

**THE ROLE OF COMUNICATION BETWEEN THE SCHOOL  
AND COMMUNITY IN WARD SECONDARY SCHOOLS  
PERFOMANCE AT SINGIDA MUNICIPALITY**

**By**

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**A dissertation submitted to the Faculty of Arts and Social Sciences in  
partial/fulfillment of the requirements of the award of Master`sdegree of Arts in  
Education (MAED) of Mzumbe University**

**2016**

### **CERTIFICATION**

We, the undersigned, certify that we have read and here by recommended for acceptance by Mzumbe University, a dissertation entitled: ***The Role of Communication Between the School and Community in Ward Secondary Schools Performance, Singida Municipality, Tanzania*** In fulfillment of the requirements for award of the degree of Masters of Arts in Education of the Mzumbe University.

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## **ACKNOWLEDGEMENT**

I would like to express my in-depth appreciation to all people, who provided me with assistance for successful completion of this research work.

I am greatly indebted to express my sincere appreciation to my supervisor Professor Eulalia Temba for her great support, directives, and encouragement during the period of research work thus made this dissertation successful.

I wish to express my almost gratitude to Mr. Keneth Mwasumbi, Magessa D. George, Daniel Kadama and Ngasa Revocatus for their moral and material support extended to me throughout the study period.

Special thanks go to Singida Municipal Secondary Education Officer, Community members around the study area, head of the schools, teachers and students of Ipembe Secondary school, Munganga Secondary, Unyakumi Secondary and Utemini Secondary great support during my data collections.

To all those who might have assisted me but their names were not written in this work, I still appreciate their moral support during my research work. At the same time as many people have been acknowledged for their in this work, I remain solely responsible for the shortcomings and views expressed in this dissertation

## **DEDICATION**

This work is dedicated to my dear father Andrew and my mother Magdalena who laid the foundation of my education and their great love, tolerance and prayers. Also to all boys and girls around the street who are working hard to live their dreams, if you believe in God and work hard, you can achieve your dream.

## **ABBREVIATION AND ACRONYMS**

|        |                                                 |
|--------|-------------------------------------------------|
| DEO    | District Education Officer                      |
| NGOs   | Non Governmental Organizations                  |
| SMC    | Singida Municipal Council                       |
| TAHOSA | Tanzania Heads of Secondary Schools Association |
| WEO    | Ward Executive Officer                          |

## **ABSTRACT**

This study was conducted to examine the Role of communication between the school and community in ward secondary schools performance in Singida Municipality. The specific objective of the study were to find out the role played by schools and community in ensuring communication exists and it is effective in the school, to explore community participation in everyday activities of schools, to find out the perception of community and the school on the need for the effective communication between them and to find out the influence of effective communication between community and schools to the students performances.

The study involved 105 respondents (58 male and 47 female). The study has used simple random and purposive sampling techniques, also the study employed case study research design, employed interview and questionnaire methods for data collection. The study used thematic and statistical descriptive techniques for data analysis. The findings shows that schools and community do not ensure the existence of effective communication between them since there is great communication breakdown that lead to the difficulties in teaching and learning activities in the ward secondary schools, poor participation of parents into different schools activities as well as poor channel used for school and community communication. Also, the findings noted that there is poor participation of community in everyday activities of school such as indiscipline cases of their children, payment of school contributions and to participate in school`s meetings for decision making on different matters. The presence of poor perception of the community and school hinder effective communication between them. Lastly the study revealed the impacts caused by lack of communication between community and schools to the students` performances. Lack of effective communication lead to indiscipline of students, lack of parents` seriousness on making follow up of their children academic progress.

## TABLE OF CONTENTS

|                                           |           |
|-------------------------------------------|-----------|
| CERTIFICATION .....                       | i         |
| DECLARATION AND COPYRIGHT .....           | ii        |
| ACKNOWLEDGEMENT .....                     | iii       |
| DEDICATION .....                          | iv        |
| ABBREVIATION AND ACRONYMS .....           | v         |
| ABSTRACT .....                            | vi        |
| TABLE OF CONTENTS .....                   | vii       |
| LIST OF TABLES .....                      | xi        |
| LIST OF FIGURES .....                     | xii       |
| <br>                                      |           |
| <b>CHAPTER ONE .....</b>                  | <b>1</b>  |
| <b>INTRODUCTION.....</b>                  | <b>1</b>  |
| 1.1 Introduction .....                    | 1         |
| 1.2 Background to the problem.....        | 1         |
| 1.2 Statement of the problem .....        | 5         |
| 1.3 Research objectives .....             | 6         |
| 1.3.1 General objectives .....            | 6         |
| 1.3.2 Specific objectives .....           | 6         |
| 1.4 Research questions .....              | 6         |
| 1.5 Significance of the study .....       | 6         |
| 1.6 Scope of the study .....              | 7         |
| 1.7 Limitations of the Study .....        | 7         |
| 1.8 Definitions of key terms.....         | 8         |
| 1.9 Organisation of the Dissertation..... | 9         |
| <br>                                      |           |
| <b>CHAPTER TWO .....</b>                  | <b>10</b> |
| <b>LITERATURE REVIEW.....</b>             | <b>10</b> |
| 2.1 Introduction .....                    | 10        |
| 2.2 Theoretical Literature Review.....    | 10        |
| 2.3 Empirical Literature Review .....     | 13        |



