

**COMMUNITY PARTICIPATION IN MANAGING SECONDARY
SCHOOLS ACADEMIC PERFORMANCE:
A CASE OF SELECTED SECONDARY SCHOOLS IN KILOSA
DISTRICT COUNCIL**

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SCHOOLS ACADEMIC PERFORMANCE:
A CASE OF SELECTED SECONDARY SCHOOLS IN KILOSA
DISTRICT COUNCIL**

By:

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**A dissertation submitted to the School Of Public Administration and
Management (SOPAM) in Partial/Fulfillment of the Requirements for the
Award of the Degree of Master of Public Administration (MPA) of Mzumbe
University.**

2019

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by Mzumbe University a dissertation titled: **Community participation in managing Secondary School Academic Performance: A case of selected Secondary Schools in Kilosa District council**; in partial fulfillment of the requirements for the Degree of Master of Public Administration.

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Accepted by the Board

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DECLARATION AND COPYRIGHT

I Shukurani Wanjara, declare that, this dissertation is my own original work and that it has not been represented and will not be represented to any other College or University for similar or any other award.

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DEDICATION

I would like to dedicate this dissertation to my beloved parents Mr. and Mrs. Michael Wanjara whom I owe a lot for their concern and support to brighten my future.

LIST OF ABBREVIATIONS AND ACRONYM

CCM	Chama Cha Mapinduzi
CHADEMA	Chama Cha Demokrasia na Maendeleo
CP	Cumulative Percent
DED	District Executive Director
DEO	District Education Officer
NGO'S	Non GovernmentNon-Government Organisations
SEDP	Secondary Education Development ProgrammProgramme
SMT	School Management Team
UK	United Kingdom
UNESCO	United Nations Education, Scientific and Cultural Organisation
URT	United Republic of Tanzania
USA	United State of America
WC	Ward Councilor
WEDO	Ward Education Officer

ABSTRACT

This study was about community participation in managing secondary schools academic performance. The study was carried out at Kilosa District council. The researcher employed three objectives which were, to examine the extent of community in Secondary Schools academic performance, the second objective was to find out the approach of community participation towards managing Schools academic performance, and the third objective was to explore the factors which limit effective community participation in decision making and administration of Schools academic performance. A case study design was adopted whereas a sample of one hundred and forty three (156) respondents was selected through simple random sampling and purposive sampling. Questionnaires, interview and documentary review were employed for data collection. Quantitative data were analysed through SPSS programme version 20, then data were presented in table, frequency and percentage, while qualitative data were analysed through content analysis.

The findings of the study reveal that community participation enabled parents and teachers to get involved and assist students to study hard through their efforts this led to increase academic performance in Secondary Schools. Also, community participation resulted for parents to organize themselves and contribute money and pay temporally teachers of science subjects due to scarcity of those teachers, this led to the increase of performance for science subjects. Meanwhile, the study reveal that, the approaches used by parents to participate in School development was through meetings, cost sharing, this encouraged them to discuss together and work as a team for their children achievements whereas they contributed money for laboratories constructions, classrooms as well as teachers for accommodation, all these contributed to the performance of students in terms of academic. The researcher also discovered some challenges that hinder effective participation such as: political interference, low level of education, poverty and top down decision. The researcher concluded that, employed community participation is pivotal to create harmonious academic performance through involvement of community members which led to the achievement in terms of academic performance to the students.

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CHAPTER ONE

1.0 Introduction

This chapter presents the background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study. The chapter also deals with delimitation of the study.

1.1 Background to the problem

Community participation is a key factor in managing Secondary Schools performance. In both developed and developing countries community participation is very much emphasised in managing Schools especially in ensuring Schools are well performing in terms of academic. In developed country like America for example, many parents have realized the importance of parents to involve themselves in the education of their children as it leads to children improvement in learning although they face time problem (US Department of Education, 2000). Arguably, the research conducted by Fan and Chen, 2001; Houtenville and Conway, 2008; Jeynes, 2007 in the United State of America, the findings show that parents involvement enable the children more likely to perform better in School when their parents show an interest in their school work (Henderson & Mapp, 2002).

Furthermore, in East Africa particularly in Kenya, during colonial era, most of communities were not involved in managing Schools academic matters since that the colonialists were the ones who plan and manage Schools academic performance as it lead to failure of Kenyans to participate and give out their views in education issues. Therefore, after attain independence in 1963, Kenya adopted 'Harambee' which literary means 'let's pull together (Babyegeya, 2002). Harambee project was initiated by the community members in order to support different development including education (Babyegeya, 2002). Through harambee, community members solicit voluntary contribution in terms of finances, materials, views and labour powers for the purpose of improving education to suit their needs.

Likewise, under Harambee, the community members participated fully in education developments which enable them to be involved in education activities for the developments of their children in terms of academic performance (Onsomu & Mujidi, 2011).

In Tanzania, the colonial government established few secondary schools aimed at educating few Tanzanians for easy smooth exploitation of the colony. During that era, the small number of secondary schools limited many Tanzania from accessing secondary education since that they were segregated and discriminated to acquire colonial education. Moreover, communities were not involved effectively in decision making and planning on the type of education which was relevant to the community itself. During colonial era, Colonialists were the ones who decided and determine the type of education to be provided to Tanzanians. Thus from the colonial period, the parents and community members developed inferiority complex that managing Schools performance are done by the rulers from the colonial government and not Tanzanians and community at large (Babyegeya, 2002).

Moreover, after independence, Tanzanian parents and community did not participate effectively in planning and managing academic performance on their children education and that activity is left to be done by Central government, teachers and School administration which is a problem, the awareness of how the community can be involved in planning and managing academic performance as in Tanzania seems to be low since that there is no specific law that guide the community to participate and assess the teachers the way they teach, the way they construct the Examinations as well as teaching and learning materials, hence leads to community fail to have the power to influence the teachers to be accountable once their students fail in their Examinations, due to this scenario, the community members do not have fully mandate that give the authority to make close supervision in education matters (Matekere, 2003).

Meanwhile, top decision making whereby the plans, policy and strategies in education issues is driven by the Central government, eventually, community is invited to implement the decisions and directives, thus hinder community to participate effectively and air out their views about the better way of improving academic through their participations (Chapman et al, 2002).

Campbell (2012) points out that the task now confronts educational reformers and researchers are to refine the understanding of the characteristics of effective community participation because it is not even clear who is responsible for community participation in the management of the public Secondary Schools in most of the Schools in developing countries. Despite all issues pertaining to ineffectiveness and inefficient of community participation in ensuring the Schools are performing better, the Government and community members strive to put forward their efforts together in building classrooms, laboratories, teachers houses for accommodation, raising enrollment due to free fees education, increase books to ensure students obtain quality education for the purpose of raising academic performance but still these efforts did not reflect the performance as they expected by education stakeholders.

1.2 Statement of the problem

The government of Tanzania in collaboration with community members had taken different initiatives such as building classrooms, laboratories and teachers houses for ensuring better accommodation, provision of furniture's such as desks, tables and chairs through contribution of their money, provision of electricity, text books and foods to the students as well as free fees education from primary to Secondary School levels and supervision of students' discipline. This is done for the purpose of making community members to feel the sense of ownership in School developments in terms of academic performance. The rationale of community efforts is to ensure that the Public Secondary Schools are well managed, planned, organised, controlled and coordinated so as to produce positive results for academic performance to the students.

Regardless of the efforts made by the government and communities in the provision of all basic requirements for the purpose of ensuring academic performance in Schools is improved, yet the responses through their participation do not reflect the performance as expected by the education stakeholders. Therefore, this study intended to examine community participation in managing Secondary Schools academic performance in selected Secondary Schools in Kilosa District Council.

1.3 General objective of the study

The general objective of this study was to examine community participation in managing Secondary Schools academic performance in selected Secondary Schools in Kilosa District Council.

1.4 Specific objectives of the study

- (i) To examine the extent of community participation in Secondary Schools academic performance
- (ii) To find out the approach of community participation towards managing Schools academic performance
- (iii) To explore the factors which limit effective community participation in decision making and administration of Schools academic performance

1.5 Research questions

- (i) What is the extent of community participation in Schools academic performance?
- (ii) What are the approaches of community participation towards managing Schools academic performance?
- (iii) What are the factors which limit effective community participation in decision making and administration of Schools academic performance?

1.6 Significance of the study

The study was vital in the sense that the government through education policy makers to involve the community members from the grassroots so as to give out their views and experiences to shape the students' in terms of academic performance. Furthermore, the study was a reference material for re-assessing the structure, functions and roles of both the government and communities in the management and administration of Schools and let the community members to be the part and parcel of Schools achievements for the students.

Also the study expected to encourage parents and the government of Tanzania to participate in planning, organising, controlling and decision making as a tool for education developments. This enabled the government to put more emphasis on provision mass education to the parents on how they can participate in different education plans in their secondary schools for education development of their children.

1.7 Delimitation of the study

The study was carried out at Kilosa District Council whereby selected public Secondary Schools were involved for the purpose of obtaining crucial data. Consequently, the study was involved Heads of Schools, Teachers, Parents, Ward Education Officers, Ward Councilors as well as Students as part of community so as to give out their views and experiences about the importance of employing community participation in managing Secondary Schools academic performance.

1.8 Limitation of the study

During data collection, the researcher faced with some problems such as respondents delayed to return the questionnaires which resulted to delay to start the analysis of data. The researcher overcomes limitation by advising the respondents to show cooperation so as to complete the study for the benefits of the community. Also, some parents demanded money in order to respond the questionnaires, but the

researcher tried the level best to educate them that, this research is for the benefits of the community and is not a business, due to this, they managed to give out their views and experiences concerned the subject matter. Some students did not know how to respond the questions which led to the researcher to retranslate the questions for more clarification.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of both theoretical and empirical literature on community participation in managing Secondary Schools academic performance. Literature review is a critical look at what has been written on a topic by accredited scholars and researchers (Muya, 2018). It is very important to note that, the review should not be simply a description of what others have published in the form of a set of summaries, but should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approach (Muya,2018). Literature review refers to an identification, location and analysis of documents or records which contains information pertaining to the problem that is being studied (Msabila & Nalaila, 2013). The review should describe, summarise, evaluate and clarify the previous issues in relation to current research problem so as to provide the foundation of addressing the research gap. Literature review assists the researcher to know what others have done so as to get better prepared in addressing the research problem.

2.2 Definition of key terms

2.2.1 Community

This refers to the group of people who are living together and share common culture for the purpose of achieving the goals in a given context (Fitrah,2012).Through community, social activities are implemented and bring outcomes. Schools are found in community whereby the citizens as part of community obtain the intended education for their future development hence creates the sense of ownership among the community members to be part and parcel of achievements in a given context (Fitrah, 2012).

2.2.2 Participation

According to Cornwall (2008), participation signify almost anything that involve people to discuss and share their views, ideas and experiences for the sake of illuminating social problems and provide its solution through involving the community members in a given context.

2.2.3 Community participation

Mnaranara (2010) affirms that, community participation is an active group of people by which community members or beneficiaries influence the direction and execution of the development program with a view of enhancing their well-being in terms of income, personal growth, self-reliance and development. Community participation brings unity and solidarity among the people to share their views and experiences hence attainment of common goals.

2.2.4 Management

This refers to the process of planning, organizing, leading and controlling resources of an Organisation (Mugenyi, 2013). It can also view as making policies, plans and final decision on what should be done and how should be done (Mugenyi, 2013). Management is an art of getting things done through and with the people in formally organise groups. It is an art of creating environment in which people can perform and individuals can cooperate towards attainment of group goals. Mugenyi further argues that, management in Schools is very crucial since that it makes Schools to plan and deliver the intended education to the students for achieving positive academic performance.

2.2.5 Academic

This refers to the way of describe things that relate to the work done in school, college and university especially work which contains studying and credible reasoning and come up with reasonable skills and knowledge (Collins Dictionary).

2.2.6 Performance

This refers to the completion of a certain task to meet the standard of accuracy and efficiency of job in determines the work done for proper results in a given context of study. In community participation, performance is obtained through contribution of money for construction of Schools infrastructure and teaching and learning facilities that provide equal opportunity for students to perform better in terms of academic performance (Mertens, 2010).

2.2.7 Academic performance

This refers to the extent to which a student, teacher or institution has achieved their short or long term educational goals. Also it refers as Cumulative Grade Point Average and completion of educational level like secondary school, diploma and bachelor degrees represent academic attainment for both teachers and students throughout the year or at the mid of year (Grant,2009).

