

Influence of Social Environment on Facility Planning in Government Primary Schools: Experiences from Geita District in Tanzania

Hirst Herman Ndisa¹, George Leonard Kahangwa² and Moshi Amsi Mislai³
University of Dar es Salaam, School of Education
Department of Educational Foundations, Management and Lifelong Learning
Dar es Salaam, Tanzania
E-mail¹: hirstndisa@gmail.com

Abstract

This paper examines the influence of the social environment on primary School Facility Planning (SFP) in enhancing adequate and quality facilities in schools. Under Social Constructionism perspective, Critical Discourse Analysis (CDA) was used as a theoretical framework and data analysis strategy. The study was qualitative coupled with multiple embedded case study design. As is evident in this paper, the study uncovered that weak social relations among social actors in schools constrained the mobilization of resources to implement available facility plans. The author recommends that for a successful mobilization of resources to enhance adequate and quality facilities, meaningful interactions between social agents is of crucial importance.

Keywords: *implementation of facility plans, mobilization of resources, social relation*

Introduction

Sir Winston Churchill once said: “We shape our buildings; thereafter they shape us” (Education facilities laboratories, 1960) as cited in Kraft (2009, p.39). Just as we need shelter to protect domestic activities and provide security, we must equally provide shelter to education. Churchill talks of the rationale of having decent school facilities. This is a serious note as we consider the situation in Tanzania. Since independence, the state of physical facilities in many Tanzanian primary schools has not been satisfactorily good (MoEST, 2016a; MoEST, 2017; MoEST, 2018a; MoEST, 2018c; MoEVT, 2014). Some of the facilities available in most schools are in a deplorable state. These are accompanied by adverse physical conditions that include leaking roofs, cracks on walls and floors, broken doors, and windows and lack of latrines.

This situation calls for a critical rethinking of the practicability of the interventions made in the country to address the problem. This suggestion follows from Fairclough's (1992) assertion that "Critical approaches were not just describing discursive practices but also showing how discourse was shaped by relations of power and the constructive effects discourse had upon social relations". Many of the assumptions, which underlie attempts to rationalize education facility development, have been criticized or abandoned (Earthman, 2009). "Many central governments would like to fully fund both the construction and maintenance. This has often proven unrealistic in practice" (Beynon, 1997, p. 56). United Nations Educational Scientific and Cultural Organisation [UNESCO] (2013) observes that the Education For All (EFA) goals have been driven by national policies and development in many countries and are the basis for mobilizing resources for education. By contrast, the global policies did not provide a framework for education planning to realize the end (Moshia, 2006).

In the United States, SFP has been topical among stakeholders, including educators, community members, and planners (National Centre of Education Statistics [NCES], 2014). This is because schools had adverse physical environments and many schools faced facility issues due to overcrowding (NCES, 2014). These overcrowding issues make evident the need for educational leaders and the school community as a whole to be prepared to implement a planning process to enhance adequate and quality facilities (NCES, 2014).

In England, Ireland, and the Netherlands, individual schools and Local Education Authorities pioneered SFP as a grassroots approach to school management in urban and rural primary schools (MoES, 1999). In African countries, like Nigeria, the state of infrastructural decay in many schools is a manifestation of poor SFP (Opiyo, 2014). Most of primary schools in Sub-Saharan Africa consist of classrooms only and with broken furniture (Theunynck, 2009). Moreover, most countries rely heavily on external aid to fund school construction. As a result, donors have exerted a significant influence on school facility planning and are the main contributing factor to the much inefficiency found in facility plans throughout Sub-Saharan Africa.

Tanzania formulated different education plans after independence. These plans had some achievements on access but with little effort on mobilization of resources to implement facility plans so as to accommodate the enrolled pupils (Mushi, 2012). SFP is a component in the Whole School Development Planning (WSDP) established under the Education Act No. 25 of 1978 section (39). One of the roles and responsibilities of a school committee addressed in the circular of education number 1 of 2018 is to link school to the community in mobilizing resources to implement facility plans (MoEST, 2018b). The community participated in SFP

through active School Committee Members (SCMs) interested in the well-being of the school (Mollel & Tollenaar, 2013). Community participation in mobilizing resources to implement school facility plans has proven to be successful through fund raising strategy (Geoffrey, 2015).