|                                                                                |               |
|--------------------------------------------------------------------------------|---------------|
| 2.3.1 Participation of government and community .....                          | 13            |
| 2.3.2 The strength of communication between government and the community. .... | 14            |
| 2.4 The relationship of the literature to the study .....                      | 15            |
| 2.5 The literature gap .....                                                   | 16            |
| 2.6 Conceptual frame work .....                                                | 16            |
| <br><b>CHAPTER THREE .....</b>                                                 | <br><b>18</b> |
| <b>RESEARCH METHODOLOGY .....</b>                                              | <b>18</b>     |
| 3.1 Introduction .....                                                         | 18            |
| 3.2 Research Approach .....                                                    | 18            |
| 3.3 Research design.....                                                       | 18            |
| 3.4 Study Area.....                                                            | 19            |
| 3.5 Targeted Population .....                                                  | 21            |
| 3.6 Sampling Techniques .....                                                  | 21            |
| 3.7 Sample Size.....                                                           | 21            |
| 3.8 Data collection methods.....                                               | 22            |
| 3.8.1 Quantitative methods .....                                               | 22            |
| 3.8.2 Qualitative methods .....                                                | 22            |
| 3.9 Research Instruments .....                                                 | 23            |
| 3.9.1 Questionnaires.....                                                      | 23            |
| 3.5.2 Interview Guides .....                                                   | 23            |
| 3.6 Piloting .....                                                             | 24            |
| 3.7 Data Validity and Reliability of Research Instruments.....                 | 24            |
| 3.8 Data Analysis .....                                                        | 24            |
| 3.8.1 Quantitative data analysis .....                                         | 24            |
| 3.8.2 Qualitative data analysis .....                                          | 24            |
| 3.9 Ethical Standards.....                                                     | 25            |
| <br><b>CHAPTER FOUR.....</b>                                                   | <br><b>26</b> |
| <b>PRESENTATION OF FINDING .....</b>                                           | <b>26</b>     |
| 4.1 Introduction .....                                                         | 26            |
| 4.2 Demographic characteristics of the respondents.....                        | 26            |

|                                                                                                                       |           |
|-----------------------------------------------------------------------------------------------------------------------|-----------|
| 4.2.1 Respondents sex .....                                                                                           | 26        |
| 4.2.2 Respondent's age .....                                                                                          | 27        |
| Table 4.2 Respondents age.....                                                                                        | 27        |
| 4.2.3 Respondent's Educational level .....                                                                            | 28        |
| 4.3 Findings.....                                                                                                     | 29        |
| 4.3.1 Communications between school and community.....                                                                | 29        |
| 4.3.2 Exploration of community participation in everyday activities of school .....                                   | 37        |
| 4.3.3 The need for effective communication between school and community.....                                          | 41        |
| 4.3.4 The influence of effective communication between community and schools to the students' performances.....       | 42        |
| <b>CHAPTER FIVE.....</b>                                                                                              | <b>50</b> |
| <b>RESULTS AND DISCUSSION .....</b>                                                                                   | <b>50</b> |
| 5.1 Introduction .....                                                                                                | 50        |
| 5.2 The role played by schools and community in ensuring communication exists and it is effective in the school ..... | 50        |
| 5.2.1 Exploration of community participation in everyday activities of school .....                                   | 51        |
| 5.2.2 The perception of the community and the school on the need for effective communication between them.....        | 53        |
| 5.2.3 The influence of effective communication between community and schools to the students' performances.....       | 54        |
| <b>CHAPTER SIX .....</b>                                                                                              | <b>56</b> |
| <b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>                                                                   | <b>56</b> |
| 6.1 Introduction .....                                                                                                | 56        |
| 6.2 Summary of the study and Conclusion .....                                                                         | 56        |
| 6.3 Recommendations .....                                                                                             | 58        |
| <b>REFERENCES.....</b>                                                                                                | <b>59</b> |
| <b>APPENDICES .....</b>                                                                                               | <b>62</b> |

## **LIST OF TABLES**

|                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------|----|
| Table 3.1 Sample Size.....                                                                              | 22 |
| Table 4.1 Respondent`s sex.....                                                                         | 27 |
| Table 4.2 Respondents age.....                                                                          | 27 |
| Table 4.3 Education level.....                                                                          | 28 |
| Table 4.4 Marital status.....                                                                           | 29 |
| Table 4.5 Students perceptions concerning the involvement of the parents towards school activities..... | 37 |
| Table 4.6 Community perceptions on their participation in school activities.....                        | 38 |
| Table 4.7 Students responses about the relationship between parents and school ....                     | 39 |
| Table 4.8 Community responses on students academic progress .....                                       | 41 |

## LIST OF FIGURES

|                                                                                              |    |
|----------------------------------------------------------------------------------------------|----|
| Figure 2.1 Conceptual Frame Work.....                                                        | 17 |
| Figure 3.1 Map of Singida Region.....                                                        | 20 |
| Figure 4.1 Effective of communication between school and community.....                      | 31 |
| Figure 4.2 Students perceptions on effectiveness of communication .....                      | 32 |
| Figure 4.3 Community perception on communication breakdown.....                              | 34 |
| Figure.4.4 Community perception on effects of communication breakdown.....                   | 36 |
| Figure 4.5 Students responses about communication with their performances .....              | 43 |
| Figure 4.6 Parents responses about effective communication towards students performance..... | 44 |
| Figure 4.7 Students perception about communication with their discipline.....                | 46 |
| Figure 4.8 Community perceptions about communication with students discipline .              | 47 |

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter presents; introduction, background of the study, a statement of the problem, research objectives, research questions, significance of the study, the scope of the study, limitations of the study and organisation of dissertation.