2.3 Theoretical literature review

The entire schools cannot exist in isolation but in collaboration with the community in which it finds itself. The study adopted Citizen participatory theory in the sense that school is part of community which requires mutual interaction with citizen in a given context.

2.3.1 Citizen participation theory

Citizen participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision making process (Cogan and Sharpe 1986). Under this aspect, the citizens are the ones who influence the government to participate with the entire community in the provision of quality education and to discuss academic issues as well as to find out the solution of the problem on how to improve the education by involving the citizens to give out their views and ideas for achieving positive academic performance to the students and Schools at large.

This theory revealed that, the citizen centred views enabled the community to explore the challenges and way forward to handle such problems concerning education matters.

2.4 Initiatives and experiences of participatory approach from other countries

Yamada (2012) asserts that, in the European countries the teachers unanimously recognize the value of parent involvement for many of the same reasons that leads to student academic success, collect and put together parent supports in matters of discipline and school attendance and in general fostering parent-school cooperation. The family- community oriented teachers discuss parent involvement from the perspective of benefits accruing to parents, family and community. They deal with issues of fostering parent self-esteem and getting parents involved in academic activities. Barbour (2008) observed that when parents are involved, their children behave better because parent presence creates accountability at school and in the community.

The community participation in planning through representation or direct in decision making of School development by involve School committee whereby the committee have to decide on strategies such as allocation of Secondary Education Development Program (SEDP) funds of the community, in this case the community members have a great chance to utilize the available resources for the betterment of improving academic performance to the students (Masue, 2010). Again, SEDP (2004- 2009), stipulated that, wards will be responsible for mobilizing communities for construction of buildings, enrollment and retention of students, and school boards to oversee implementation of school development plans.

2.4.1 Socio- Cultural and political aspect of community participation in Schools

The socio – cultural aspect of each society determines the form and degree of participation. In Ghana and Tanzania, the higher general of parental education was reported to be a contributing factor to the higher level of participation in School

management hence brings positive academic performance to the students (Mfumi; Friedson, 2014 and Phillips, 2013).

2.4.2 Community involvement in planning School development activities

Community participation in Secondary Schools are critical factors since that it leads to the rapid increase of enrollment rates, this is due to the fact that, community is in a position to manage and monitor Schools performance, assessment for teaching and learning materials, Schools environment as well as students discipline, this creates a sense of follow up the development of Schools performance as well as teachers the way they deliver materials to the students in relation to positive academic performance in a given context of study (SEDP, 2009).

Bray (2000) on the issue of the relationship between community participation and school performance observes that clear evidence exists in many contexts that show that the involvement of communities in the operation of schools can help in the recruitment, retention and attendance of students. This is because community members have deeper understanding of the circumstances of particular families, of relationships between individuals, and of micro-politics. Community members on school committees may provide an important element of continuity.

2.4.3 Community participation in Education matters in Tanzania

In Tanzania, community participation in school management is represented in the school board. Both the chairperson and other board members come from the community to which the school is found (Masue, 2010). According to Masue, school board ensures effectiveness, transparency, efficiency and accountability of community members to participate in school development so as to ensure schools are performing better according to the expectations of education stakeholders. Furthermore, school board members, management board's responsibilities are; to administer implementation of the school plans; to approve school development plans which includes budgets issues, to deal with students disciplinary cases and procedures undertaken to shape the students behaviours, also to advise the Ministry

of Education and Vocational Training to construct teaching and learning materials which is relevant to the students according to the changes of science and technology so as to suit their current demands according to their social allocation , this aimed at increasing morality and commitment to the teachers, parents and students to cooperate together and share their views for the betterment of ensuring schools are improved in terms of academic performance (Masue, 2010; URT,2001).

2.4.4 Parental involvement and academic performance

The need for the parents and community at large to be involved not only in the provision of funds but also in the control of the expenditure of the funds they provide. Parents should be involved in decision making process in schools where their children learn, this creates the sense of cooperation among them as well as teachers that brings positive changes in terms of academic performance (Muigai, 2012).

2.4.5 Parents, teachers and community members meetings

Parents participation in education has included home based activities like helping with homework, encouraging children to read, promoting school attendance and other school based activities like attending Parents Teachers Association meetings, parents teachers conference and concert, due to this involvement, teachers and parents cooperate and share their views hence improve students' academic performance as well as transparency and accountability of both teachers and parents in the areas of supervision and controlling school activities and its plans (Masue, 2010).

2.4.6 The impact of community participation in academic performance

The impact of community participation in School management is mixed at best in the past literature. Empirical evidence, mostly from Latin America countries, has highlighted some impact of community participation on the increased attendance of students and teachers and of students learning achievements (Bruns et al, 2011).

Taniguchi and Hirakata (2016) recently suggested some indirect positive relationship between community participation and learning achievements of students through improved school management in rural Malawi. Moreover, Bruns et al (2011) note that combination of school autonomy decision making, resource allocation and information that rural people require to participate in development activities hinder participation.

2.4.7 Factors which limit effective community participation in Secondary Schools in Africa

Guillaume (2011) affirms that, Africa teachers appear not to accommodate and attract parents to become further involved in Secondary Schools academic performance. In mainly cases the family-communities are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming obstacles to parents participation in the broad context of needed systemic changes (Desforges & Abouchaar, 2013). In addition to that, these hindrance factors include political interference, poverty, low level of education, unaccountability of some community members and top down decision.

2.5 Empirical literature review

This refers to the original research (such as scientific experiments, survey and research studies), they are researches based on experience and observation. Study conducted by Kibona (2015) titled involvement of community in Secondary School Education Management in selected Community Secondary Schools in Moshi Rural District, the findings show the extent of community involvement created the sense of ownership to the community members since it encourage cooperation with teachers for the development of students academic performance.

Study conducted by Stephen (2014) titled investigating community participation in development of Secondary education in Tanzania, a case of Ilala Municipal Council,

the findings show that, the extent or level of community participation in development of their schools is low and not encouraged.

This is due to the fact that, majority of the respondents about 70 percent of parents from Kitunda do not want to participate in development of schools since that they are not satisfied with the government operation. They believe that government has a lot of money to engineer all requirements concerned students in schools.

Study conducted by Raphael (2008) on community involvement and financing of community Secondary School, the findings revealed that, leaders at the community level are very partial involved in some management functions except in implementing school plans.

Their involvement is limited to preliminary stage of school planning such as mobilization of direct voluntary and obligatory contributions of funds, materials, labour power, donation and allocation of construction of sites due to this ineffectiveness, it led to the community members to fail to participate and air out their views because they are not involved at the grassroots.

Seni (2008) conducted a study titled community participation in managing community Secondary Schools, the findings revealed that, community members are involved in building classrooms, teaching and learning resources, but were still inadequate in relation to actual demands, hence the researcher concluded that community should gave them mass education about the involve them so that the number of community members could increase and cover the scarcity of buildings and materials of teaching and learning activities.

Study conducted by Yusuph (2013) titled The Role of Community Participation in the ongoing Construction of Ward Based Secondary Schools: Lesson of Tanzania, the findings indicated that, the attitude or perceptions of community participation are dissatisfaction of some public officials who misuse their money for their own benefits, the respondents revealed that “we are not participation in classroom construction because no development has been made in our village since 52 years of

independence. The researcher discovered that, people are ready to honor support for their developments especially in school classrooms and teachers houses construction but they are tired due to corruption of Public officials from ruling party CCM due to lack of transparency as well as embezzlement of government resources, this situation resulted to many community members to fail to give their efforts in school development. They concluded that, people will be ready to contribute and support the development of education if the government will take its part and utilize fully scarce resources available for the benefits of majority and not for the few whose their children are studying outside the country or abroad.

Helen (2015) conducted a study titled community involvement on planning and decision making for democratization of education in Bagamoyo District Secondary Schools, the findings from parents and community members show that, community secondary schools belongs to the government and they had little responsibilities on its development. This seems to be similar to the study conducted by Okumbe (1999) in China for quite some time, participation of parents in children schooling was not part of Chinese culture, and parents did not have the knowledge and expertise to provide appropriate learning activities for their children in the schools.

Morgan (2006) conducted study on effective community participation to School, the findings revealed that, effective community participation make community members to feel that they are the part of education development hence increased morale for close supervision to students academic achievements.

Otieno (2002) conducted a research titled the Essentials of Parents Involvement in Children Education; the findings revealed that, parents' participation at school helped children to achieve the best learning outcomes. The researcher further argued that, parents were involved in school life through school council, parents club, volunteering and stay up to date news about what was happening in education, this led to have mutual collaboration between teachers and parents eventually increased students' academic performance.

Adam (2005) conducted research on effective community participation in education, the findings revealed that knowledge and skills of the participants are essential for effective community participation in Schools, this include financial knowledge which helps proper handling of funds transactions, knowledge to run schools and knowledge to plan how to promote maximum community participation, this led to the achievement of students academic performance.

Study conducted by Epstein (2012) titled on Parents involvement in education matters, the findings shows that, a correlation of increased levels of parents' involvement in academic issues is an increase of students' achievements as well as improved students attendance and reduced dropout rates.

Study conducted by Guneet Kaur (2007) on the approaches of effective community participation, the findings revealed that, public meeting enabled the parents to air out their views and knowledge about academic issues in schools, according to this findings meeting as an approach of effective community participation led for the parents to be familiar with education for the benefits of their children.

Study conducted by Devis (2000) titled Families involvement with matters concerned their children in Schools. The findings revealed that, community participation has a major impact on children academic success and social development. Therefore to improve the future of the children there is need to use every resource that consider important for education development. The researcher concluded that, community participation may be achieved if the school gives the room for families or parents to freely intervene into matters concerned education for their children, so that parents and community members could share ideas, knowledge and skills they have if they get an opportunities to do so for the betterment of increase students academic performance in a given context.

Study conducted by Fitriah (2012) observed that, an advocated for school community relations believe that, parents involvement resulted to mobilised and created resources that school may not be able to govern, parents and teachers are eager partners in home-school links, parents and families resolved to pool together those

local resources that are relevant to the education of their children, this led to increase academic performance.

Study conducted by Pryor (2005) titled community participation in raising School performance. The findings indicated that, lack of school accountability in Ghana to the community resulted to the community members to checked-out as their interests were not being served. The findings further revealed that, factors which limit effective community participation in decision making and administration of schools academic performance which is the third objective of this study. According to the researcher, these factors are, ignorance of community members on community participation in education matters, poverty as well as corruption of public officials in utilising resources after contribution of community members, this led to the decrease of education performance to the students.

Moreover, research conducted by Yusuph (2013) titled the role of community in ongoing construction of ward based secondary school: Lesson of Tanzania, the findings revealed the factors that limit effective community participation in education matters in Dodoma Region are:-

Poverty

The major obstacle of the people participation in Makulu and Nzuguni wards according to the views of many respondents was poverty. this was due to high levels of poverty among the communities when such involvement required cash contributions. As such it was observed that, some construction activities delayed to be accomplished because the mobilization of community resources which were required as part of their contribution in such contribution took a long time. The respondents further argued that, the government should focused on activities that would help them to raise their income so that they could be able to contribute in terms money for construction of different wards schools in their domicile for the purpose of improve academic performance to the students.

Lack of transparency and accountability among the public officials

The researcher also obtained the views from respondents, and they revealed that, lack of transparency and accountability especially on funds resulted to lagging behind of development project within the school construction of classrooms. They argued that, misuse of funds increased frustration among the community members of which they did not see the benefits of continuing wasted their money on the projects which were not helpful for their community in terms of their entire efforts.

Study conducted by Matekere (2003) titled the effectiveness of community participation in secondary schools in Tanzania, a case of Mvomero District council in Morogoro Region, the findings revealed that low understanding among the community members and the absence of ownership of the school contributed to ineffectiveness community secondary schools. The study concluded that community secondary schools were ineffective in the provision of education due to poor community participation in school activities.

Likewise, study conducted by Helen (2015), it was discovered that, some parents and community members did not want to be involved in secondary education development because they don't know the importance of education to their children and its impact to their families and Nation at large. Moreover, Helen argued that, one teacher commented that, the low level of parents to be involved in education matters is ignorance among the community members and not poverty since that some parents are willing to contribute a lot of money to enhance traditional ceremonies like "Ngoma" and religious ceremonies but not towards educational development, this is because they don't see the importance of secondary education to their children.

