that they are not empowered by their governments to take corrective action based on the findings of their monitoring activities (Maureen & Gunilla, 2009). The lack of empowerment to take corrective action has demotivated school management committees to effectively pursue their roles and responsibilities in schools (Šijan, 2012). While government is aware that the roles played by school management committees tend to be technical and engaging and so, sometimes they could not perform accordingly due to lack of regular training. Šijan assumes from the literature that school management committees are fully mandated to make decisions affecting the operations of the schools and this act as demotivating factors in the way they implement their duties. There is, therefore, a need for the government to fully empower the school management committees with knowledge and skills that can enable them to take on the full mandate to manage schools. This current study aims to assess the perception of SMCs in monitoring the implementation of UPE in Tanzania. It is assumed that the perception of SMC members towards their role in monitoring UPE implementation would be influenced by their level of training, knowledge, and capacity in educational governance and management.

Towards Theoretical Integration

In attempt to analyse the perception of school management committee members towards the monitoring the implementation UPE, we found some related theoretical streams e.g. Social Capital theory and Principal-Agent theory. However, we selected Principal-Agent theory and linked it with the major variables of this study, Figure 1. It was primarily developed by two economists: Michael C. Jensen and William H. Meckling in 1976 (see Ceja & Pérez, 2010; Florin *et al.*, 2003). Basically, they explored the conflicts of interest between owners (principals) and managers (agents), and the associated costs of ensuring that agents act in the best interests of the principals. In the context of Universal Primary Education (UPE), governments provide resources and policies, while schools in collaboration with the school management committees, and implement them. The effectiveness of UPE can depend on how well school governance (agents) aligns with the government's educational goals. Hence, school management committees act as agents responsible for ensuring schools meet UPE goals, with accountability to the government and the community.

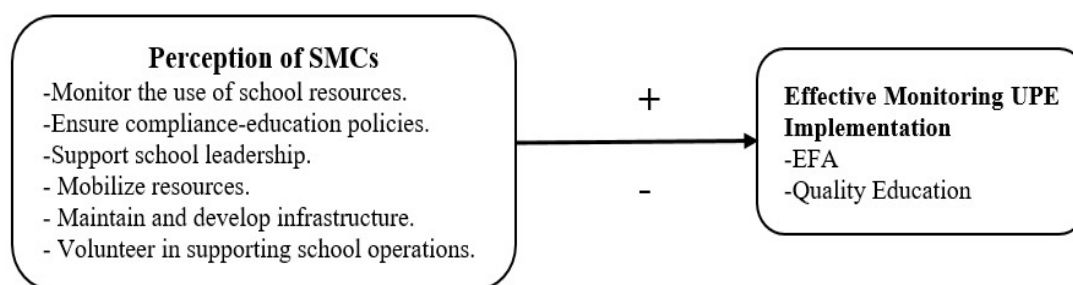


Figure 1 Theoretical model of the association of SMCs' perception and the monitoring of UPE implementation in primary schools.

The theory suggests that the effectiveness of SMCs is influenced by their capacity, training, and effective resource allocation. These would affect their ability to monitor and manage schools. However, the capacity building and motivation of the SMCs relies on the government-agent's accountability. Thus, the more the government would play her part in the relationship with the SMCs, the more the committees would perceive positively towards their work and the effectiveness of schools. Nevertheless, it has been noted that there was an intervention in the implementation of Universal Primary Education (UPE) in Tanzania. This was the introduction of Free Primary Education (FPE) in 2001. Studies have shown that it led to high gross and net enrolment rates of pupils in primary schools.

The FPE posed a big challenge of resources availability and would in one way or another have affected the SMCs' perceptions. It has brought about high enrolment in schools resulting to large class sizes, congested classrooms, limited electricity, insufficient textbooks, and desks for students plus learning materials like chalkboards and visual aids (Galabawa, 2001). UNESCO (2005) report records that, limited resources have led to inadequate infrastructure and qualified teachers, overcrowded classrooms and dilapidated buildings, forcing pupils especially in rural areas to take their lessons under trees in some cases. UN (2010) underlines that providing enough teachers and classrooms is vital in order to meet educational demand, most notably in sub-Saharan Africa. This study seeks to examine the perception of SMCs in monitoring school resources, compliance of educational policies, support school leadership, mobilise resources, maintain and develop infrastructure and support school operations. Hence, effective monitoring would enhance access to education and improved teaching and learning in schools.