#### **1.2 Background to the problem**

Communication is concerned with transmitting and receiving information which are aspects of public secondary school life whether by planning, controlling, problem solving and decision making. Effective consistency and proactive teachers and parents communication is a relative new phenomenon in today's schools. In previous generation parents heard from teachers only when students have some problems that parents were to be informed. Once a child reaches to school the communication becomes non-existent.

Times are changing, in most communities today ongoing communication between school and parents is highly increasing. They view themselves as consumers of the educational services and they anticipate that they will be kept informed of the child progress and performances. Further, they expect that their input and opinions will be heard and responded by their educator.

It is widely recognized that the more involved parents are in their child's education, the better the pupils performs at school. Over the years, many papers have been written about the way the child classroom performances and academic achievements are significantly influenced by the extent to which their parents becomes involved in school life and the interest they take in their child's education.(Epstein, 1987)

In order to establish and maintain this interest, there needs to be regular and reliable communication and sharing of information between the school and parents. Schools must create effective communication in an open environment with the surrounding community by forming between school and surrounding community, between teachers and parents for improving academic progress of the students.

The communication between school and parents or the surrounding community relies heavily upon pupils, sometimes the pupils do not reach the information to their parents, for example parents invitation on participating in the parent-teachers meeting; this was often frustrating to both school and parents, whereby most of time some parents had been not participating the meetings. The method of communication provided a natural barrier for developing any sort of relation between the school and the parents while the face to face meeting was a logistical nightmare to arrange.

In a survey conducted by the Educational Research Service for the American Association of School administrators and the National school boards, both boards presidents and superintendents explained that good communication helped them to organize conduct successfully different board meetings, whereby every board member has been attending (Education Research service 1985).

The notion that a community has a role to play for the effective children's school development has a long standing in research. According to Epstein (1987) if a strong connection exists between schools and surrounding community, the two entire are expected to share the interests and responsibilities of children and work together to create better programs and opportunities for students. It is known that a school as a socializing agent of a given community functions to transmit develop and perpetuate knowledge wisdom and values to the new generation. As such a school is expected to borrow ideas and wisdom from the community. Because of this, the community remains a key agent for deciding shaping and monitoring what a school offers, example deciding on the subject curriculum and how it should be offered.

Moreover, the literature indicates that if community members are engaged in schools programs, the example in making school decisions, fundraising, and other programs then decision legitimacy, community responsiveness and trust in government is said to be improved. (Knapp et al, 2005) In a long run building this atmosphere motivates parents to help monitoring students' progress; better homework completion and improved academic performances.

Communication has existed in various types based on communication channels used. The most well-known types of communication are verbal and non-verbal communications. Verbal communication occurs when a message is transmitted by verbal/word of mouth. The choice of the communication channel and style of communication also affects verbal communication. Written communication involves printed and handwritten such as e-mail, letter and report (Knapp et al, 2005).

Communication is very important in any society where people interact or perform different activities, but the process has been one of the biggest problems in most wards secondary schools. Communication is a two-way process which involves a sender and a receiver. Communication in public secondary schools can facilitate people to express their satisfaction or share the feelings of frustration. But most of the school managers lack communication skills (Okumbe, 1999).

Knapp and Evangelist (2005) commented that effective communication is significant for managers in the organization so as to perform the basic function of management such as planning, organizing, leading and controlling. Communication helps managers to perform their responsibilities. Thus, we can say that effective communication is a building block of a successful organization, which acts as the blood for the organization.

Ozigi (1995) commented that one should establish effective channels of communication with his/her staff and all education stakeholders. In this way, school management will understand staff, community and school problems generally. Also, suggested that effective communication will lead manager to get a full picture of the schools' activities all the time. He further explained that one will be able to keep the staff and surrounding community informed of the school plans, policies, and programs.

Bakhad (2006) argues that communication is an integral part of successful management that is to say; lack of effective communication may result in chaos, misunderstanding, lack of confidence in the management team and insecurity among staff members. He further argued that inadequate of effective communication leaves employees guessing about operational strategies and timing of events. He also argued

that the breakdown in communication inevitably leads to the unnecessary expenditure of our own emotional energies. In educational institutions, communication is still a challenge. The school is complex communities comprise multiple layers of administration and student body. The pressure to maintain and improve the quality of education.

Communication is one of the top strategies for fostering the relationships that grow between a parent and the educators that work with their children. The educational systems faced with many challenges and obstacles and when parents and teachers communicate effectively these may be successfully overcome.

Haney (1992) argued that effective communication ensures strongly delivery of information and reports from teachers on the overall students' academic performance. It is about achieving a fluid exchange of information between both the teachers and the parents about the achievement within the classroom as well as the child's general persona. It is about sharing the child's weaknesses and the strengths both at home and school. It also aid in the collaboration between the teachers agenda and lesson plans with the parent so that the skills being introduced in the classroom are being reinforced in the home environment.