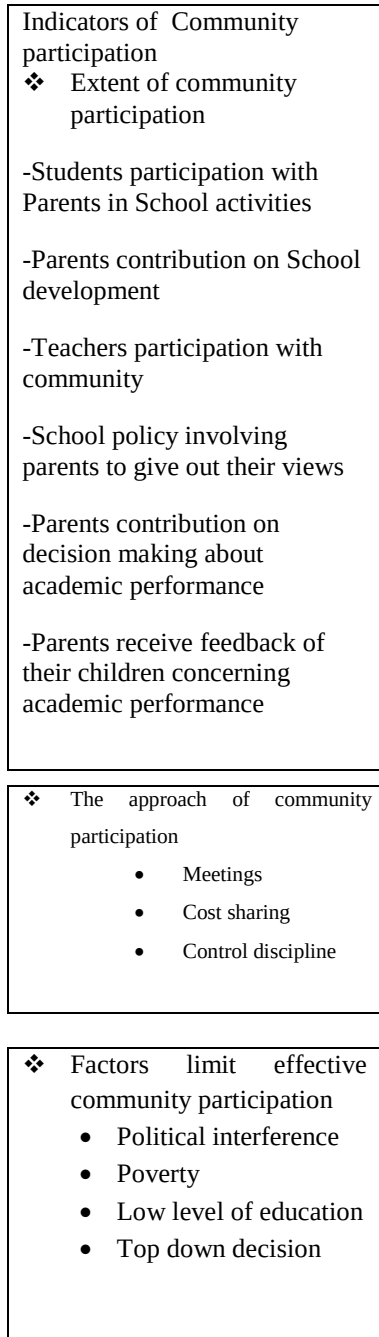
2.6 Conceptual framework

Kothari (2019) affirms that, conceptual framework relates to some abstract ideas or theory that used by philosophers and thinkers to develop new concepts or to reinterpret existing ones. The conceptual framework gives the relationships between the dependant and independent variables (Kothari, 2010). The conceptual framework of this study was based on the assumption that the managing Secondary Schools

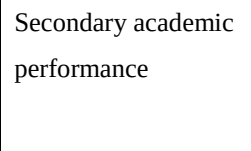
academic performance which is a dependent variable was measured through the extent of community participation, the approach of community participation and factors limit effective community participation which is independent variable.

Figure 2.1: Conceptual framework Model

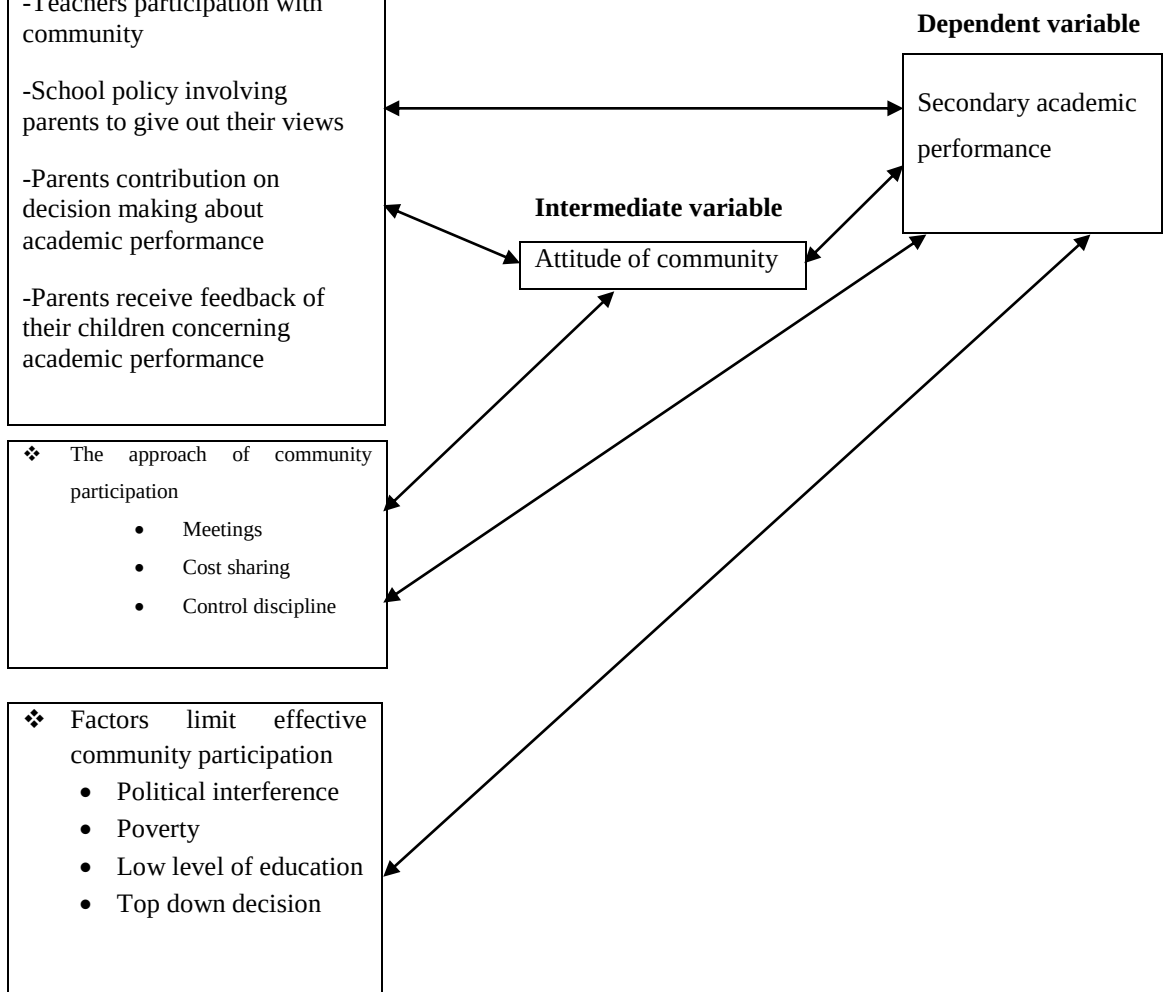
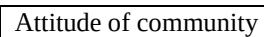
Independent variable



Dependent variable



Intermediate variable



Source: Researcher constructs (2019)

Explanations of variables

The variables illustrated in the conceptual framework figure 1, show the existence of relationship between the independent, mediating and dependent variables. These variables are hereby elaborated as follows:-

Extent of community participation

Community participation in managing Secondary Schools academic performance depends on the nature of community members who are participated in Schools development. Once there is transparent leaders, effective school management team, community centred views, it encourage the community members to have good interactions with teachers and students to discuss as well as solve school challenges for the betterment of improving academic performance. In this case, the extent of community participation was measured through, Students' participation with parents

in School activities, teachers participation with community, School policy involve parents to give out their views, parents receive feedback of their children about academic performance as well as parents contribution on decision making about School academic performance.

The approach of community participation

The approaches of community participation include meetings, cost sharing and control discipline as illustrated below.

Meetings

The community participate through parent meeting whereby parents and School Management Team come together and discuss different issues concerning students academic performance and other issues related to school development like constructions of classes, laboratories, teachers houses all these have a great contribution of students academic performance. Meeting can influence active participation towards academic performance also meeting can lead to disagree among the community members this is due to different perceptions of parents hence can lead to not of agreed common goals.

Cost sharing

The parents as part of community have the responsible of provision of students' lunch, uniforms, transport, and provision of stationeries like exercise books, pen, and pencils' and school bags. Without these equipments led to poor academic performance to the student's. Also cost sharing base on initiatives of classroom construction, laboratories, all these depends on community to participate with the government to engineer the infrastructure, sometime cost sharing can lead to conflict when parents call upon to donate money and this may result to limit effective community participation in decision making hence resulted not to achieve the intended goals.

Control discipline

Academic performance and discipline are two things which associate together, therefore parents and the community at large they required to play a great role to control students' behaviours which may lead to good performance. On the other hand, School Board controls bahaviours of both students and staffs. One of the responsibilities of School Board is to punish for bad did to the students who misbehave and reward for those have good behaviours. Example School Board has the mandate to suspend wrong doers. In addition to that, the School Board can exclude the parents in decision making once they found that the community are not ready to cooperate with School Board members hence can create bias in decision making as a result demise academic performance.

Factors limiting effective community participation

This includes; political interference, poverty, low level of education and top down decision.

Political interference

Political interference can limit community members to participate effectively in academic matters through convincing them not to contribute their labour power in activities like construction of classrooms, laboratories and teachers houses for comfortable accommodation. On the other hand, politicians can interfere to stabilise

the situation once there is mismanagement of public resources, through positive interference may lead to positive managing Schools academic performance.

Poverty

Adversity economic situation makes difficult for the community members to participate and make decision of their schools because they do not have enough money to contribute in classrooms construction and laboratories. When they decided to contribute for certain amount of money, the people escape from paying them because they do not have enough money. Due to this situation, they spent a lot of time to engage in searching for other business so as to earn life instead of concentrate on School activities hence limit community members to participate effectively in decision making and administration of Schools academic performance. The issue of poverty depends on the nature of community or individual ones, sometime an individual can participate in school development despite his or her poverty, so this depends on what community priorities they have in a given context.

Low level of education

The low level of education to some community members limit effective community participation since that community members are not familiar with education issues that led for them no fail to participate and make decision since that they are intruders in the field of education matters. Wherever the community is aware of the issue in question the possibility whether to participate or not those with awareness can participate in academic performance while those who are not aware can reject to participate hence limit effective decision making and administration of academic performance to the students.

Top down decision

Furthermore, top down decision making whereby the plans, policy and strategies in education issues are driven by the Central government, eventually, community is invited to implement the decisions and directives, thus hinder community to participate effectively and air out their views about the better way of improving academic through their participations. The combination of both top down and bottom

up decision can lead to achieve academic performance since that they can reach common agreement hence facilitate academic performance.

2.7 Research gap

Studies that have been conducted in Tanzania, acknowledge the effects, success and failures as far as community participation in various aspects of schools academic performance is concerned. Study conducted by Yusuph (2013), the findings revealed that the factors that limit community to participate in education matters in Dodoma region are poverty whereby community members fail to contribute money in building classrooms, teachers' houses for accommodation as well as buying teaching and learning facilities. Also the issue of accountability and transparency among the community members since some of them misuse the funds that has been contributed to the community hence leads to discouragement of community members by seeing that community participation is useless. These findings did not state clear to what extent it leads to community to fail to participate effectively in managing their Schools for academic performance.

Study by Stephen (2014), the findings revealed that the opposition party is the one which convince the community members to fail to participate in contribute of money for construction of classrooms, laboratories but it did not state clear the way forward on how to educate the community members to see the importance of employing community for their future development in terms of their students achievements rather than blaming that the opposition party is a main source that makes community members not to contribute their efforts. In this case, the researchers did not show how community should be performed to raise academic performance to the students. Due to this scenario, it remains a matter of serious concern that there is no research based designed to examine the extent to which community participation contribute in rising Secondary Schools academic performance which public Secondary Schools are exposed particularly in Kilosa District Council. It is upon this premises that this study is designed to fill these gaps and provide the foundation for further study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the systems of clear rules and procedures upon which the research is based and against which claims for knowledge are evaluated (Kothari, 2012). It is a science of studying how research is done scientifically thus describes how the study was conducted. The chapter describes research design, area of the study, target population, sample size and sampling techniques, methods of data collection and data analysis, validity and reliability of research instruments as well as ethical considerations of the study.

3.2 Research Design

Creswell (2009) defines research design as plans and the procedures for research that span the decisions from wide assumptions to exhaustive methods of data collection and analysis. Likewise, Creswell (2014) divides the research designs into three approaches; qualitative approach, quantitative approach and mixed methods approach. The author further argues that their differences lie in the use of numbers/closed-ended questions (quantitative), words/open-ended questions (qualitative or both numbers and words (mixed methods)). The decision to use either of the approaches lies on the nature of the study and the type of information to be collected. The researcher was utilized a mixed methods approach given the nature of the study. This makes case study design the most relevant to be used in this study since that it allows flexibility in data collection and generalization of the research findings.