Objectives of the Study

This study examined the influence of the social relation between social actors to determine the mobilization of resources to implement facility planning to enhance adequate and quality facilities in government primary schools in Geita District. Specifically, it sought to answer the following research questions:

- i. How do social relations between pupils and teachers determine mobilization of resources to implement facility plans to enhance adequate and quality facilities in the selected government primary schools?
- ii. How do social relations between SCMs and community determine mobilization of resources to implement facility plans to enhance adequate and quality facilities in the selected government primary schools?
- iii. How do social relations between school administration and financial organizations determine mobilization of resources to implement facility plans to enhance adequate and quality facilities in the selected government primary schools?

Theoretical underpinning

Critical Discourse Analysis (CDA) as a social theory underpins the theoretical understanding and discussion of the findings. Fairclough (1992, p. 63) defines discourse as a mode of action, one form in which people may act upon the world and especially each other as well as mode of presentation. However, discourse is shaped and constrained by social relations among social actors at the institutional and societal levels (Fairclough, 1992). Similarly, discourse is shaped and constrained by social structures and by culture (Mogashoa, 2014). Therefore, there is a dialectical relationship between discourse and social structure and and r between social practice and social structure. Social practice has various orientations including social relations among social actors (Fairclough, 1992). According to Fulcher (2010), discourse analysis can be seen as a way of understanding social interactions.

An additional theory that helped to explain the influence of social relations on mobilization of resources to implement school facility plans was the open system theory, which states that an organization is open to its environment and must strive

to maintain a suitable relationship with that environment if it is to stay healthy (Lunenburg, 2010b). Primary school as a social system, operating in a social environment, should allow decision making in planning free from bureaucratic thinking in which the school has the ability to adapt to the situation to satisfy school needs (Gomez-Mejia & Balkin, 2012).

Literature Review

Social environment focuses on social interaction as an interpretation of social relationship in the dynamic environment (Fitriyah, 2014). Fairclough (2003) reports that genres as forms of interaction constitute particular sorts of social relations between interactants. The way mobilization of resources to implement facility plans is done as a function to enhance adequate and quality school facilities creates particular kinds of social relations between schools community members involved in SFP. Mogashoa (2014) argues that discourses are forms or ways of interacting that are accepted as instantiations of particular roles by a specific group of people. Social relations are those between social agents, which can be of different types: organizations, groups or individuals or those that combine different types of social agents (Fairclough, 2003). Fairclough further says that social relations vary in two dimensions as social hierarchy (interactants who tend to exercise power over another) and social distance (social agents operate in school, community or district) (2003). Organization of social groups serves as an adaptive function especially when resources are limited, individual skills vary, hence hierarchies are an efficient way to define social roles including to divide goods and labour among group members (Halevy, Chou & Galinsky, 2011).

Golhasani and Hosseinirad (2016, p. 1) define resource mobilization as the process of getting resources from resource providers, using different mechanisms to implement the organization's work for achieving the pre-determined organizational goals. In local practice, resources can be grouped into three main categories; human, physical and financial to facilitate the implementation of school facility plans. However, MoEST (2014) declares that schools receive resources from diverse groups including communities and financial institutions to implement facility plans to enhance adequate and quality school facilities. Theunynck (2009) observes that when accountability mechanisms are adequate and when communities are empowered, Community Driven Development (CDD) approach is highly successful to enhance adequate and quality school facilities. CDD is the term used by the World Bank to characterize investment programmes that support decentralization. CDD approach regards school construction to be the coproduction of four actors

– the Ministry of Education, Local Government Authorities, communities and the private sector to execute construction works (figure 1). The Ministry of Education plays a strategic, policy setting, financing, capacity building and regulatory role. Local government authorities mobilize communities and develop local development plans. Communities implement their school construction project.