Many parents make the mistakes of not playing their role on making follow up of their children's academic progress both at home and school, thus they have left that duty to the teachers. What many parents fail to understand is that the first and perhaps the most impressionable classroom is the home. Parents have the greatest understanding of their children. They know their personalities, they know how they learn, they know the type of interests that they have and they know where their children's weaknesses are. Teachers on the other hand rarely get the opportunity to focus on a child as an individual in the classroom and rarely get to a point where they just as familiar with a child as a parent is. It is important for a parent to express the characteristics and qualities of their child to the teacher so that the teacher may have a better understanding of the child as an individual student (Epstein, 1987).

Communication aims to provide an opportunity for the child to reach their maximum potential both in the classroom and outside the classroom. This is because of the fact



that when regular communication is engaged, the relationship will form. This relationship will assist the child in realizing that they have a solid support system that is working for their benefit (Swift-Morgan 2006). Child who knows that their parents and teachers communicate, have been found to perform better academically than other children. Children whose parents communicate with their teachers regularly may have better understanding of consequence as it relates to their academic performance and their behavior (Epstein, 1987).

### **1.2 Statement of the problem**

Despite the engagement of the parents into different school matters such as decision making through school board and parents meetings and fundraising, the way community helps educational managers such as head of the schools and Ward Education Officers to perform their everyday responsibilities, thus act as a building block of a successful and performance improvement of the students still doesn't prove if they help in students performances. Also the way literature above shows how community participates in school matters, the way school act as a socializing agent of a given community functions that may result to the improvement of the school performance, it is still not clear whether the participation of the parents in school matters helps in student's performance.

There were limited literatures explaining the following issues in the context of Tanzania education: First parent's perceptions that their children's schools want them to be involved and effectiveness of the schools communication ensuring comprehensive community perception, secondly parents future plans to engage in school-community partnerships under the current partnership atmosphere. Literature also doesn't show the way schools react against wrong perceptions of the parents against their children's performances. On that end, it is very pertinent to assess the communication between school and community and the way it brings effect to the student's performances. This gap of knowledge is what prompted the researcher to conduct this study.

### **1.3 Research objectives**

#### **1.3.1 General objectives**

To find out the role of effective communication between the school and parents in ward secondary schools performance.

#### **1.3.2 Specific objectives**

- i. To find out the role played by schools and community in ensuring communication exist and it is effective in the school.
- ii. To explore community participation in everyday activities of schools.
- iii. To find out the perception of the community and the school on the need for the effective communication between them.
- iv. To find out the influence of effective communication between community and schools to the students performances.

### **1.4 Research questions**

- (i) What are the role played by schools and community in ensuring effective communication?
- (ii) To what extent do parents and other community members are involved in everyday activities of schools?
- (iii) What is the perception of the community and the school on the need for effective communication between them?
- (iv) What are the impacts of communication between community and schools to the student's performances?

### **1.5 Significance of the study**

Effective communication between school and community surrounding is useful in several ways. To begin with, its findings will enable secondary school heads to identify the role of communication skills they need to either strengthens or discard so as to raise the level of parental involvement in student`s academic development. The study revealed the challenges that secondary school community experiences in the efforts to enhance the involvement in school development and decision making. The earlier has managed to identify areas in the teacher training curricular that needs to

be re-oriented so that those graduating from these institutions may effectively enhance the involvement of the community.

The study intended to show the capacity building and training needs of secondary schools heads and school boards in regard to the extent to which they incorporate community in the management of the school affairs, such capacity building and training needs can be addressed by the Tanzania Heads of Secondary Schools Association (TAHOSSA) and the Ministry of Education and Vocational Training during head of schools seminars and workshops at District, and National levels.

Through the research, it provided basis knowledge for formulating policies on school, community and parental partnership in the country since school is not a vacuum but depends on the surrounding environment.

### **1.6 Scope of the study**

The study was conducted in Singida Municipal Council. The study dealt with school heads, teachers, students and parents, the study focused on the role of school-community communication within Tanzanian ward secondary schools. It has based on linkages between individual objectives and the overall organizational objectives.

### **1.7 Limitations of the Study**

The study was constrained by the following aspects:

- (i) Some respondents were reluctant to participate in the study. Several approaches were used to address this limitation: first, the purpose of the study was clarified to the respondents with a view to remove suspicion of the intent of the study and encourage their participation. Second, anonymity of the respondents was promised that the findings would not be displayed with their names. This helped to dispel the fear of participating in the study.
- (ii) Insufficient time and budget constraints for conducting this study. To address these limitations, the study focused only in one district (Singida Municipality)

## **1.8 Definitions of key terms**

### **i. Effective communication**

Effective communication is two ways information sharing process which involves one party sending a message that is easily understood by the receiving party. Effective communication by education managers facilitate information sharing between community members and school can substantially contribute to its performance. Also refers to the good cooperation between teachers, students and parents for the sake of increasing students' performance

### **ii. Community**

Community is a social unit of any size that shares common values. Groups of network of persons who are connected (objectively) to each other by relatively durable social relations that extend beyond immediate genealogical ties and who mutually define that relationship (subjectively) as important to their social identity and social practice. Self organized of people with common agenda causes or interest who collaborate by sharing ideas information and other resources. In education it refers to parents of students who study in public and private secondary schools and all people surrounding the school environment.

### **iii. Communication**

Communication is Two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. In general, communication is a means of connecting people or places. In education, it is a key function of management; a school cannot operate without communication between levels, departments and students. (Knapp, L.M &Vangelist, 2005)

### **iv. Ward secondary schools**

Ward secondary schools refers to the all schools which community acts as main stakeholders in decision making by using the school board. These are the schools that have been built by the Government of Tanzania in collaboration with the parents from each ward around the country.