Case study is an in-depth investigation of a problem in one or more real-life settings (case sites) over an extended period of time (Bhattacharjee, 2012). Meanwhile, a case study involves an empirical enquiry that is aimed at investigating a particular phenomenon within its real-life setting for the purpose of obtaining crucial data.

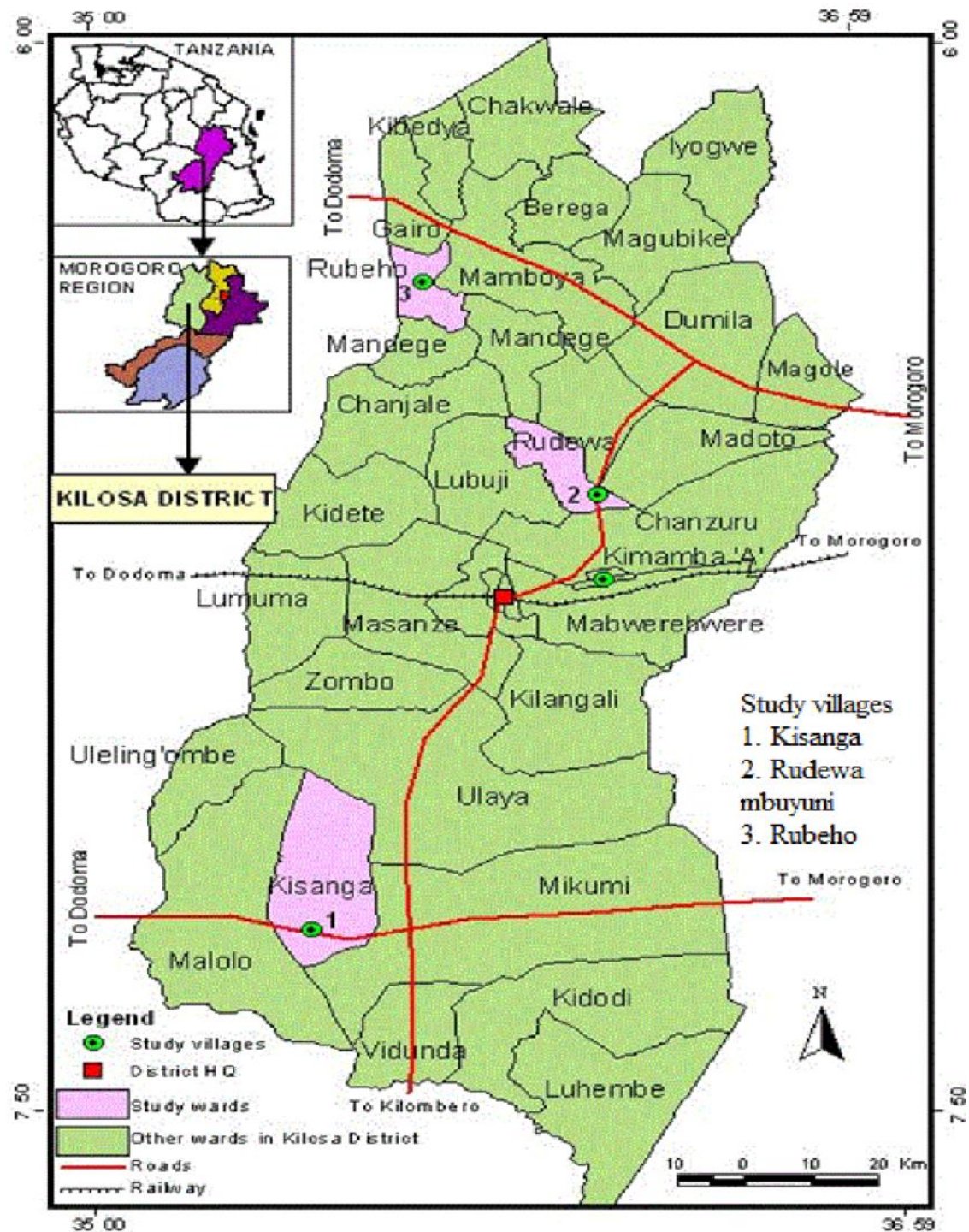
Case study enable the researcher to investigate in depth data from the group of people hence understand the research problem. The reason of employing this design, it enables the researcher to get more data in depth from community members of Kilosa District Council.

3.3 Area of the study

The area of the study relates to a specified geographical area or location where research work was conducted. The study was carried out at Kilosa District Council whereby selected Secondary Schools were involved for the purpose of obtain data from community members that were involved during data collection. The reason of choosing Kilosa District Council to conduct this study was due to the fact that this area is one among the area which faced with the problem of community participation in managing Secondary Schools academic performance. Furthermore, this area is reliable and reachable to get participants who can provide data about the study.

Kilosa District is among of the Districts of the Morogoro Region of Tanzania. According to the population census of 2012, the population of Kilosa District was about 438,175. Geographical coordinates are 6⁰ 42' 10" South, 37⁰ 38' 1" East (URT, 2013). Kilosa District is located and bordered by Kilombero District, Mvomero and Gairo Districts in Morogoro Region. The residents of Kilosa are from the different tribes such as Kaguru tribe, Sagara, Maasai, Pogoro, Vidunda, Gogo and Hehe who speaks their vernacular languages along with Swahili. The economic activities of the residents are farming rice, Sugar cane, sweet potatoes, maize, cassava and livestock keeping (URT, 2013). Kilosa District Council have forty (40) Wards whereby this study was conducted in four (4) Wards, namely, Ruaha, Mikumi, Zombo and Chanzuru.

Figure 2.2. Map showing Kilosa District and its Wards



Source: Kilosa District Council (2019)

3.4 Target Population

This refers to the universe of units that share common attributes from which a sample is selected (Bryman, 2012). In the context of data collection, the target population would encompass individuals who hold the information the researcher wishes to obtain in order to address the research questions. A target population of this study was community members responsible for secondary schools in Kilosa District Council based on the selected wards. The relevance of defining a target population was for the researcher to have clear limits on the population from which data was to be drawn from.

3.4.1 Unit of Inquiry

The study examined the community participation in managing Secondary Schools academic performance in selected Secondary Schools in Kilosa District Council. Beneficiaries' of this study were the indigenous who are residents of Kilosa District Council. The unit of inquiry of this study included; Teachers, Parents, Ward Education Officers, Ward Councilors and Students from four selected Wards in Kilosa District Council.

Table: 3. 1 Distribution of unit of inquiry to the community members

Respondent category	Population	Context of study/Ward
Ward education officers	4	Ruaha Mikumi Chanzuru Zombo
Ward councilors	4	Ruaha Mikumi Chanzuru Zombo
Heads of Schools	5	Kidodi Secondary School Lyahira secondary School Mikumi secondary School Chanzuru secondary School Zombo secondary School
Teachers	37 22 24 20 10	Kidodi Secondary School Lyahira Secondary School Mikumi Secondary School Chanzuru Secondary School Zombo Secondary School
Parents	800 386 740 320 370	Kdodi Secondary School Lyahira Secondary School Mikumi Secondary School Chanzuru Secondary School Zombo Secondary School
Students	1240 404 1126 500 402	Kdodi Secondary School Lyahira Secondary School Mikumi Secondary School Chanzuru Secondary School Zombo Secondary School
Total	6409	

Source: Researcher field, 2019

3.5 Sample size and Sampling techniques

3.5.1 Sample size

Saunders et al (2009) define sample size as relevant when the researcher wants to consider the level of accuracy and precision of data collected. Conroy (2016) postulates that, the relevance of calculating the sample size is based on the fact that it helps in acquiring a sample that is representative of the population as well as precision in the sample to be involved. Determining the sample size helps to remove uncertainties as well as biased conclusions due to the sample being too big or too small. The researcher employed a sample size of 156 among of 6409 population whereby sample size of 143 respondents was given questionnaires and 13 participants were interviewed during interview session. The researcher uses 2% to get parents at each School, 20% to get teachers at each school, 2% to get students at each School.

Table: 3.2 Sample size of the study	
Respondent Category	Sample
800 Parents of Kidodi Secondary 2/100x800	16
386 Parents of Lyahira Secondary 2/100x386	8
740 Parents of Mikumi Secondary 2/100x740	15
320 Parents of Chanzuru Secondary 2/100x320	6
370 Parents of Zombo Secondary 2/100x370	7
36 Teachers of Kidodi Secondary 20/100x36	6
21 Teachers of Lyahira Secondary 20/100x21	3
23 Teachers of Mikumi Secondary 20/100x23	4
19 Teachers of Chanzuru Secondary 20/100x19	3
9 Teachers of Zombo Secondary 20/100x9	1
1240 Students from Kidodi Secondary 2/100x1240	25
404 Students from Lyahira Secondary 2/100x404	8
1126 Students from Mikumi Secondary 2/100x1126	23
500 Students from Chanzuru Secondary 2/100x500	10
402 Students from Zombo Secondary 2/100x402	8
Total	143

Source: Researcher constructs 2019

The total population of parents from five (5) Secondary Schools is 2616 and the sample size that will be drawn from is 52. The reason of using 2% in choosing this sample was due to the fact that the parents are many and cannot be included all in the study, so some of them will represent the other. Furthermore, population of Teachers is 113 and the sample size that will be drawn from the population will be 22. The reason of using this 20% to get sample size of teachers was to balance the population since that some of Schools had many teachers compared to other. Moreover, the total population of Students from five (5) Secondary Schools is 3672 and the sample size that drawn was 74. The reason of using 2% in choosing this sample was due to the fact that, Students were many, hence to select a big population can lead to have a big sample that can lead not to access all places due to geographical location of Kilosa District Council which is big compared to other Districts in Morogoro Region, thus, the sample size will be selected basing on the availability of data required to complete the study.

3.6 Sampling techniques

This refers to the process of selecting samples from a group or population to become the foundation for estimating and predicting the intended outcome of the population as well as to detect the unknown piece of data or information (Ram, 2010). This is a tactics that explains how the researcher is going to opt or select the sample size for the entire research.

3.6.1 Simple random sampling

According to Adam and Kamuzora (2008), simple random sampling is a probability sampling whereby members in the population have equal chances of being selected to form a sample. Simple random sampling gives equal chance to each element in the population to be picked up and being included in the sample. This technique reduces biases in selecting sample. The researcher operationalised simple random sampling to get parents, teachers and students whereby heads of schools provided the number of parents at each school, hence the researcher employed lottery to select the sample.

Also, both teachers and students were obtained through simple random sampling whereby the researcher employed lottery method and the respondents were required to pick the paper and get to listen the instruction from the researcher, in this case both respondents who were selected were used to get data and those respondents who did not selected were not involved in the study. The reason for chooses this technique was that, it provided equal chance to every member in population to be included in the study. The relevance of using simple random sampling was to provide equal chances for the teachers, parents and students to participate and give out their views in the study.

3.6.2 Purposive sampling

Saunders et al (2012) affirm that, purposive sampling is a technique in which researcher relies on his or her own judgment when choosing members of population to participate in the field of study. They further argue that, purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher due to the potential information they have to the study. Mostly it involves small number of respondents. The purposive sampling of this study was based on five (5) Heads of Schools, four (4) Ward Education Officers and four (4) Ward Councilors total of thirteen (13) participants who were interviewed. The relevance of using purposive sampling was due to the fact that, these community members were the ones who are close with the parents since that they linked with community issues especially in the aspects of education in a given field of study, furthermore, the researcher was obtained data needed in the field by assisted in selected proper individuals to respond with researcher interview questions.

3.7 Data collection methods

This describes how both primary and secondary data will be collected in a given field of study through multiple methods of data collection which are administered questionnaires, guided interview and documentation (Kothari, 2010). Kothari further argues that, data collection methods are the methods collected specific information or

fact from the intended field aimed at providing to some data in a given context of study.

3.7.1 Questionnaires

This refers to an arrangement of exploration which is normally sent to the respondents to answer back at their own particular accommodation and return back the filled inquiry to the researcher (Ram, 2010). The researcher prepared and administered 143 questionnaires to the parents, teachers and students from five (5) selected Secondary Schools in four (4) wards. The researcher administered personally questionnaire whereby the students and teachers fulfill the questions based on their understanding, also for the case of parents, the researcher administered through mail questionnaires due to the fact that, each student who gets chance to be selected and answer the questionnaire picked up to his or her parents so that they could respond the questions on their own time and then the students required to collect those questionnaire then brought to the researcher for further analysis of the data based on the research objectives. The researcher employed both open – ended questions which required all respondents to explain their views and ideas concerned the topic, also in closed- ended questions, the respondents were required to answer the questions based on levels of community participation which are high participation, low and moderate

The relevance of using questionnaire was lies in the sense that use of open-ended and closed – ended questions helped the researcher to acquire opinions and ideas about the subject matter from the respondents.