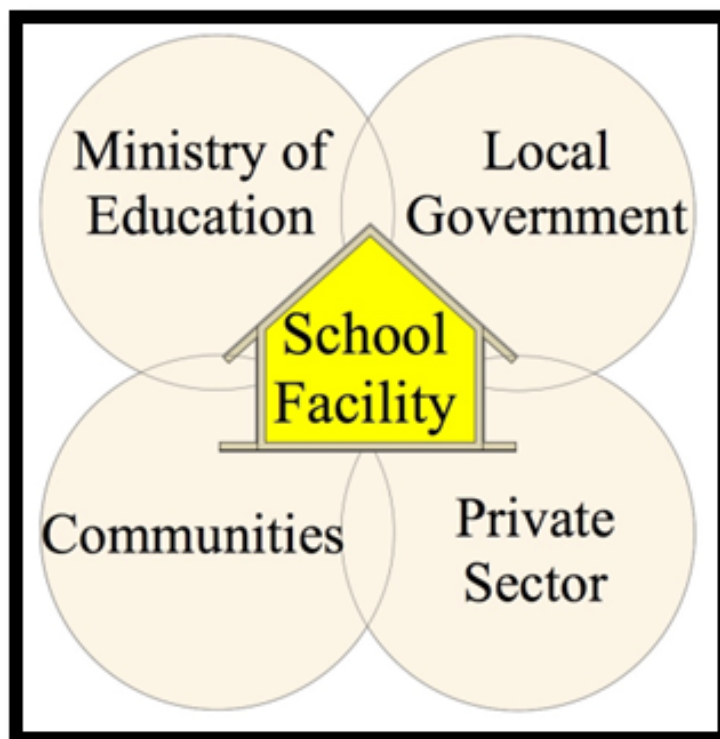


Figure 1: CDD approach

Source: Theunynck (2009, p. 113)

However, the scarce resources mobilized by the government and capitalists to implement facility plans enhanced inadequate facilities. Decentralization by Devolution (D by D) policy was meant for the participation of local communities (Kessy & McCourt, 2010). Moreover, Mollel & Tollenaar (2013) argue that the policy theory of the Decentralization by Devolution (D by D) is that adequate and quality facilities are only sustainable if local communities mobilize resources to implement facility plans. Furthermore, they say that the real development to enhance adequate and quality facilities is also “to rely heavily on community contributions” (Mollel & Tollenaar, 2013).

Communities participate in mobilizing resources to implement school facility plans through fund raising strategy in public school meetings planned and organized

by school committees through special donor requests including companies like VODACOM foundation (Geoffrey, 2015). However, leadership is about influence in mobilizing resources to tackle community problems (Keohane, 2010). Warner (2001) suggests that strong social relations and networks are important in ensuring community involvement while producing a democratic social structure. Among the roles of the school committee is to mobilize human, financial and material resources for school building construction (Mmari, 2005).

One of the roles and responsibilities of the school committee was to link school to the community through resource mobilization initiatives like Harambee (MoEST, 2018b). Harambee is a Swahili word used by Kenyans, meaning ‘all pull together’. It encourages people to unite with national spirit of collective action in building the newly independent nation. Harambee in schools is among sources of material and financial resources to facilitate the implementation of school facilities and to enhance implementation of facility plans (MoEST, 2014 & 2018d). Moreover, Therkildsen (2000) as cited in Matete (2016, p. 178) explains that “Most of the primary school infrastructures that still exist today were constructed through the corporation between community- based village organisations and the government”. Free education policy of May, 2016 and the Chama Cha Mapinduzi (CCM) manifesto of 2015-25’. CCM means ‘revolutionary party’. It is a ruling political party in Republic of Tanzania. The manifesto says that parents and guardians should participate voluntarily in school development (MoEST 2016b). Similarly, self-reliance projects in schools are among the sources of financial and material resources to facilitate the implementation of school facility plans (MoEST, 2018d).

SFP should be treated as an integral part of the overall planning process of the school system (Earthman, 2009). Categories in SFP included the formulation of plans and provision of strategies to implement facility plans (Blandford, 2000; Ghasemi, 2015; Mosha, 2006). Among the strategies is the mobilization of resources by school, community and financial organizations to implement school facility plan (Geoffrey, 2015; Kapinga, 2017; MoEST, 2018d). At the school level, the formulation of facility plans follows the following stages: identification of needs, situation analysis, setting objectives, and production of facility plans (Asiabaka, 2008; Chanter & Swallow, 2007; Earthman, 2009; Ghasemi, 2015; MoEST, 2018d; Mosha, 2006). The implementation of facility plans includes the provision of new school facilities and maintenance of the existing facilities.