## **v. School**

School is an institution designed for the sake of teaching students under the direction of teachers. This include primary schools for young children and secondary schools for teenagers

### **1.9 Organisation of the Dissertation**

This dissertation comprised six chapters. The first chapter is an introduction which comprised background information, statement of the problem, objectives of the research, research questions, scope of the study, significance of the study and limitations of the study. The second chapter is literature review, which comprised theoretical and empirical literatures in relevant to the study. The third chapter presents the methodology of the study and it comprised research design, research approach, description of the population, sampling procedure, study area, data analysis plan, validity and reliability of the study, and ethical issues. The fourth chapter presents the findings of the study. The fifth chapter presents the discussion of the findings and the sixth chapter presents conclusion, summary, recommendations and policy implication.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents theoretical and empirical literatures, research gap and conceptual frame work. It shows the way different literatures discussed about the issue of communication and its role to the school performances in relation to this study.

#### **2.2 Theoretical Literature Review**

Although national governments across the world have increasingly been advocating for community participation in education matters, the understanding of this concept seems to be confusing. According to NEA & MALDEF (2010) community-school partnerships has been conceptualized by parents as attending meetings and signing of students' progress reports as demanded by the school teachers and administrators. This shows that community-school partnership is a multifaceted phenomenon and assumes various degrees from what parents discuss with their children at home to participation in school program development and decision making. Epstein (1987), Vosler-Hunter (1989) and Adams & Christenson (2000) defined home, school and community partnerships as a relationship between school, community and parents in which students live and grow, and in which shared interests and responsibilities for children are recognised. Thus, it could generally be argued that, community-school partnership should not only be perceived in terms of what parents do at home regarding their children's education, but also active parent-school interactions. Moreover, the interaction should promote a common understanding of both philosophy and goals of schooling between the involved parties.

From theoretical point of view, the involvement of community in school development is grounded on the theory of overlapping sphere of influence (Epstein, 1987), which is based on the principle of ecological-interdependence. According to Kelly (2006), the principle of interdependence acknowledges that systems have multiple related parts and that change in one part may affect other parties. In this regard, if a community seeks to become successful, it should essentially promote the sharing of goals and mission among its members. Thus, when community members

are cooperative, the community as a whole becomes transformative, which is a prerequisite for developmental challenges to be acted upon (Diez, Gatt& Racionero, 2011).

Based on the principle of ecological interdependence, the theory of overlapping sphere of influence recognizes two models: the external and internal. The external model recognizes the three major contexts in which children learn and grow - the family, school and the community. In this model, depending on beliefs, experiences and demographic characteristics, some practices are conducted separately while others are conducted jointly to influence educational functioning of a child (Epstein, 1987). Therefore, the relative relationship between these spheres is determined by the attitudes and practice of individuals within each context. On the other hand, the internal model deals with complex interaction of interpersonal relations among individuals at home and in their communities. According to Epstein et al. (1997) these social relationships may be enacted and studied through communications made between the two entities.

At the centre of these spheres is the child. According to Epstein (1987), if teachers and administrators create more family-like schools, all families will be welcome to schools and each child might feel special and included. In a similar manner, if parents develop a school-like family, each child in a community will be recognized as a student, and that all families might jointly reinforce the importance of school, homework, and activities that are important for building students sense of efficacy. As such, community partnerships cannot simply produce successful students, instead, the way partnership activities are designed and conducted can help to engage, guide, energize, and motivate students to produce their own successes.

Although what the school-community partnership does towards children's education is more important for the children's educational success, communities face many hindrances which prevent or reduce their level of participation in school matters (Kim, 2009). Literature indicates that, parents are more likely to become involved in children's schooling when their perceptions on teachers are positive. In the same light Adams and Christenson (2000) note that when parents feel respected, welcome

and trusted, they are likely reciprocate the respect and trust, and eventually cooperate positively with teachers.

For decades, teachers have been perceiving parents as unimportant factors to be considered for school progress. This perception has led to the development of unwelcoming atmosphere for parents in schools, low level of democracy and ineffective communication between schools and parents. While demographic factors play a vital role, they are not the primary determinants of whether or not how parents become involved in their children's schooling. Yet, these variables are important in that they can work as intervening or proxy variables for more complex dynamics within individuals and communities, to modify their own perceptions regarding self-competences to work with the school.

During the 1980s, each region in Tanzania had one or hardly two secondary school (URT, 1995). Most of these schools were the boarding-schools located in urban areas. This situation was associated with three main challenges: First, few children were selected to join secondary school because the number of qualified students did not match with the available space in the schools. Secondly, children had to travel long distances to where schools were located. Lastly, since the construction and financing of all schools were done by the government, parents' level of participation in school matters was low.

The government of the United Republic of Tanzania launched a Secondary Education Development Programme (SEDP) in 2004 with the aim of improving access to secondary education (URT, 2009). In a long run, the programme was also in line with other governments' efforts to increase community participation in school management through decentralization by devolution (D-by-D) as envisioned by the Tanzanian National Education Act of 1978 and by the Education and Training Policy of 1995.