3.7.2 Interview

An interview is a conversation between at least two individuals, which accumulates substantial or dependable information that are applicable to the exploration inquiries and goals (Kothari, 2011). The meeting strategy for gathering data includes introduction of oral verbal jolts and answer as far as oral-verbal reactions (Kothari,

2011). Moreover, before undertaken an interview from the participants, researcher obtained permission from the District Executive Officer (DED).

In addition to that, interview based on Heads of Schools, Ward Education Officers and Ward Councilors. The researcher administered interview through asking permission, appointment from the participants according to their available time hence the researcher visited each participant to get interview. During an interview, the researcher asked questions based on structured whereas the participants get an ample time to answer and ask different questions to the researcher based on the research objectives. The relevance of the method provided a room to gather in-depth data that cannot be obtained from the questionnaires.

3.7.3 Documentary review

This refers to the basis of information contain in published and unpublished documents, reports, statistics, as well as letters (Ram, 2010). It is the way of examine and obtain rational information which is relevant from primary and secondary sources in a given field of study.

The study was reviewed secondary sources of data on community participation in managing Secondary Schools academic performance. In this study documents such as minutes of the community boards' meetings, educational policies, Acts, and other related documents were reviewed. Moreover, documents like dissertations, published and unpublished thesis, books, reports, newspapers, journal articles, pamphlets, brochures and resources retrieved from the internet were consulted. The relevance of this method enabled the researcher to get detailed data from the review of literature.

3.8 Reliability of Data

According to Kothari (2019), reliability of data, refers to the measurement of instruments that provides the consistent results. The reliability of data goes with measuring instruments for the purpose of consistency of response with the questions that was asked to the respondents in a given field of study. In this scenario, all

questionnaires that were given to the respondents revealed the consistent outcome since that they were responded clearly.

3.9 Validity of the Data

Validity is the capability of the measuring instruments or research study to measure what it claims to measure, the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2019). Kothari further argues that, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Likewise, validity is defined as the degree to which a test or measuring instrument actually measures what it supposed to measure or how well test or a meaning instrument fulfils its function (Ayedele, 2012). To ensure validity, the measuring instrument (questionnaires) were piloted tested refined it and ensured that respondents were free from problem in responding to the questions. It ensured to a certain extent, validity of questions and reliability of data that was collected.

3.10 Data Analysis

This refers to the procedure undertaken in the aspect of computing and editing, coding summarizing, classifying and tabulating of collected data so that they are manageable and realistic to analysis for the purpose of convey accuracy data in a given field of study (Kothari, 2010). The data collected was analysed both qualitative and quantitative whereby content analysis was used to analyse data gathered through the interviews. Meanwhile, the descriptive statistics such as frequencies and percentages was used so as to determine the information presented in form of Tables. The reason of using both qualitative and quantitative approaches was that it helped a researcher to derive a general abstract theory of a process, action or interaction grounded in the views of participants in a study.

3.10.1 Qualitative Data Analysis

Qualitative, is concerned with qualitative phenomenon that is phenomena relating to or involving quality or kind (Kothari, 2019). Therefore, the qualitative research approach enabled the community members to describe and narrate their experiences in their own words. However, thematic analyses of qualitative data obtained during interview schedule were established and transcribed the recorded responses. In this case, the researcher employed content analysis of data in line with the objectives of the study. Kothari (2019), affirms that, content analysis consists of analysing the contents of documentary materials such as books, magazines, newspaper and the contents of all other verbal materials which can be either spoken or printed.

3.10.2 Quantitative Data Analysis

According to Kothari (2019), quantitative is based on the quantitative measurements of some characteristics. It is applicable to phenomena that can be expressed in terms of quantities. Quantitative, this refers to the method of quantifying and analyzing variables in order to get results. It involves the utilisation and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how. It also describes the methods of explaining an issue or phenomenon through gathering data in numerical form (Apuke, 2017). Furthermore, through quantitative data analysis, frequencies, tables and percentages used to present the analysed data.

Quantitative data summarised, coded, edited, classified and analysed by employ Statistical Package for Social Science (SPSS) version 20, where frequency distribution and percentages used to describe the major variables. The purpose of data analysis was to ultimately provide evidence on the research findings. The reason of using this method helped the researcher to obtain a concrete data and reduce biases since that data was calculated with SPSS programme.

3.11 Ethical consideration

The researchers whose subjects are people must consider conducting research and giving consideration to the ethical issues pertained with carrying out their research

(Kombo et al., 2006). The researcher ensured the respondent's confidentiality by making sure that no names was included in the questionnaires and by not disclosed any of the provided information with the purpose or revealed the respondents. Thus, the interviewees were informed on the purpose of the study so as to sake their consent in prior to conduct research work as well as provision of questionnaires to the respondents.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the findings based on community participation in managing Secondary Schools academic performance in selected Secondary Schools in Kilosa District Council. It aimed at getting a clear picture of the degree of participation of the communities in managing secondary schools academic performance in their respective areas. This chapter therefore, is organized into four main parts included: distribution of respondents demographic, the extent of community participation in Secondary Schools academic performance, the approach of community participation towards managing Schools academic performance, and the factors which limit effective community participation in decision making and administration of Schools academic performance.

4.1 Distribution of respondent by gender

The study sought the responses and opinions of respondents based on gender and the way they participated in Schools development. Under this part, the researcher considered the gender distribution during data collection according to the area of study. During data collection both Male and female got the chance and respond the study that based on research objectives.

Table 4.1 Demographic Characteristics of Respondents by gender

Respondent category	Frequency	Percentage
Students		
• Age of Respondents		
15-20 years	74	
Total	74	100
• Sex of Respondents		
Male	38	51.4
Female	36	48.6
Total	74	100
• Level of Education		
Form two	6	8.1
Form three	28	37.8
Form four	40	54.1
Total	74	100
Teachers		
• Age of Respondents		
28-36 years	15	88.2
40-55 years	2	11.8
Total	17	100
• Sex of Respondents		
Male	10	58.8
Female	7	41.2
Total	17	100
• Level of Education		
Diploma	2	11.8
Degree	13	76.4
Masters	2	11.8
Total	17	100
Parents		
• Age of Respondents		
36-45 years	22	42.3
46-55 years	25	48.1
Above 56 years	5	9.6
Total	52	100
• Sex of Respondents		
Male	33	63.5
Female	19	36.5
Total	52	100
• Level of Education		
Primary Education	17	32.6
Secondary Education	24	46.2
Certificate Education	3	5.8
Diploma	5	9.6
Degree	3	5.8
Total	52	100
• Job type		
Public Servants	8	15.4
Farmers	30	57.7
Pastoralists	5	9.6
Fishers	1	1.9
Others	8	15.4
Total	52	100

Source: Research field, 2019

The study findings from the table above revealed that, majority of the Students who responded were Boys of the age 15- 20 years as these constitute 100 percent of the Students whereas majority of the Parents of the age 46-55 years as constitute 25 percent and 36-45 years constitute 22 percent responded.

For the case of teachers, the study results show that, the sampled Schools were dominated by male teachers whose age ranged 28-36 years and most of them are Degree holders. This indicates that, majority of male teachers had convincing power in promoting community participation in managing Secondary Schools academic performance. The study shows that majority of the parents were farmers constitute 57.7 percent of all parents in the community also 47.2 percent of the parents had Secondary Education, this indicate that parents can promote community participation in managing Secondary Schools academic performance to their children since that most of parents undergo Secondary Education level.

4.2 Presentation of Study Findings

The findings are presented in accordance with the study based on research objectives whereby respondents revealed their views and experiences concerned the subject matter such as:-

- (i) To examine the extent of community participation in Secondary Schools academic performance
- (ii) To find out the approach of community participation towards managing Schools academic performance
- (iii) To explore the factors which limit effective community participation in decision making and administration of Schools academic performance

4.3 The extent of community participation in Secondary Schools academic performance.

Under this objective, the extent of community participation in Secondary Schools academic performance was sought. It should be noted that this research objective had variables such as students' participation with parents in school activities; teachers'

participation with students in raise academic performance; the students' participation with community in decision making and the students' views on how to improve community participation. The table below shows the responses of respondents based on research objective.

Table 4.2 The participation in academic performance

Statements	Very High	High	Moderate	Low	Very Low	(F)	%
The Students' participation with parents in School activities.	10 (13.5)	23(31.1)	32(43.2)	7(9.5)	2(2.7)	74	100
The Teachers' participation with students in raise academic performance.	47(63.5)	17(23.0)	5(6.8)	4(5.4)	1(1.4)	74	100
The Students' participation with Community in decision making.	12(16.2)	18(24.3)	20(27.0)	12(16.2)	12(16.2)	74	100
The students' views on how To improve community participation.	10(13.5)	12(16.2)	30(40.5)	12(16.2)	10(13.5)	74	100

Source: Research findings (2019)

The study findings based on research objective from the above table revealed that majority of students constitute 43.2 percent commented that they cooperated with their parents in School activities, under this aspect the extent of their participations was moderate. Furthermore, the findings revealed that, 47 students equal to 63.5 percent of respondents commented that, teachers participated very well with students in raise academic performance.

On top of that, 10 students which is equal to 13.5 percent responded that the Students' participation with parents in School activities is very high. 23 students which is equal to 31.1 percent responded that the Students' participation with parents in School activities is high. Again 32 respondents which is equal to 43.2 percent responded that it was moderate, however, 7 respondents which is equal to 9.5 percent revealed that it was low and only 2 of them which is equal to 2.7 percent said it was very low.

Furthermore, 17 respondents equal to 23.0 percent responded that teachers participate with students in raise academic performance is high, also 5 respondents which constitute 6.8 percent commented that it was moderate, moreover, 4 respondents equal to 5.4 percent commented that teachers participation with students in raise academic performance is low, on the other hand, 1 respondent equal to 1.4 percent revealed that the participation of teachers with students in academic matters is very low.

Moreover, 12 respondents 16.2 percent commented that students participate with community in decision making thus the extent of participation is very high, also 18 respondents equal to 24.3 percent revealed that students are involved in decision making this constitute high participation between students and community members. Also 12 respondents equal to 16.2 percent commented that is low. In addition to that 12 respondents equal to 16.2 percent commented that is very poor.

Meanwhile, 20 respondents equal to 27.0 percent said that they participated with community members in making decision due to this situation the study indicate that the extent of students to cooperate with community members in education matters is moderate, so community participation according to this finding it works. Further findings in this study indicate that 40.5 percent of all students revealed that they got ample time to give out their views on how to improve community participation in education affairs. Also 10 respondents equal to 13.5 percent said that students are involved in air out their views on how to improve community participation.

In addition to that, 41.2 percent commented that teachers participated with community in School development. Also, 52.9 percent revealed that teachers participated with students in raise academic performance. Furthermore, 35.3 percent of teachers depicted that, the School culture is friendly with parents to give out their views to improve students' academic performance. Meanwhile, 47.1 percent revealed that, the School facilities enhanced teaching and learning situation in collaborated with students and community at large to let the environment of learning to be more attractive and persuasive to the students' academic performance.

Table 4.3 Participation of Education Stakeholders

Statements	Very High	High	Moderate	Low	Very Low	(F)	%
The participation of Teachers with community in School development.	7(41.2)	4 (23.5)	4(23.5)	2(11.8)		17	100
The Teachers participation with Students in raise academic performance.	9(52.9)	5(29.4)	3(17.6)			17	100
The School culture is friendly With parents to give out their views.	5(29.4)	3(17.6)	6(35.3)	3(17.6)		17	100
The School facilities enhancing Teaching and learning situation.	1 (5.9)	5(29.4)	8(47.1)	2(11.8)	1(5.9)	17	100

Source: Research findings (2019)

The study findings revealed that majority of respondents 41.2 percent who were the teachers revealed that they participated with community in schools development; therefore according to this finding it shows that the extent of teachers' participation with parents in school development was very high. 4 respondents which is equal to 23.5 percent there levels of participation is high, also 23.5 there participation is moderate and 11.8 percent is low.