To be more specific, empirical studies regarding the influence of social environment on SFP to enhance adequate and quality facilities are limited. However, Kraft (2009) conducted a study on the SFP process within the context of a social and political environment in the United States in order to develop an understanding of

how school leaders guided stakeholders through social and political dimension that existed within the authentic context of the SFP process. It was noted that the school leader involved stakeholders to create a collaborative and meaningful SFP process. Isingo (2010) conducted a study to assess the capacity of SCMs in enhancing quality education in government primary schools in Ilala municipality, Dar es Salaam, Tanzania. It was revealed that SCMs were hardly involved in the formulations of facility plans. School committee members were backgrounded in the planning.

Similarly, Geoffrey (2015) conducted a study on the efficacy of SCMs in the management of school resources in Rufiji district, Coast Region, Tanzania. It was revealed that parents who were SCMs were minimally involved and participated only in the formulation and implementation of plans due to domination of teachers in the decision-making. Parents who were SCMs were not aware of their responsibility to ensure that schools have all facilities for quality education. Likewise, the power of parents and community was affected by the assumptions that schools were government properties. Parents in the school committees were not empowered to make decisions in the planning. Mollel & Tollenaar (2013) assessed the involvement of local communities in SFP decision-making based on the case study for Ngerengere primary school facilities in Morogoro, Tanzania. It was established that good management of the school administration influenced active participation of community and development organizations. The main factor of this active participation was close relationship between community and leaders (community and school) and the transparency of decision-making.

These studies indicate that interactions, participation, and collaborations of social actors inside and outside the school facilitate SFP to enhance adequate and quality school facilities. Given the importance of SFP to enhance adequate and quality school facilities, it is timely to examine the influence of social environment on SFP to enhance adequate and quality school facilities in government primary schools.

Conceptual model

From discourse analysis, interactions between social actors determine social practice. In this study, interactions, participation, and collaborations of social actors were found to determine mobilization of resources to implement facility plans which in turn was meant to enhance adequate and quality school facilities. Fairclough (2003) argues that a mix of related discourses practices based on dialectical-relational social ontology determines the social practice. Fairclough (1992) argues that discourse helps to construct social relationships between social actors as an aspect of the constructive effects of discourse.

Similarly, an open system model enables the inputs (social actors and mobilized resources), process (implementation of facility plans) and the output (adequate and quality school facilities). Context refers to the environment where planning occurs. That means, the school must interact with the environment to survive by acquiring resources from the environment and exporting outputs to it (Gomez-Mejia & Balkin, 2012). Therefore, influence of inputs determines the processes to be used to enhance outputs. The conceptual framework is summarized in figure 2.