For the first time therefore, a complete decentralization of school management through devolution to include members of the community (across the ward) in the form of school boards was implemented in Tanzania in the late 1990s and early



2000s. Among others, the roles of school-bodies include identification of location and mobilization of the communities for building and construction of schools; monitoring school construction and providing feedback to the higher education-authority at the District level regarding running of the school. In addition, it is the responsibility of the Board to oversee the implementation of school development plans (Tanzanian Educational Act, 1978; URT, 1995). Therefore, in addition to traditional engagement features where parents were passive recipients of their children's school reports and financing schools, legislation extended the right to parents and the community to participate in the school's governing structures.

### **2.3 Empirical Literature Review**

This part of the Literature review picks over the evidence gained from previous research it involves an accumulation of the factual knowledge obtained in previous research on the topic of study.

#### **2.3.1 Participation of government and community**

Tanzania under its ministry of education and vocational training saw the importance of expansion in education the idea which comports with the resolutions of Jomtien conference stating that all countries of the world should attain 100 percent universal access to basic education and confirmed the Dakar declaration (2000) that called for collective education for all. (ESDP, 2004-2009) the process of education plan for expansion developed within the context of the broad education sector development program and the secondary education master plan, from this point the Tanzanian citizens witnessed a mushrooming of what's called ward secondary schools), since 2004, According to Rajan et al, (2009) Tanzania has taken major strides to revamp its secondary education sectors have led to signification in the country. Everyone will agree that in every ward there exists a secondary school.

However, it is the role of the government and the community in making sure daily activities of ward secondary schools. Research conducted by Yolande, (2002) suggests, Community participation is expected to improve education quality and increase student achievement and community involvement seen as one way to implement education decentralization Saavedra, (2002). Participation of the

community in running of ward secondary schools will strengthen the increase demand for education, improvement of General equity, infrastructure and increase parental participation. She then added,

*“Community roles and activities include fundraising often through agriculture or communal fields, providing accommodation to teachers renovating or building classrooms, provide local building materials, giving teachers land for farms, building or paying for school furniture providing sports equipment, purchasing textbooks and teaching and learning materials and buying school supplies for students” (UNESCO, 2005).*

Successful education reforms then require a high level of political commitment and effective education management. NGOS around the school are responsible to maintain NGO- school relationship. Similarly, government like the community is directly involved in education and running of ward secondary schools, the government prepares budget for education policy making, planning and perhaps financing of education. Saavedra, (2002) commented that public finance represent on average the bulk of national education expenditure or about 80% or so of the total refers to the total of resources allocated and spent in education by the various levels of the government central regional and local as well is public education institution Government needed to pay or at least contribute to teacher salary, pay for supplies teacher training improve teacher working condition and supervise daily activities of schools including teaching progress and education system database which facilitate educations daily progress such as, students attendance, curriculum improvement, availability of textbooks, examination controls system, finance and enrolment based on quality.

The state’s role in running public secondary schools depends on the extent to which these two parties (government and the community) are involved and actually making sure these emerging schools are running towards fruitful results.

### **2.3.2 The strength of communication between government and the community.**

According to Okumbe, (1999) communication is that it is the “exchange of information and the transmission of meaning” it involves both transference and understanding of meaning. The role of communication in education management

helps to communicate and motivate teachers, students and community it is through communication all stakeholders of education are informed about what to be done. In order for the smooth running of the daily activities of the ward secondary schools there should be however the communication between the government and the community around the schools, when government and the community want an implementation of policy plans and project.

According to Mosha, (2006) effective communication is an important precondition to the implementation of education plans hence, effective communication is essential to the transfer of information during the policy implementation processes, for instance, when issued with directives for improving teaching and learning, implementers need to receive such directives in an interactive and accessible way. “Effective communication also averts indifference, when subordinates and stakeholder are ill – informed or un-involved in the process of designing, implementing strategies, they may become indifferent to the new policies/ plans or even exhibit resistances in cases where they disagree with the approach being taken. Communication, therefore, serves as a means of mobilization and consensus building” Mosha, (2006).

It can be generalized here that the involvement of community members at various levels of planning and implementation is likely to enhance the community’s sense of ownership and accountability. Govinda, (1999) as cited by Mosha, (2006) asserts Training is necessary before community members are ready to participate in education planning. Perhaps strong role of communication should exist between both government and the community for the good will of ward secondary schools in Tanzania, Singida Municipality in particular for the good of the next generation.

## **2.4 The relationship of the literature to the study**

Participatory model theory emphasis the active participation, collaboration made in an institution which is concerned with the heads roles as the initiator or reconciler between an organization and communities to isolate in ward secondary schools development even though they are the source of information and main contributors of the school plans, decision making as well as identification if the needs to their schools. According to the study, the problem started long time as explained in the

background, since the establishment of ward secondary schools in the heads was not playing their roles accordingly in ensuring the collaboration and unity between an institution and community surrounding the schools. Then, since the effective communication has a great important in societies as explained, therefore the research relates to the literature being viewed.

The research may produce the related empirical data to the studies covered in empirical literature but since methodologies applied may relate even though will be modified so as to get the reliable findings because of weaknesses occurred, example the use of enough sample sizes which were not done previously, the use of both probability and non-probability sampling techniques in ensuring the involvement of all groups in data collection which were not applied in previous findings as the modification.