Meanwhile, the study revealed that 52.9 of teachers commented that they participated with students in raise academic performance hence the extent of teachers participation with student in academic matters according to this finding was very high. Also 5 respondents which constitute 29.4 percent commented that teachers are participated with students in raise academic performance, this signify high participation. Again, 3 respondents equal to 17.6 said that the extent of participation is moderate.

In addition to that, the study revealed that 35.3 percent of all teachers commented that, the school culture is friendly with community members to give out their views about academic issues to their children, this indicate that the extent of participation is moderate. Consequently, 29.4 percent commented that School culture is friendly with parents to give out their views therefore the finding indicate the extent of participation is very high. Also, 3 respondents equal to 17.6 percent said that School culture is friendly with parents to give out their views thus indicate low participation.

On the other hand, 5.9 percent commented that School facilities enhance teaching and learning situation, according to this finding the extent of participation is high. However, 29.4 percent said that school facilities enhance teaching and learning situation hence the extent of participation is high. Also 2 respondents equal to 11.8 percent said that School culture is a determinant factor for extent of participation, according to this finding, it show that school facilities are low to enhance teaching and learning situation.

Moreover 47.1 percent of respondents revealed that through community participation the school facilities enhance teaching and learning environment to be accessible hence provide intended education to the students for the betterment of the students and community at large. According to them the extent of participation was moderate.

Likewise, the extent of community participation in managing Secondary Schools academic performance was responded by 52 parents based on research objective as well as their views and experiences about the subject matter. The table below shows the responses of parents.

Table 4.4 Managing Schools academic performance

Statements	Very High	High	Moderate	Low	Very Low (F)	%
The parents' contribution						
On School development.	20(38.5)	10 (19.2)	17(32.7)	3(5.8)	2(3.8)	52 100
The Parents contribution on decision making about academic performance.	15(28.5)	11(21.2)	16(30.8)	8(15.4)	2(3.8)	52 100
The School policy involving Parents to give out their views.	25(48.1)	14(26.9)	5(9.6)	7(13.5)	1(1.9)	52 100
The Parents receive feedback about performance of their children.	20(38.5)	10(19.2)	17(32.7)	3(5.8)	2(3.8)	52 100

Source: Research findings (2019)

The results indicate that 20 respondents which is equal to 38.5 percent of Parents contribution in School development hence according to them; the extent of community participation was very high, also 10 respondents which is equal to 19.2 percent commented that the parents contribution School Development this show high participation. Also 3 respondents equal to 5.8 percent depicted that parents contribute

on School development; this shows low extent of community participation. Furthermore, 2 respondents equal to 3.8 percent constitute that School development depends on parents' contribution; according to this findings the extent of participation is very low.

In addition to that, 16 respondents which is equal to 30.8 percent commented that they are cooperated with teachers in decided their children development in terms of academic performance this show that the extent of participation is very high.

Furthermore, the School policy involve parents in providing views about performance of their children, in this finding 48.1 percent of the respondents revealed that the School policy is friendly for them to air out their views concerned academic performance of their children the study findings therefore revealed that the extent of parents participation according to the School policy was very high. Also, the findings revealed that for the item which suggested that the parents received feedback about their children in terms of academic performance", under this scenario, 20 respondents which is equal to 38.5 percent of all parents revealed that, they received feedback on academic performance about their children hence show the extent of participation as very high. Also 10 respondent equal to 19.2 percent commented that, they received feedback about their children progressive in terms of academic performance.

4.4 The approach of community participation towards managing Schools academic Performance

This was the second objective which set out to find out the approaches used to ensure community participation towards managing Secondary academic performance. This objective argued by students, teachers, parents Ward Education Officers, Heads of Schools and Ward Councilors in different perspectives based on their knowledge, experiences and views about the subject matter.

Meetings

The finding revealed that, meetings enhanced community participation in the sense that community members get an ample time to participate effectively through asking questions, contribution of costs for Schools infrastructure like classrooms, laboratories and teachers houses, all these enhance academic performance to the students. Through meetings it created awareness among the community members to know the values of education. Moreover, the findings revealed that, through meeting approach of community participation, the parents they organized themselves and contribute money so as to pay temporary science subject teachers. According to them, participation towards managing School academic performance was very active.

Cost sharing

The findings revealed that, with the use of cost sharing parents know their responsibilities to their children in terms of bought exercise books, pencils, uniform, foods and transport, these are not offered by the government instead the parents are the ones to facilitate those equipments to enhance their children to study and perform.

Control discipline

The findings revealed that, Students' discipline and academic performance depend on each other. Both parents and teachers enhance participation so as to shape the behaviours of students also School Board shape and punish mal behaviours through collaboration of parents. Through this approach, the findings revealed that it created strong participation since that discipline is a determinant factor for future academic performance of the students.

Furthermore, the findings revealed that, students as part of community are participated in managing Schools academic performance through academic debate, dialogue whereby they discussed different subject hence encouraged them to know their subjects through collaboration of teachers and community at large.

Involvement of School Board, one of the respondent commented that “....School Board collect the challenges faced School academic performance and presented to the parents during parents meetings thus enabled the parents to air out their views hence participated in one way or another for the betterment of their children”. (Interviewee A: 26th March 2019). The findings further revealed that one of the interviewee “the approach of community participation was through village meetings through imposed education agenda so that to be discussed by community members”. (Interviewee A: 26th. March 2019).

The interview with one of the interviewee said that “..... School management through academic Master they used to call individual parent and discussed with them about academic progress of their children also discussed with parents about the importance of having a lunch of Students in School thus led more than 1200 students to get foods and this led to students not to drop from school due to hunger hence increased extra time studying from 9:30 Pm to 11.00 pm”. (Interviewee B: 28th March 2019).

The interviewee commented that “.....parents came and discuss together about school challenges and way forward to deprive those challenges; this enabled him to get to listen the parents concerns and provide the solutions for those issues that seems to be difficult they sent to the District Executive Director (DED) for more clarification and solution through Councilors meeting and then provide feedback to the parents about what they agreed through parents meeting (Interviewee C: 30th March 2019).

4.5 The factors which limit effective community participation in decision making and administration of Schools academic performance

This was the third objective that set out the factors which limit effective community participation in decision making and administration of Schools academic performance. The following are the responses from the respondents based on research objective.

Political interference

The study findings revealed that political interference is the main cause which limit them not to give hundred percent in terms of their contributions since that they are interfered by politicians through convinced the parents not to contribute money to construct classrooms while the number of students are many compared to the availability of classrooms. Most of respondents replied that political interference limit School effective community participation since that they reluctant community members to give their efforts like contribution of money and offer labour power by said that the government is the main provider of education since that education is free.

Poverty among the community members

poverty is among the factors which limited for few parents not to be participated in decision making in schools achievements because community members concentrated more in doing their business for the purpose of obtained basic needs and not for education matters due to the fact that the situation of life was tough hence led for few parents to fail to make decision in administration of schools academic performance.

Low level of education among the community members

The findings revealed that, low level of education of some community members particularly parents is among the factors which limit effective community participation because parents are not familiar with education issues that led for them to fail to participate and make decision since that they are intruders in the field of education matters because what is taught in class exclude them to contribute their views.

Top down decision

Effective community participation starts with at a grassroots whereby community is involved in decision making about academic performance. In the case of Tanzania context, the findings revealed that Central government provides different directives. Example formulation of curriculum and syllabus then at the end the community members are involved to implement the directives from top authority hence limit effective community participation in decision making and administration of academic performance.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter deals with the discussion of the findings from the study field. The discussion is according to the following three research objectives; to examine the extent of community participation in Secondary Schools academic performance; to find out the approach of community participation towards managing Schools academic performance and to explore the factors which limit effective community participation in decision making and administration of Schools academic performance.

5.1 The extent of community participation in Secondary Schools academic performance

This was the first objective of this study which sought to understand the extent of which community participation in Secondary Schools can influence academic performance on those Schools. To achieve this, the researcher employed questionnaires and interviews to collect relevant data in this study. The study findings based on research objective from whereby majority of students commented that they cooperated with their parents in School activities, under this aspect the extent of their participations was moderate. Furthermore, the findings revealed that majority of respondents commented that, teachers participated very well with students in raise academic performance. This finding was supported by the finding by Kibona (2015) who found that the extent of community involvement created the sense of ownership to the community members because it encouraged co operations with teachers for the development of students' academic performance.

The extent of community participation particularly students, the findings revealed that majority of students cooperated with their parents in School activities, hence the researcher discovered that students know how to participate with their parents since that they were assisted and insisted with their parents to study hard so that they can

perform better in the studies. This finding was supported with the findings of Epstein (2012) who found that increased levels of parents' involvement in academic issues is an increase of students' achievements as well as improved students attendance and reduce dropout rates.

Further findings revealed that the students participated with their teachers in raise academic performance, in this case majority of students commented that they participated fully with teachers in the aspect of academic affairs and this led them to perform better because they listened attentively their teachers the way they deliver materials within the class, from this findings the researcher discovered that the extent of students participation with teachers are well and encouraged students to work hard in their subjects for their achievements as well as community at large. This was supported with the findings conducted by the findings of Kibona (2015) who found that the extent of community participation created the sense of ownership for the community members because it encouraged cooperation with teachers for the achievements of students' academic performance.

Consequently, the findings revealed that, students got an ample time to give out their views on how to improve community participation in education affairs, in this regards, majority of students commented that they got chance to stay together with community members and air out their views which was constructive concerned with improvement of community participation, due to this findings the researcher discovered that majority of students have equal chance to participate and give out their perceptions for the purpose of improve community participation in terms of academic performance. This finding has been supported by the findings conducted by Devis (2000) who found that community participation has a major impact on children academic success and social development. Therefore to improve the future of the children there is need to use every resource that consider important for education development. The finding further concluded that, community participation may be achieved if the school gives the room for families students or parents to freely intervene into matters concerned education so that parents and community members could share ideas, knowledge and skills they have if they get an

opportunities to do so for the betterment of increase students academic performance in a given context.

Meanwhile the findings revealed that majority of teachers commented that, they tended to participate with community in School development, this implied that the extent of teachers participation was active and encouraged, through this participation the researcher discovered that teachers had a responsibility to educate the society on how to participate in school development for their children. This finding is similar with the finding conducted by Fitriah (2012) who found that teachers are eager partners in home-school links, parents and families resolved to pool together those local resources that are relevant to the education of their children thus led to increase academic performance.

Also, the study findings implied that teachers participate with students in raise academic performance this means that the extent of teachers' participation was high and encouraged for them to work hard with the support of their teachers. Due to this scenario, the researcher discovered that majority of students cooperated together with teachers in terms of raise their academic performance in schools.

Furthermore, the findings revealed that school facilities enhanced teaching and learning environment to be accessible thus contributed much to the provision of quality education to the students; this was done through the efforts of both parents and government to contribute in education matters and let the teachers to teach the students so as to raise their academic achievements. This finding supported with the finding of Seni (2008) who revealed that involvement of community member led to covers the scarcity of buildings and materials of teaching and learning activities.

The findings revealed that majority of parents contributed in School development activities, this signified that parents know the importance of being involved in academic matter for their children, thus the extent of community participation according to the finding is very high. This finding is similar to that by Otieno (2002) who found that parents' participation at school helped children to achieve the best learning outcomes.

Also the findings revealed that, the parents are involved in decision making with teachers hence they were aware about their children progresses, this shows the sense of trust each other between parents and teachers in the aspect of decided students academic performance. Therefore, the researcher commented that when the parents obtained ample time to decide for their children academic performance they feel the sense of being part and parcel of schools achievements for their children. In school development activities which enabled the students to work hard. This finding is similar with the finding revealed by Fitriani (2012) revealed parents involvement resulted to mobilized and created resources that school may not be able to govern, parents and teachers are eager partners in home-school links, parents and families resolved to pool together those local resources that are relevant to the education of their children, this led to decision making between parents and teachers for effective academic performance to the students.

Furthermore, the findings revealed that, the School policy involved parents in providing views about performance of their children, in this aspect, majority of the respondents revealed that the School policy is friendly for them to air out their views concerned academic performance of their children, the study findings therefore revealed that the extent of parents participation according to the School policy was very good and encouraged, therefore, the researcher discovered that, when school policy is friendly it enabled many parents to air out their views. This finding was supported by other finding of Desforges and Abouchaar (2013) who found that involves parents recreated a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming obstacles to parents' participation hence provided academic performance to the students. The researcher discovered that, when school policy is friendly for parents to air out their views to improve academic performance make them to feel as part and parcel of school development as well as achievements.