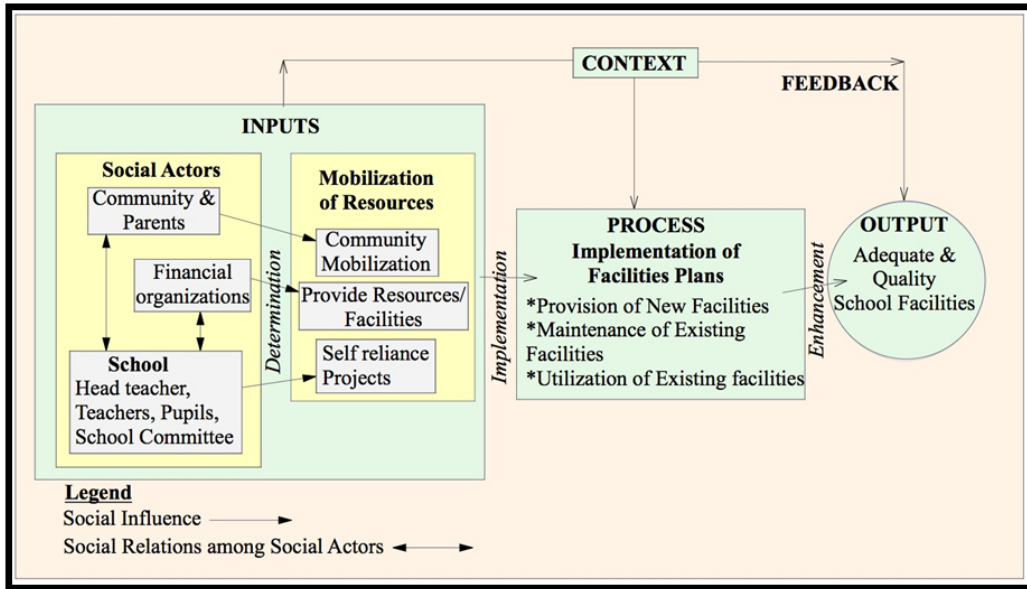


Figure 2: The conceptual model of the study

Methodology

The study was conducted in six selected government primary schools in Geita District in Geita Region. Geita Region is the least region endowed with school facilities in Tanzania (MoEST, 2016; MoEST 2017; MoEST, 2018a). The research on which this paper is based was qualitative and it adopted a multiple embedded case study design within social constructionism, which focuses on the processes of understanding and addressing social change in organizations. Purposive sampling was applied to select for interview 18 parents, 18 teachers and 6 head teachers. Similarly, quota sampling was applied to select 36 respondents for Focus Group Discussion (FGD). Reviewed documents were minutes of pupils' Baraza and the school committee meetings from year 2009 to 2020. Furthermore, physical observation was adopted to see the implemented facilities that resulted by influence

of social relations on mobilization of resources. CDA requires multiple techniques to collect data for critical perspective (Huckin, Andrus & Clary-Lemon, 2012).

Transcribed interview data, reviewed documents and observations as texts were analysed through CDA involving description, interpretation in relation to discourse practices and explanations of discourse practices in relation to social practices as shown in figure 1.

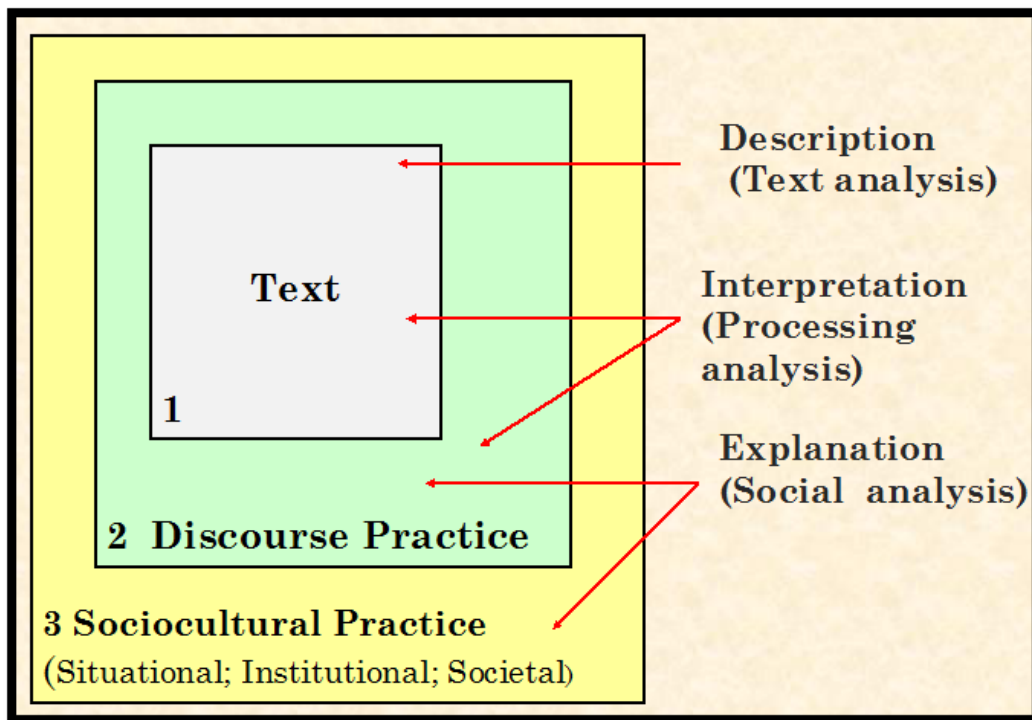


Figure 3: Fairclough's dimension of discourse and discourse analysis

The researcher was granted permission to conduct the study from relevant authorities including the selected primary schools. The respondents did not reveal their names during the interviews and the school names are pseudo-names used in the study to maintain confidentiality and anonymity.

Study Findings and Discussion

It was found that social relations between pupils and teachers; SCMs and the community as well as school administration and financial organizations facilitated the mobilization of resources to implement facility plans.