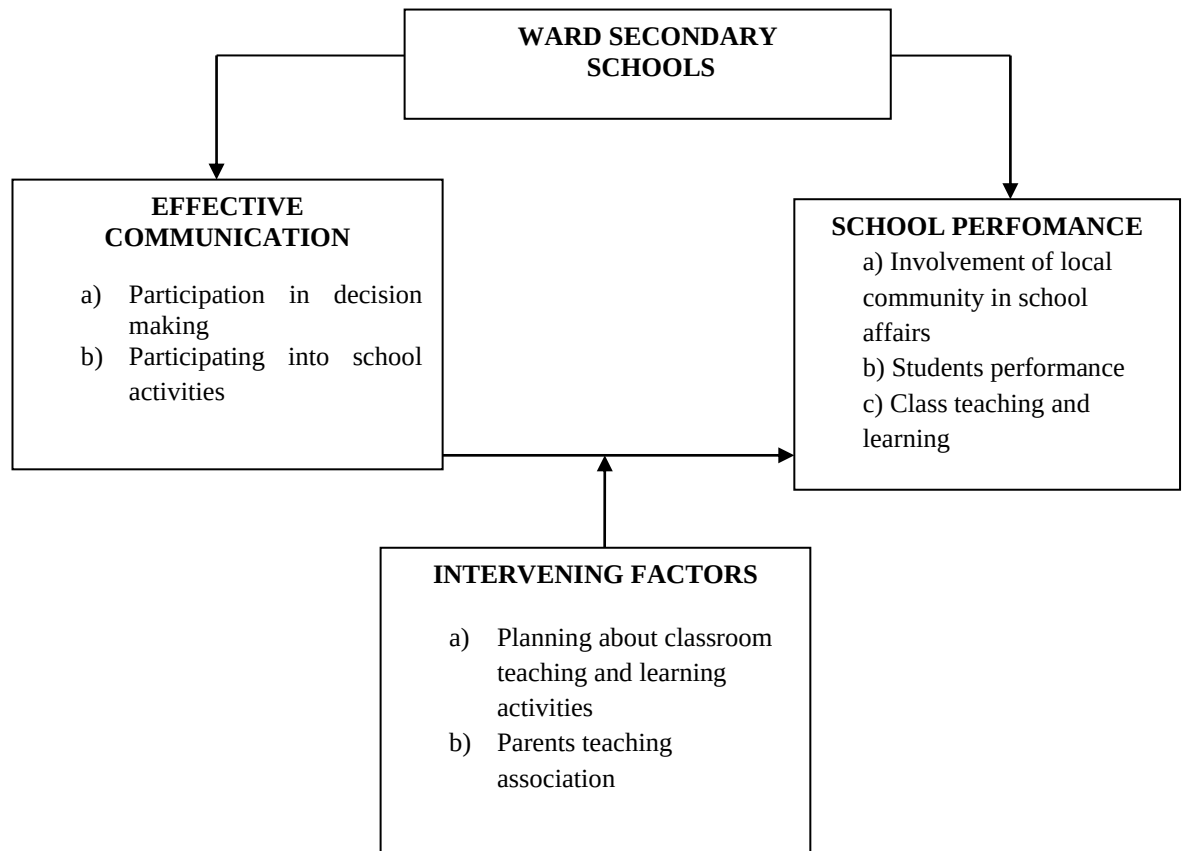
## **2.5 The literature gap**

However based on the literature that have been reviewed by the researcher related to ward secondary schools and the way daily activities are run in these schools, the studied literatures show the involvement of the community in building only physical infrastructures like building while less attention given to the daily activities of running these schools, not only community but also the government is paying less attention on these schools. Literatures do not show the extent to how communication plays a great role to the improvement of the ward secondary schools performances. Despite the fact that parents participate in schools decisions and other related activities still the quality of the ward secondary schools in academic performance is still not convincing. Hence, the researcher intends to conduct a study which would clearly examine the role of effective communication between the school and the community in ward secondary schools.

## **2.6 Conceptual frame work**

This study was guided by the independent variables that is effective communication and dependent variables which are school activities as shown in the figure below.

**Figure 2.1 Conceptual Frame Work**



Source; Effective communication study (2014)

The conceptual frame work shows that an effective communication occurs when ward secondary schools send an information through different channels like meeting of the teachers, parents and school board, also by invitation letters to the parents, the community can receive and interpret he information sent by ward secondary schools, ward secondary schools may be practicing effective communication if there is participation in decision making, cooperation, team work and with the school administration that leads to increase in students performance, local community involvements in school matters and school classroom teaching and learning environment to both students and teachers.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter comprises research approach, research design, sampling, targeted population, study area, sampling procedures, sample size, research methods, piloting, data validity and reliability of research instrument, data collection procedures and ethical implications.

#### **3.2 Research Approach**

The role of school-community communication in ward secondary schools performances in Tanzania, the researcher intended to employ quantitative and qualitative approaches. Quantitative approach produced results that has been used to describe numerical changes in measurable characteristics of a population of interest; generalize to other similar situation; provide an explanation of predictions and explain causal relationship Salkind,(2010). Qualitative approach went through collecting data in the field by unstructured interview and data analyzed thematically. The two paradigms have been used to analyze and collect data.

#### **3.3 Research design**

Research design is the arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedures (Kothari, 2004). It constitutes a blue print for the collection, measurement and analysis of the data (ibid). Research design represent a logical and systematic plan prepared for directing a research study and specifies the objectives of the study, the methodology and techniques to be adopted for achieving objectives of the study (Krishna swami, 2006).