Likewise, the findings revealed that for the item which suggested that the parents received feedback about their children in terms of academic performance", under this scenario majority of all parents said that they received feedback on academic

performance about their children. The study depicts that majority of parents therefore were participated in School for the betterment of their children academic performance. This can be linked with the results of Muigai (2012) who found that when parents are involved they get feedback from the teachers concerned the children progresses thus brought positive changes in terms of academic performance. Basing on research findings, the researcher comments that, feedback is very essential to the parents since that they know the progresses of their children hence they can be in a good position to make follow up.

5.2 The approach of community participation towards managing Schools academic Performance

This was the second objective of the study whereby the respondents were required to explain the approaches used in community participation towards managing Schools academic performance, in this regard, the students, teachers ,parents ,WEDO, Heads of Schools and Ward Councilors responded based on research objective.

Meetings

The approach of involved community members' particularly parents through meetings enhanced effective participation in the sense that parents obtained a chance or room to speak out their views and experiences concerned academic performance to the students with collaborated of teachers. This was seen when the parents organized themselves and contribute money so as to pay temporary science subject teachers. According to them, participation towards managing School academic performance is very active. Based on the field study, this approach of meetings encouraged effective community participation towards managing Schools academic performance. This finding was supported by the researcher Bray (2000). Who found that meetings created the room for parents to air out their views for the development of students' academic performance.

Cost sharing

The findings revealed that, the use of cost sharing in facilitated learning outcomes led to the parents to know their responsibilities to their children in terms of bought

exercise books, pencils, uniform, foods and transport, these are not offered by the government instead the parents are the ones to facilitate those equipments to enhance their children to study and perform. This finding was depicted by Helen (2015) who found that community secondary schools belongs to the community hence community members know their responsibilities of cost sharing for the purpose of enhanced academic performance to their children . Therefore the researcher discovered that, the government should clearly encourage the community to play their part to facilitate their children equipment so that they can learn in comfortable manner.

Control discipline

The findings revealed that, Students' discipline and academic performance are mutual correlated because they depend on each other. The parents and teachers enhance participation so as to shape the behaviours of students, moreover School Board shape and punish mal behaviours through collaboration of parents who are selected to represent the majority of parents. This finding was depicted by Devis (2000) who found that community participation has a major impact on children academic success and social development due to the fact that community members are the ones who shape students' discipline in terms of behaviours. Therefore, the researcher recommended that when discipline is controlled the more the students perform.

In addition to that objective mentioned above, the researcher conducted an interview to Ward Education Officers based on the approaches of community participation, the findings revealed that the approaches whereby community members used to participate towards managing Schools academic performance was involvement of School Board, one of the respondent commented that *"....School Board collect the challenges faced School academic performance and presented to the parents during parents meetings thus enabled the parents to air out their views hence participated in one way or another for the betterment of their children"*. These findings was depicted by Kibona (2015) who found that, the School board notifies the community members on the schools development and progress of Students in terms of academic

performance. The arguments' based on filed study and supported empirical literature review, the researcher recommended that, School Board as an approach or way of enhanced community participation was a vital in control students' behaviours towards managing academic performance.

The findings of the study from interviews revealed that “.... *the approach of community participation was through village meetings through imposed education agenda so that to be discussed by community members*”. In line to this finding, it should be noted that public meetings is one of the place in which societal challenges and intents can be aired out and looked for the solutions. The educational agenda on school performance being discussed at the meeting can help to aid the performances as the citizens do agree with single voice on how to alleviate the problem and perform the best.

The interview with one of the interviewee said that “..... *School management through academic Master they used to call individual parent and discussed with them about academic progress of their children discussed with parents about the importance of having a lunch of Students in School thus led more than 1200 students to get foods and this led to students not to drop from school due to hunger hence increased extra time studying from 3:30 Pm to 5.00 pm*”. This implies that community participation in schools management has something to do with the school performance. When the community gets involved can gain the sense of ownership of the school, hence encourage and foster the schools to perform the best.

The data obtained through interview with Ward Councilors, the findings indicated that “*parents came and discuss together about school challenges and way forward to deprive those challenges; this enabled him to get to listen the parents concerns and provide the solutions* for those issues that seems to be difficult they sent to the District Executive Director (DED) for more clarification and solution through Councilors meeting and then provide feedback to the parents about what they agreed through parents meeting (Interviewee C: 30th March 2019). This entails with the participation in managing schools, the community has developed the sense of

ownership of the school, hence they eager to contribute whatever they have to facilitate the process for the better academic performance at the school.

Nevertheless, the findings indicated that, both community members and curriculum developer ought to participate each other before and during the formulation of curriculum as well as design of syllabus for the purpose of suited the current demands as the market needs, under this findings the researcher observed that, it created the morale for the students to study hard hoped that once they finished their studies they could employed themselves since that they obtained education which is self reliance for them. This finding was revealed by Chapman et al, 2002) who found that top decision making hinder community members to participate in education affairs this was revealed that policy makers concerned education did not involve the community members since that all plans and education strategies included curriculum are drafted by top management and the community members are involved to bless those plans and directives from the top management or central government.

Also, the findings indicated that the parents were involved in education matters in the segment of contributing money so as to pay temporary science subject teachers when they waited the government to recruit, in this case they said that, their children obtained the education concerned that subjects that seems to not have teachers at all for a long period of time and that led for their children to fail in examinations, according to them the attitude of community participation towards managing Schools academic performance is active and well attainable. Due to this findings, the researcher discovered that, team working enhance cooperation among the parents to work together and achieve common goals in terms of students academic performance.

5.3 The factors which limit effective community participation in decision making and administration of Schools academic performance

This was the third objective of the study whereby the students were required to explain in detail the factors which limit community members to participate well in decision making and administration of Schools academic performance.

Political interference

The study findings revealed that politicians can influence the decision making in a positive or negative way. Wherever the political will is missing on the topic in question is likely to fail and where there is the support of top management can result to success. Here the findings of the study revealed that the politician can influence the communality to contribute on any public school performance and or convince the parents not to contribute money to construct classrooms while the number of students is high compared to the availability of classrooms. It can also limit the School effective community participation as they use to dedicate that the government is the main provider of education since that education is free. This finding correlated with the findings by Stephen (2014) who found that about 70 percent of community members from Kitunda they do not want to participate in development of schools since that government has a lot of money to engineer all requirements concerned students in schools.

Poverty among the community members

The study finding demonstrated that, poverty is among the factors that limited some parents to play their part in decision making in schools development, the finding further revealed that, community members concentrated more in doing their businesses for the intention of obtained basic needs and not for education affairs due to the fact that the difficulties of lives led for some parents fail to give their efforts in terms of donations of money for school infrastructure as well as provision of labour power. This finding was challenged by Helen (2015) who revealed that poverty is not a factor which led parents not to contribute in education developments because some parents are eager or willing to contribute a lot of money to enhance traditional ceremonies like “Ngoma” and religious ceremonies but not towards educational development, this is because they did not see the importance of secondary education to their children. Due to this finding, the researcher commented that, poverty is a hindrance factor because parents were argued that they failed to participate due to difficulties of life, hence according to real situation based on the field of study, the researcher advice the government to provide employment opportunities so that the

community members can be able to work and earn life hence can be in a good position to cooperate and donate money for constructions of School infrastructure.

Low level of education among the community members

The findings revealed that, low level of education about education matters was a hindrance factor which limit some community members to participate making decision because the community members are not aware about what is going on in education, due to this dilemma, the researcher discovered that low education was among the factors which limit effective community participation in decision making and administration of Schools academic performance. This finding was validated by Matekere (2003) who revealed that low level of understanding or education among the community members and the absence of ownership of the school contributed to ineffectiveness of community participation thus led to decrease academic performance.

Top down decision

On the other hand, the findings indicate that, parents are not involved in the process of curriculum and syllabus formulation this then hinders them to participate in education matters because they did not know what is taught to their children hence when it comes to the decision making they became intruders so it resulted to fail to provide decision making and administered of Schools academic performance, due to this dilemma of being involved the curriculum developers created the gap hence parents failed to participate in education issues due to lack of knowledge and ideas of what their children taught in schools with regards to the curriculum and syllabus. This finding was revealed by Chapman et al, 2002) who found that top decision making hinder community members to participate in education affairs this was revealed that policy makers concerned education did not involve the community members since that all plans and education strategies included curriculum are drafted by top management and the community members are involved to bless those plans and directives from the top management or central government.

In addition to that, one of interviewee commented that “..... *Politicians interfere teaching and learning activities from the teachers who are the implementers of education policy whereby they convinced parents not to contribute their efforts in terms of classrooms building, teachers houses for accommodation and School laboratories by said that education is free*”. The findings indicate that Heads of Schools said that “.....*the main factor which limits effective community participation in decision making was political interference whereby politicians convinced parents and community members at large to stop to contribute their efforts in terms of money and labour power said that government had a lot of money to engineer all requirements concerned education*”. Due to this finding the researcher observed that government should restate clearly the notation of fee free education since that some community members confused due to wrong information portrayed by politicians hence limit effective community participation and administration of School academic performance.

Moreover, one Headmaster revealed during the interview by said “.....that, unaccountability of some parents not to participate effectively because they did not know the importance of education for their children also unaccountability led to fail respond the agreed plans such as donations of money for classrooms buildings as well as labour powers thus limit effective community participation in decision making hence demise academic performance to the Students”.

Consequently, Ward Councilor commented that “.... *difficulties of life among the parents was a factor which limit effective community participation in decision making since that parents or community members spent more time to find out the means of earns their lives instead of concentrated on education issues*”. The finding indicate that some community members faced with difficulties life as a result they spent a lot of time in other businesses activities rather than education hence limit some parents to participate effectively in decision making and administration of Schools academic performance, this findings was challenged by Helen (2015) who found that poverty is not a factor which led parents not to contribute in education development since that some parents are willing to contribute a lot of money to

enhance traditional ceremonies like “Ngoma” and religious ceremonies but not towards educational development, this is because they don’t see the importance of secondary education to their children.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATION

6.0 Introduction

The chapter presents three subsections; the summary, conclusion and recommendations of the findings. The summary clearly provides an overview of the entire research report (study aims, objectives, literature that was used, data collection methods and techniques, methods of data analysis and its findings) while conclusion and recommendations ties together the research findings based on research objectives in a given logical whole. Moreover, the study indicates the challenges whereby researcher encountered during data collection in at Kilosa District Council.

The study employed sample size of 156 respondents from five selected Secondary Schools found in Kilosa District Council. The study further employed questionnaires, interview and documentary review as data collection methods, also the study used mixed methods in data analysis whereby data obtained from questionnaires were analysed through SPSS program by which frequencies and percentages' were used to calculate the findings through the use of tables. In addition to that the data was also analysed by using qualitative method whereby data from interview were summarized through content analysis.

The study intended to examine the community participation in managing secondary schools academic performance; a case of selected public secondary schools in Kilosa District Council. The study examined the extent of community participation in managing Secondary Schools academic performance, the approach of community participation towards managing Schools academic performance as well as factors which limit effective community participation in decision making and administration of Schools academic performance.

6.1 Summary of the findings

The findings indicate that the extent of community participation in managing Secondary Schools academic performance was good and encouraged community members participated fully in education affairs. According to the findings some community members failed to participate in Schools development due to economic difficulties hence they spent a lot of time doing their businesses for the purpose of rescue the families thus led to be unfamiliar with their children Developments in terms of academic performance.

Furthermore, the approaches whereby community members employed to facilitate participation was great factor which led community to cooperate together and work as a team for the betterment of students' academic performance. The findings revealed that through parents' meetings, cost sharing and control students discipline had positive impact to School developments hence influence academic performance to the students'.

In addition to that, the findings revealed that political interference is a major hindrance factor which limited community members to give out their efforts in education affairs whereby they prohibit the parents to contribute saying that government had a lot of money to facilitate everything in education.

6.2 Conclusion

Community participation in managing secondary schools academic performance to the students needs not only the efforts of government but also the parents and entire community of public so that students could obtain the quality education as expected by education stakeholders. The extent of community participation needs the willing of community members to work as a team for schools development of their students. Approaches of community participation through meeting and cost sharing makes the parents to share their views for improvement of schools so that their children could study in conducive environment, theses approaches therefore is a tools for encouraging parents to know their responsibilities. Harmonious and approachable

government directives, school management team together and involvement of parents will not only ensure accountability, efficiency, transparency and effectiveness of community members but also will enhance active participation among the parents and community at large.