3. METHODS

Sample and Procedures

This study adopted mixed research approach and descriptive survey design to gather insights into the perceptions of School Management Committees (SMCs) regarding monitoring of UPE implementation. This design allows for a systematic collection of both quantitative and qualitative data (Creswell, 2014). The study was conducted in Singida Municipality, Tanzania. The area where the population was drawn (Singida Municipality) had 63 school management committees from 63 government primary schools available in 2022 academic year (Singida Municipal Profile, 2020). In each school, there were 10 members of school management committees, which

included chairperson, the secretary of the school management committee (head teacher), 4 teachers and 4 parents. The sample was drawn from 40 primary schools that have shown dramatic performance in implementing UPE policies. This study in quantitative data collection, a purposive sampling technique was employed to select chairperson (n=40), head teachers (n=40), teacher members in school management committee (n=40) and committee members (n=40) making a sample of 160 respondents. In qualitative data collection included the ward education officers (n=3), education officers (n=1) and school quality assurance officers (n=1). These five officers plus twenty committee members were selected purposely and randomly to participate in the interview. Therefore, the target sample for this study consisted of 165 participants.

Measurements

The instruments of data collection in this study were questionnaire. The questionnaire-items were self-generated and were tested in two schools that were not part of the main study. The scale that measured the perception of SMCs showed satisfactory internal consistency with Cronbach's alpha coefficients of above 0.7 (Nunnally & Bernstein, 1994), Table 1.

Table 1: No. of Items, Alpha, Mean and Standard Deviation of the Scale

SN	Scale (Variable)	No of items	Cronbach alpha	Min	Max	Mean Index	SD
1.	School management committees' perception of their management role in schools to achieve UPE	10	0.82	3.44	4.98	4.24	0.53

Source: Field Data (2023).

The scale (i.e. *Perception of SMCs scale*) consisted of 10 items e.g. "School management committee member must participate fully in monitoring and management of the school to achieve quality UPE" & "School management committee members monitor and manage the school voluntarily so they are not paid or financially supported". The items focused on learning how SMCs perceive their roles in monitoring the implementation of UPE. All scales were rated via a 5-point Likert's scale ranging from 1= Strongly Disagree to 5= Strongly Agree.

Plan of Analysis

The data for this study were analyzed using descriptive statistics to generate percentages, frequencies, Cronbach's alpha, Mean and Standard Deviations through software-SPSS. The analyses revealed the demographic information of respondents (i.e. gender, age, experience and education level) and perception of SMCs on monitoring the implementation of UPE in primary schools.

4. RESULTS

Preliminary Analyses

Demographic information of respondents in this study revealed that among the participants who were involved in this study, 77 were females accounting to 48.1% while males were 83 accounting to 51.8%, Table 2. This sample and the results of this study in Singida Municipality can cement Samuel and Mokoaleli (2017)'s study that male managers were more effective than females in management endeavours. However, the differences of gender were by only 3.7%, and so the researcher thought that this mere gap could not affect much the managerial effectiveness of the SMCs. The participants were also asked to indicate their education level.

Table 2: Position, Gender and Education Level of Respondents (N=160)

Position & Education level	Chairman: Committee		Secretary: Committee		Member: Committee (Teachers)		Member: Committee from the Community		Total	Percentage
Gender	F	M	F	M	F	M	F	M	-	%
University Degree	0	0	17	23	1	2	0	0	43	21
Advanced Diploma	0	1	0	0	2	10	0	0	13	19
Ordinary Diploma	1	2	0	0	5	1	11	14	34	29
Certificate	14	22	0	0	17	2	7	8	70	31
Sub-Total	15	25	17	23	25	15	18	22	160	100
Total	40		40		40		40		100	

Source: Field Data (2023).

The data revealed that the majority of respondents were Certificate holders (n=70, 43.8%), followed by Ordinary Diploma holders (n=34, 21.2%). The third group of respondents had University Degrees (n=43, 26.9%), while the final group consisted of Advanced Diploma holders (n=13, 8.1%). The relatively high number of respondents with lower levels of education may have affected their effectiveness in executing their roles in managing the implementation of Universal Primary Education (UPE) (see, Sebastian & Allensworth, 2012), which could have influenced their perceptions in this study. Research has shown that educated school management committee members are better equipped to influence the effective implementation of educational policies such as UPE and Education for All (EFA) (Nyaundi, 2012). They are particularly effective in enforcing accountability measures and monitoring academic activities and financial resources (Björk, Johansson, & Bredeson, 2014).