Social relations between pupils and teachers in the mobilization of resources

Social relations between pupils and teachers facilitated the mobilization of funds and building materials to construct and maintain school facilities. Funds and building materials were mobilized through self-reliance projects. Self-reliance projects found in schools included farming activities (trees, maize and cotton) and tunnels (good soil) for brick making. It was noted that the mobilized resources through self-reliance projects were scarce, making it hard to implement facility plans to enhance adequate and quality facilities.

It was noted that pupils, teachers and SCMs maintained good communication; they were interrogated about their affairs in their respective social events. Social events for pupils included pupil's Baraza, and those for teachers were teachers' meetings while for SCMs were school committee meetings. It was noted that social relations between pupils and teachers to facilitate mobilization of resources for implementation of facility plans was based on social hierarchy within the school scale. This is in line with Discourse theory since there is a dialectical relationship between discourse and social structure but also relationship between social practice and social structure.

It was noted that pupils in Ura Primary School needed adequate and quality facilities. For example, on 14th March 2018, agenda numbered 15, 16, 22, and 25 described, "Pupils needed maintenance of classrooms and latrines, library, and the borehole respectively" (Baraza, 2018, pp. 1-2). However, other schools had Baraza, but minutes were not produced, and the agenda of school facilities were backgrounded during Baraza meetings.

It was noted that pupils and teachers had high communications and collaborations among themselves. Pupil F at Ura Primary School said that they met twice a year and usually raised their voices regarding the needs of facilities. This piece of findings concurs with Fairclough (2003) who says that high communication between social agents is high in both social hierarchy and social distance. Pupil B in Ura Primary School said that they had a maize farm whereby farm income enabled them to buy goal posts in the football and netball grounds and latrines facilities. Pupil F in Rusi School said that they had maize, cotton and trees farms. Income generated from these farms, among other things, was spent to construct a head teacher's office. In all the visited schools, pupils were used as labourers in the mobilization of resources to implement facility plans. For example, Rusi Primary School held a committee meeting on 7th October 2009. One of the agenda was the construction of the latrine block. In this meeting members of the school committee questioned about incurring costs for transporting bricks, taking into

consideration that children/ pupils can do it in their extra-curricular hours (School Committee, 2009, p. 1). It is clear from this evidence that pupils participated in the construction of school buildings as labourers to assist local artisans in small works and to reduce the cost of construction. Pupil D at Rusi Primary School said that they brought water for the construction of latrines', collect burnt bricks and sand closer to the construction areas. Pupil E in Uni Primary School said they brought water for construction, collected burnt bricks and took the excavated sand closer to construction area". Similarly, Pupil A in Rule School said, they brought; water for the construction, and brought burnt bricks from their homes. This implies that pupils were actively involved in the mobilization of resources to implement facility plans. This implies that pupil's participation was foregrounded.

However, it was noted that, pupils' opinions were not discussed in the teachers' meetings and School committee. The voices of pupils were hidden and scarcely referred to in the implementation of facility plans. These findings correspond with Fairclough (2003) that the unsaid and hidden texts are backgrounded. No minutes in the teachers meetings and school committees indicated intervention of pupils' opinions regarding the needs of facilities as a response to their [pupils'] voices. Teachers largely discussed academic matters, pupils' discipline and attendance during teachers' meetings. This implies that teachers' interactions backgrounded the mobilization of resources to implement school facility plans. In administering the self-reliance projects, it was noted that teacher's supervision over pupils were based on social hierarchy. These findings were in-line with Fairclough (2003) that social agents tend to exercise power over others.

Furthermore, it was noted that balkanization among teachers constrained the generation of resources to implement facility plans. Teacher C in Uni Primary School said that the head teacher was not transparent to teachers on how building materials are mobilized to construct ongoing new pupils' latrines. Teachers were partially included in the mobilization of building materials. The agenda of mobilization of building materials among teachers were backgrounded. Head teachers worked individually (not in groups) and did not inspire leadership trust among teachers in schools. It was found that head teachers had low communication with teachers in the mobilization of building materials to implement facility plans.