6.3 Policy implication and recommendations

The researcher recommend to the government that, has to make sure parents be involved from grassroots in education policy formulation, planning, organising and decision making in education matters. This will encourage community members to see and know their responsibilities to their children in academic achievements.

The government should create intensive awareness to the community by creating a specific law that will guide the community members to participate effectively by supervision of teachers. Supervision should cite on the way they teach, the relevance of teaching and learning materials, the mode of construction examinations, this will give them the power by community members to have mandate of follow up because community members do not have power to monitor and influence the teachers to be accountable once the students failed in their National examinations since that the power to do so is not there, this area should be reviewed and make it law that could give power the community members for effective close supervision as well as manage academic performance in the whole schools within a country.

The government should ensure that education stakeholders like donors, parents and community members' views on improving academic performance are taken into consideration. This will create a sense of trust each other and recognition, by so doing the government can get new approaches to be employed in improvement of community participation in education matters.

6.4 Areas for further studies

- (a) The study was conducted only in public secondary schools in Kilosa District Council, thus it is suggested that a study be conducted in private schools also so as to get clear picture on the involvement of community in the issue

of managing secondary schools academic performance in Tanzania for the purpose of balance the facts.

- (b) The study revealed that community members especially the parents do not participate well in managing secondary schools academic performance due to fee free education hopping that the government is there to cover all costs concerned students requirements including uniform, transport exercise books and foods in schools. It is therefore recommended that the study be conducted on this wrong notion so that the community members could be able to know their responsibilities as well as demarcations of contributions.
- (c) The study revealed that, the community members did not have a clear law that guide them how to participate. This hinder them to have mandate to make decision, so the further study should look this aspect so as to make the community members to have power and mandate to participate in decision making for the purpose of creating equalization of ideas among the community members, this will lead to have effective participation.

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APPENDICES

APPENDIX I

DODOSO KWA WAZAZI

Ndugu Mzazi, Mimi ni Wanjara Shukurani, mwanafunzi wa Chuo Kikuu Mzumbe katika kitivo cha utawala wa umma na usimamizi. Nafanya utafiti juu ya ushiriki wa jamii katika usimamizi wa Shule za Sekondari katika kuleta ufaulu wa kitaaluma. Utafiti huu ni sehemu ya masomo yangu chuoni, hivyo basi, ninaomba ushirikiano katika kujaza dodoso hili. Taarifa zitakazopatikana katika utafiti huu zitatumwa kwa usiri kwa madhumuni ya kimasomo tu. Tafadhali usiandike jina lako katika dodoso hili. Ushiriki wako ni muhimu sana katika kutoa maoni yako na uzoefu.

Maelekezo

1. Tafadhari jaza taarifa sahihi katika dodoso hili kadiri ya unavyoweza
2. Tafadhari fuata maelekezo ya kila kipengere katika kujaza dodoso hili

SEHEMU A: MASWALI YA JUMLA

Tafadhari weka alama ya vema (✓) kwenye mabano ya jibu lako sahihi

1. Jinsia
(i) Mume () (ii) Mke ()
2. Umri wako
(i). Miaka 36 - 45 (), (ii). Miaka 46 - 55 (), (iii). zaidi ya miaka 56 ()
3. Kazi yako
(i) Mtumishi wa Umma (), (ii). Mkulima (), (iii), Mfugaji (), (iv), Mvuvi (), (v), Kazi nyinginezo ()
4. Kiwango chako cha elimu
(i). Elimu ya Msingi (), (ii). Elimu ya Sekondari (), (iii). Ngazi ya cheti (), (iv). Diploma (), (v) Shahada (), (vi) Shahada ya udhamili (), (vii), nyinginezo ()
5. Kata

6. Shule.....

VIWANGO VYA UPIMAJI

5=Wa juu zaidi, 4= Wajuu, 3= Wastani, 2= Chini , 1= Chini zaidi

1. Ni kwa kiwango gani ushiriki wa jamii unasaidia kuinua taaluma katika shule za sekondari? **Tafadhari weka alama ya vema katika kisanduku**

Na	Swali	5	4	3	2	1
1	Mchango wa Wazazi katika shughuli za maendeleo ya shule					
2	Mchango wa Wazazi katika kufanya maamuzi kwa kushirikiana na Walimu					
3	Sera ya Shule katika kuhusisha Wazazi kutoa maoni yao					
4	Wazazi kupata mrejesho kuhusiana na ufaulu wa watoto wao					

2. Ni njia zipi zinazotumika kuishirikisha jamii katika kusimamia kiwango cha ufaulu na taaluma shuleni?

- (a)
 (b)
 (c)

- 3 Je unafikiri ushirikishwaji wa Jamii katika kusimamia suala la taaluma katika Shule za Sekondari una tija?

- (a) Kama ndio toa sababu

.....

- (b) Kama hapana toa sababu

.....

4. Ni sababu zipi zinazokwamisha jamii kutoshiriki ipasavyo katika kufanya

maamuzi ya utawala na usimamizi katika kuleta ufaulu wa kitaaluma
Shuleni?

- (i)
-
-
-
-
- (ii)
-
-
-
-
- (iii)
-
-
-
-
- (iv)
-
-
-

Ahsante kwa ushirikiano wako

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

Dear Teachers, I am **Wanjara Shukurani**, a Master student pursuing Masters of Public Administration at **Mzumbe University**. I am conducting, research titled *“Community participation in managing Secondary Schools academic performance”* in order to fulfill the requirements for the mentioned award. I kindly request you to cooperate with me in this study by answering the following questions. The information you are going to provide is for academic purpose only and it will remain confidential.

A. General information

Respondents Gender

(i) Male (), (ii) Female ()

District.....

Ward.....

School.....

Age of respondents

(i) 28-36 Years (), (ii) 40 - 55 Years (), (iii) above 56 Years ()

Level of education

(i) Diploma (), (ii) Degree (), (iii) Masters (), (iv) PhD ()

Position/ Work.....

B. Instructions to the respondents:

A: Put a tick (✓) where necessary in the boxes provided below:

B: Do not write your name

Grades for measurements

5=Very high, 4=High, 3= Moderate, 2= Low, 1= Very Low

1. To what extent does community participate in managing Secondary Schools academic performance?

Please tick the appropriate box

s/n	Statements	5	4	3	2	1
1	The participation of Teachers with community in School development					
2	The Teachers participation with Students in raise academic performance					
3	The School culture is friendly with parents to give out their views					
4	The School facilities enhancing teaching and learning situation					

2. What approaches are used to make the community participation towards managing Schools academic performance?

(i).....

.....

(ii).....

.....

(iii).....

.....

3. What are the factors which limit effective community participation in decision making and administration of Schools academic performance?

(i).....
.....
.....
.....

(ii).....
.....
.....
.....

(iii).....
.....
.....

(iv).....
.....
.....

Thank you for your great participation

APPENDIX III: QUESTIONNAIRES FOR STUDENTS

Dear Students, I am **Wanjara Shukurani**, a Master student pursuing Masters of Public Administration at **Mzumbe University**. I am conducting, research titled *“Community participation in managing Secondary Schools academic performance”* in order to fulfill the requirements for the mentioned award. I kindly request you to cooperate with me in this study by answering the following questions. The information you are going to provide is for academic purpose only and it will remain confidential.

A. General information

Respondents Gender

(i)Male (☐), (ii) Female (☐)

District.....

Ward.....

School.....

Position/ Work.....

Age of respondents

15 - 20 Years (☐) above 25 Years (☐)

Level of education

(i) Form one (☐), (ii) Form two (☐), (iii) Form three (☐), (iv) Form four (☐)

B. Instructions to the respondents:

A: Put a tick (✓) where necessary in the boxes provided below:

B: Do not write your name

Grades for measurements

5=Very high , 4=High, 3= Moderate, 2= Low, 1= Very low

1. What is the extent of community participation in managing Secondary Schools academic performance?

Please tick the appropriate box.

s/n	Question	5	4	3	2	1
1	The Students participation with parents in School activities					
2	The Teachers participation with Students in raise academic performance					
3	The Students participation with community in decision making					
4	The Students views on how to improve community participation					

2. What approaches are used to make the community to participate towards managing Schools academic performance?

.....

3. What are the factors which limit effective community participation in decision making and administration of Schools academic performance?

- (i).....

- (ii).....

- (iii).....

- (iv).....

Thank you for your great participation

APPENDIX V: INTERVIEW GUIDE FOR WARD EDUCATION OFFICERS

1. In your own view, what are the roles that you play in ensuring that community participation is effective in managing Schools academic performance?
2. What is the approach the government use to ensure community participation towards managing Schools academic performance?
3. What are the factors which limit effective community participation in decision making and administration of Schools academic performance?

APPENDIX V: INTERVIEW GUIDELINE FOR HEADS OF SCHOOLS

1. What are the approaches of community participation towards managing Schools academic performance in your School?
2. What are the factors which limit effective community participation in decision making and administration of Schools academic performance?

APPENDIX VI: MAHOJIANO YA MADIWANI WA KATA

1. Ukiwa kama mdau wa Elimu, nini kazi ya Diwani wa Kata katika kuhakikisha Shule za Sekondari zinafaulu kupitia ushirikiano wako?
2. Ni kwa njia zipi ushirikishwaji wa jamii katika kusimamia ufaulu wa taaluma za Shule unafanyika?
3. Ni changamoto zipi zinazokwamisha ushirikishwaji wa jamii katika kufanya maamuzi na usimamizi wa taaluma Shuleni?



**MZUMBE UNIVERSITY
(CHUO KIKUU MZUMBE)**

OFFICE OF THE DEPUTY VICE CHANCELLOR (ACADEMICS)

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P.O. Box 1
Mzumbe
TANZANIA

Ref. No. MU/DPGS/INT/38/Vol. IV

Date: 18th March, 2019

TO WHOM IT MAY CONCERN

RE: INTRODUCTION OF MR. SHUKURANI WANJARA

The bearer of this letter Mr. Shukurani Wanjara whose registration number is 14413047/T.17 is a postgraduate student at our University (Mzumbe University) pursuing **Master of Public Administration (MPA)**. As part of requirements for completion of his studies, he is collecting information on: **COMMUNITY PARTICIPATION IN MANAGING SECONDARY SCHOOLS ACADEMIC PERFORMANCE: A CASE OF KILOSA DISTRICT.**

This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your organization, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Fred Alfred (PhD)

For: DEPUTY VICE CHANCELLOR (ACADEMICS)

QUOTATION OF REF. NO IS ESSENTIAL

JAMUHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA KILOSA

Telegrams: "DISCO"
Telephone No. 023 - 2623093
DED DIR. 023 - 2623093
Fax No: 023 - 2623333



Mkurugenzi Mtendaji (W),
S.L.P 65,
KILOSA.

Email: kdded@yahoo.co.uk

Kumb. No KDC/E.10/96/209

25 Machi, 2019.

Watendaji wa Kata,
Kata ya,
RUAHA, MIKUMI, CHANZURU NA ZOMBO.

**YAH. UTAMBULISHO WA MWANAFUNZI SHUKURANI WANJARA KUTOKA
CHUO KIKUU CHA MZUMBE .**

Tafadhari husika na mada tajwa hapo juu, namtambulisha **Mwanafunzi Shukurani Wanjara** kutoka **Chuo Kikuu cha Mzumbe** ili aweze kufanya utafiti.

Kwa barua hii namtambulisha ili aweze kufanya utafiti Juu ya **Ushiriki wa Jamii katika kusimamia Ufaulu katika Shule za Sekondari** katika Kata ya **Ruaha, Mikumi, Chanzuru na Zombo** kuanzia **26/03/2019** hadi tarehe **30/06/2019.**

Natumaini atapata ushirikiano wa kutosha kutoka kwenu.

Costantine John.

kny: MKURUGENZI MTENDAJI (H/W)
KILOSA

K.L.Y. MKURUGENZI MTENDAJI (W)

Nakala: Mkurugenzi Mtendaji (W),
KILOSA.

KILOSA

- Aione kwenye Jalada.

Bw. Shukrani Wanjara.
MTAFITI

- Taarifa