Table 3 Perceptions of SMCS on Monitoring the Implementation of UPE

SCALE: Examine Perceptions of SMCS on Monitoring the Implementation of UPE									
SN	Items	Ratings					Total %	Mean	
		5	4	3	2	1			
1.	School management committee member must participate fully in monitoring and management of the school to achieve quality UPE.	49%	44%	7%	0%	0%	100%	4.42	
2.	The school is the property of the community and school management committee member represent the community in the ownership.	27%	20%	38%	12%	3%	100%	3.55	
3.	School management committee monitor and manage the school voluntarily so they are not paid or financially supported.	98%	2%	0%	0%	0%	100%	4.98	
4.	School management committee must promote transparency and accountability.	61%	30%	5%	2%	3%	100%	4.48	
5.	School management committee must have knowledge and technical skills to monitor and manage all school activities.	25%	24%	31%	8%	12%	100%	3.44	
6.	School management committee member must monitor school funds from the central government and other sources.	31%	32%	29%	0%	8%	100%	3.78	
7.	School management committee member must participate in ensuring construction of school infrastructures.	96%	3%	1%	0%	0%	100%	4.95	
8.	School management committee member must participate in ensuring there is availability of instructional materials in the school.	47%	40%	13%	0%	0%	100%	4.33	
9.	School management committee member must adhere to collective responsibility of monitoring and management of the school.	48%	44%	7%	1%	0%	100%	4.41	
10.	School management committee member have the authority of advocate and advice to the committee to take corrective and adjustment of the school programmes.	53%	10%	32%	0%	5%	100%	4.07	
Grand Mean								4.24	

Note: Mean: 1-1.8 (Very Weak), 1.9-2.6 (Low), 2.7-3.4 (Average), 3.5-4.2 (High) & 4.3-5 (Very High) (Nassar *et al.*, 2013).

Key: 1 = Strongly Disagree, 2 =Disagree, 3 = Neutral, 4 =Agree, 5 = Strongly Agree.

Source: Field Data (2023).

The findings presented in Table 3 reveal specific results regarding the perceptions of School Management

Committee (SMC) members. The majority of respondents perceived positively their role in managing schools voluntarily, without financial compensation or external support. A significant 98% of members strongly agreed with this, reflected by a very high mean score of 4.98. This suggests that the voluntary efforts of SMC members present a valuable opportunity for the education sector, particularly in the implementation of Universal Primary Education (UPE). Additionally, SMC members expressed strong support for their role in ensuring the construction of school infrastructure, with a very high mean score of 4.95. This was identified as one of their key responsibilities in implementing UPE. However, there was uncertainty among members (31% responding neutrally, Mean = 3.44) regarding the necessity of possessing knowledge and technical skills to monitor and manage school activities effectively. This finding aligns with the fact that many SMC members have a low level of education, as shown in Table 1, which may contribute to their limited perception of the importance of acquiring the necessary knowledge and skills for effective school management.

Furthermore, many SMC members were unaware of the ownership of the schools they represent, with 38% responding neutrally, 12% disagreeing, and 4% strongly disagreeing (Mean = 3.55). Only a small proportion (20%) agreed, and 26% strongly agreed, that schools are community property and that they represent the community in school ownership. This lack of awareness may negatively affect their commitment to managerial responsibilities, including the implementation of educational policies such as UPE. These findings underscore the need for targeted in-service training programs to equip SMC members with essential management skills to enhance their effectiveness in school governance. An interesting and somewhat contradictory finding emerged regarding collective responsibility. A significant proportion of SMC members (44% agreeing and 48% strongly agreeing, Mean = 4.41) expressed support for the statement that SMC members must adhere to collective responsibility in the monitoring and management of schools. This indicates that, despite challenges in other areas, SMC members demonstrate a strong sense of teamwork in their managerial efforts, which could contribute to the effective implementation of educational policies.

5. DISCUSSION

The findings of this study indicate that the majority of School Management Committee (SMC) members perceive their roles positively, despite the lack of financial compensation or external support. This aligns with Mosha (2018), who highlighted that SMCs often perceive their roles as constrained by bureaucratic and financial challenges. The current results extend Mosha's work by illustrating that, even without remuneration, SMC members are committed to their voluntary roles. A notable finding was the SMC members' positive endorsement of their role in overseeing the construction of school infrastructure. This finding supports Komba & Kumbi (2008), who argued that SMCs contribute significantly to ensuring basic school needs such as sanitation, water, and furniture. However, Komba and Kumbi also emphasized the importance of understanding the factors that either enable or hinder these committees in improving infrastructure, teaching quality, and resource allocation. These insights suggest that enhancing SMCs' capacity (through training) could help further improve the learning environment in Singida Municipality.