It was observed that pupils and teachers misused and mismanaged the existing facilities. In the rainy season, a classroom was also utilized as a kitchen due to absence of a kitchen in the School. This made floor, paints and roofing sheets easily deteriorate. Likewise, school properties were not kept to sustain their survival.

Social relations between SCMS and community in the mobilization of resources

Social relations between SCMs and community facilitated to the mobilization of resources to implement school facility plans. However, it was noted that the mobilized resources were not sufficient to implement facility plans to enhance adequate and quality facilities. SCMs interacted through school committee meetings and minutes of the meetings were produced. However, the interactions made during the meetings did not realize and demonstrate genre chain. It was noted that social relations between SCMs and community to facilitate mobilization of resources was based on both social hierarchy and social distance between them.

It was noted that social relations between SCMs and community created social network during interactions, which facilitated mobilization of resources to implement facility plans. The findings are in line with open systems model, which states, an organization is open to its environment and must strive to maintain a suitable relationship with that environment if it is to stay healthy (Lunenburg, 2010b). According to this model, flexibility and adaptability are the most important conditions for an organization to secure essential resources and other inputs from the community. Gomez-Mejia & Balkin (2012) argue that primary school has the ability to adapt to the situation to satisfy school needs.

In Rudo, Rusi and Ura primary schools, there were interactions between SCMs which facilitated the mobilization of materials and financial resources to implement facility plans. For example, the agenda (VI) of the SMC meeting in Rusi School held on 18th October 2013 said:

Pit for the pupil's latrine is already excavated, and is ready for construction of walls. Therefore, SMC members discussed and lastly proposed for harambee to get funds from different stakeholders who had good will to support the school development. Therefore, the priority day for the proposed harambee social event is during graduation of standard VII (School committee, 2013c, p.2).

Similarly, in Ura Primary School, they conducted harambee during standard VII-graduation ceremony. The information of agenda number 6 of the parents meetings held at Ura Primary School on 1st December 2015 remarked that "During the harambee materials and financial resources were collected". Likewise, each pupil from Standard II to VII was required to contribute funds for desks. Agenda 5 of the school committee meeting in Ura School held on 12th February 2015 indicated that "The secretaries of the meetings requested the school accountant to read the income generated through contributions of fund for desks. The decision to contribute was approved during previous parents' meetings..." (School Committee,

2015, p. 3). Parents in Rudo School agreed to mobilize funds to buy pupils' desks and to construct a classroom. Agenda 3 of the school committee meeting in Rudo at School 5th February 2013 said:

SCMs suggested that each every two parents should buy one desk; that is, each parent should contribute 20,000/=, since each desk cost up to 40,000/=. On that day, SCMs estimated the budget to construct a new classroom. They proposed a date to discuss the matter with all parents... (School Committee, 2013a, p. 2).

It was noted that other SCMs expected resources from the government, and donors to implement school facility plans. The district office promised Rusi Primary School to construct pupil's latrines. Agenda (iii) of the SMC meeting, considered the construction of a block of latrines at Rusi Primary School, held on 7th October 2009 which indicated that:

...Our school received assistance to construct pupils' latrine block from the district... if it happens that the contribution is needed from the parents, we will inform the parents. The breakdown of the budget included the cost of materials, labour, and transport. The budget was three million Tanzanian shillings... (School Committee, 2009, p. 1).

SCMs waited for four years, but the district office did not fulfill the promise of constructing the pupils' toilets. Hence, SCMs were disappointed by the agenda of constructing pupil's latrine and decided to reject it. Agenda V of the school committee meeting at Rusi Primary School, held on 15th February 2013 said, SCMs in great sorrows decided to stop discussing the construction of pupils latrines because it had been discussed several times without success (School Committee, 2013b).

It was noted that unawareness of communities contributed to the weakening the meaningful interactions to facilitate mobilization of resources to implement facility plans. Similarly, head teachers did not inspire trust to the communities, which increased social distance between schools and communities. The weak social distance between schools and communities hindered mobilization of resources to implement facility plans. Parent A at Ura Primary School said that in the nearby school (not in this study), parents met and mobilized resources, which constructed 7 classrooms. Each parent contributed 15,000/- in 3 months' time successfully (Interview: 31st March, 2020).

It was noted that social network between schools and communities facilitated the mobilization of resources to establish new schools in the wards, to reduce overcrowdings in existing schools. For example, Uga Primary School was

overcrowded and some of the pupils walked for about 5km to school. Parent B who was an SCM at Uga Primary School and a chairperson of the hamlet said:

We decided to establish a new school in another hamlet within our ward. Four classrooms and an office are already constructed and roofed. We started mobilizing resources and the construction works in 2019 and we expect a school to start its operation in 2021. Our children will walk shorter distance to new school (not in this study) (Interview: 16th April, 2020).

Similarly, the gold plant found in the village paid charge of its operation to the village. However, the village sent funds to be used for construction of classrooms. The deliberation of agenda 2 of the school committee meeting at Rudo Primary School was held on 18th November 2014 reads:

The village meeting directed that the available fund (1,240,000/=) given to the village should be used to construct classrooms. Then the expenditures and the budget gap should be read in the parents' meeting and its mobilization to complete the construction works also needs to be read (School Committee, 2014, p.1).

Although the village provided funds to implement school facilities, Uga village leaders tried to exercise power to rob the old roofing materials at Uga Primary School for other purposes away from school. The roofing materials were intact and could roof other school buildings. However, school committee resisted the village leaders plan to rob the old roofing materials as indicated in the 2nd agenda of the school committee meeting at Uga Primary School held on 12th June 2019, which said, ...”SCMs resisted the purpose of village government to take the roofing materials... as it was against the guidelines and procedures” (School Committee, 2019). This is in line with Critical Discourse Analysis which is concerned not only with social relations in discourse, but also with how power relations and power struggle shape and transform the discourse practices of an institutions (Fairclough, 1992).

It was noted that the available facilities in schools were not utilized due to weak social distance between teachers and community members where schools are found. Parent B at Rule Primary School who is a chairman of the village as well complained:

We have 5 teachers' houses. However, no teachers live in the houses. We participated in several meetings with teachers insisting them to live in the constructed houses. Yet, no response from teachers was given to us... We [parents] need teachers to live in the houses at school (Interview: 09th July, 2020).

Likewise, at Rudo Primary School, parent B said, “Community constructed a head teacher’s house. Yet, he lives somewhere else away from school compound”.

Although social relations between SCMs and community facilitated the mobilization of fund and building materials to provide new facilities and maintain existed facilities, the mobilized resources were not sufficient to enhance adequate and quality facilities.

Social relations between school administration and financial organizations in the mobilization of resources

Social relations between school administrations and financial organisations facilitated the mobilization of resources to implement school facility plans. However, it was noted that the mobilized resources were not sufficient to implement facility plans to enhance adequate and quality facilities. Head teachers wrote letters to financial organisations to request for facilities or resources to implement facility plans. It was noted that head teachers had social networks with financial organisations. For example, head teacher at Uga Primary School had a social network with NMB. The head teacher said, “... I wrote a letter to NMB requesting resources to make pupil’s desks or to provide pupil’s desks at my school. As a response, NMB provided 54 desks...” (Interview: 15th April, 2020).

These findings are in line with the open systems model, which states that, an organization is open to its environment and must strive to maintain a suitable relationship with that environment if it is to stay healthy (Lunenburg, 2010b). Similarly, the findings concurred with MoEST (2018d) that accept that schools could request facilities like desks or resources from financial organizations to implement facility plans.

Although the social relations between head teachers and financial organisations facilitated the provision of pupils, the desks were not sufficient to enhance adequate school facilities.

Conclusion and Recommendations

Based on the cases of visited primary schools in Geita DC, one could conclude that limited social interactions, participation, network and collaborations between social agents led to the scarcity of resources mobilized to implement facility plans. This implies that discourses were constrained by social relations among social agents to mobilize resources. It appears that social agents are willing to interact and

participate, but political environment has been dominated over social environment. Schools rely heavily on donor fund to implement facility plans. As a result, donors have exerted a significant influence on SFP and are the main contributing factors to inadequate facilities. There was not only weak dialectical relationship between discourse and social structures but also between social practice and social structure.

On the basis of study findings, this study recommends for meaningful interactions, participations, networking and collaborations in both social hierarchy and social distance between school members and community to facilitate mobilization of resources to implement facility plans. Communities have a long history of self-help and have built many of their own schools throughout the years. Therefore, they are capable of doing much better, with some help.

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