Despite these positive perceptions, the study also revealed that many SMC members lacked awareness of the importance of acquiring technical skills and education to effectively manage school activities. This finding is consistent with Noh (2006), who argued that effective monitoring frameworks depend on the knowledge and skills of committee members. Noh's study, which focuses on policy evaluation, suggests that having the right knowledge and skills enables committees to collect and analyse performance indicators, thereby guiding decision-makers in achieving program objectives. The current study echoes this, showing that inadequate training and low education levels among SMC members hinder their ability to fulfil their roles effectively. Additionally, the results suggest that SMC members were unaware of their ownership of the schools they represent, which points to a significant gap in their understanding of their roles within the community. This highlights the need for targeted in-service training programs to develop key management skills among SMC members. As Sule (2022) asserts, such training programs are essential for enhancing the effectiveness of school governance in Tanzania.

Furthermore, the study found that SMC members demonstrated strong teamwork and community participation. This finding aligns with Evans and Shirley (2008), who noted that effective community participation through school management committees or boards promotes collaboration toward a common goal, rather than focusing on individual interests. By mobilizing collective resources, SMCs serve as intermediaries between various stakeholders, which is vital for the successful implementation of educational policies. The present study corroborates this view, showing that SMC members' teamwork and collaborative efforts contribute to the effective implementation of educational policies (Mosha, 2000).

6. THEORETICAL AND PRACTICAL IMPLICATIONS

This study contributes to the existing body of knowledge by applying Social Capital Theory and Principal-Agent theory to the context of educational management in Tanzania. It highlights how perceptions of mutual benefit and the lack of empowerment influence the commitment and performance of School Management Committees (SMCs) in monitoring Universal Primary Education (UPE) implementation. The findings suggest that where SMC members perceive tangible benefits and support, they are more engaged in school governance. Conversely, a lack of knowledge and capacity diminishes effective participation, suggesting that social capital mechanisms found in SMCs (such as capacity-building, recognition, and collaboration) are critical for strengthening grassroots educational management structures. Future research can build upon these findings to explore how other social or organizational theories explain the functioning of school governance bodies in developing contexts. The study offers practical insights for policymakers, education administrators, and non-governmental organizations (NGOs) involved in primary education. The results highlight the urgent need for systematic training programmes to equip SMC members with skills in educational governance, financial management, policy enforcement, and stakeholder engagement. By strengthening the capacity of SMCs, schools can achieve better monitoring and implementation of UPE, thereby improving accountability, infrastructure development, and resource utilization. Furthermore, promoting community awareness about the roles and powers of SMCs can enhance participation, ownership, and sustainability of education initiatives at the local level.

Limitations

This study is subject to several limitations. First, the sample used may not fully represent the perceptions of all School Management Committees (SMCs) within the study population. As a result, the findings may not provide a comprehensive view of SMC perceptions across the broader community. Future research could address this limitation by investigating the depth and diversity of SMC perceptions using a larger and more representative sample. Nevertheless, the findings of this study remain valuable, as they reveal that SMC members generally perceive their roles positively but lack adequate training to enhance their skills in school management. These insights provide a foundation for future research involving larger samples.

Second, the study focused on SMCs from selected schools in both urban and rural areas, which may limit the generalizability of the findings to other schools within the region or across different regions of Tanzania. However, the sample was considered appropriate for exploring SMC perceptions in the context of Universal Primary Education (UPE) implementation. Furthermore, the inclusion of both urban and rural contexts strengthens the potential applicability of these findings to a variety of educational settings.

7. CONCLUSIONS

This study provides valuable insights into the perceptions of School Management Committees (SMCs) regarding their role in monitoring the implementation of Universal Primary Education (UPE) in Singida Municipality, Tanzania. The findings indicate that while SMC members perceive their roles positively and contribute significantly to school management, their efforts are hindered by a lack of adequate training, low education levels, and limited awareness of their powers and responsibilities. The study highlights the importance of capacity-building initiatives, including targeted training programs, to empower SMC members with the necessary knowledge and skills to effectively monitor UPE implementation. These programmes should focus on enhancing educational governance, financial management, and policy implementation, as well as fostering a better understanding of SMC members' roles within their communities.

Moreover, the positive influence of teamwork and community participation in the SMCs reinforces the need for greater collaboration between local education authorities, the government, and non-governmental organizations to support and strengthen SMCs. By addressing these gaps in capacity and knowledge, the effectiveness of school governance can be significantly improved, leading to better outcomes in the implementation of UPE and the overall improvement of the education system in Singida Municipality. In conclusion, while SMCs play a crucial role in school management, their effectiveness is contingent on adequate support, training, and empowerment. Ensuring that SMC members are well-equipped to carry out their responsibilities will not only enhance the effective monitoring of UPE but also contribute to the long-term success of primary education in Tanzania.

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