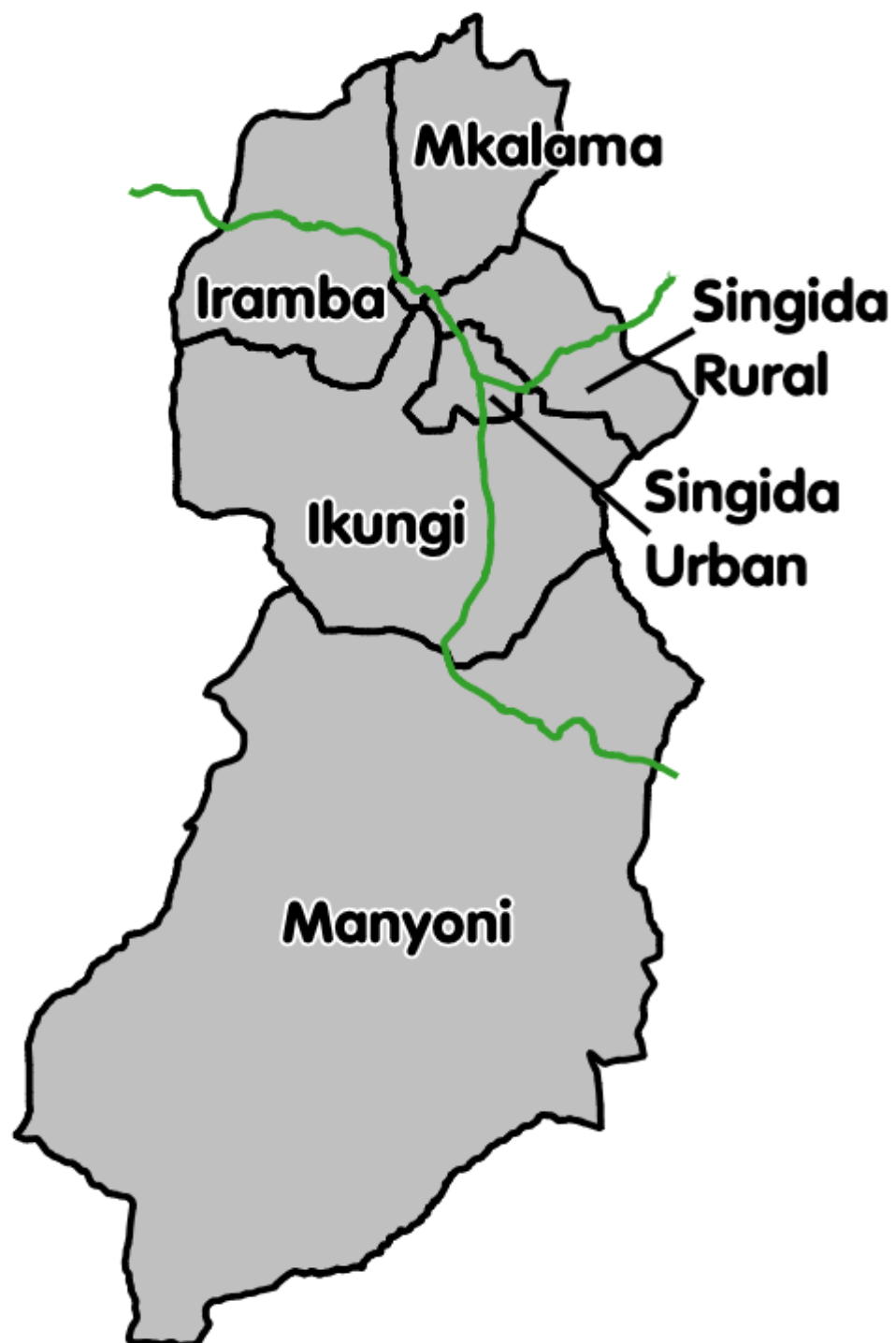
A survey study research design was used in this study whereby Secondary schools were selected as organization of study. According to Krishna swami (1993) a survey study research design involve an in depth comprehensive study of a person, a social group, an episode, a situation, a program, a community, an institution or any other social unit. It involves the empirical investigations of a particular contemporary phenomenon within its real lie context where multiple sources of evidence were

used. Survey study research design used in this study because provides more comprehensive evidence for studying a research problem. Researcher was given permission to use all of the types of data and tools of data collection available rather than being restricted to the types of data collection typically associated with qualitative or quantitative approach. The main challenges of survey study design are may be suspicious when unscientific approach used and insufficient data collected can lead to inappropriate results.

### **3.4 Study Area**

Kothari (2004) defined study area as the area where the study or research is to be conducted. Therefore, the study was about the role of school-community communication in wards secondary schools performances in Tanzania with the reference of the Singida municipal council (SMC). The council has 18 secondary schools whereby 14 are public secondary schools, and 4 are private secondary schools. The research was conducted in four ward secondary schools, namely Ipembe, Utemini, Mughanga and Unyakumi secondary schools.

**Figure 3.1 Map of Singida Region**



**Source: SMC(2015)**



### **3.5 Targeted Population**

Bryman, (2008) refers population to the universe of units from which the sample is to be selected. In this study, the population was 15 Teachers (6 men and 9 women). Ward secondary students was expected to be 50 (25 girls and 25 boys). There were also 4 heads of the schools (3 male and 1 female), 1 Educational officer and 35 community members (20 male and 15 female). The total population of this study was 105 respondents from selected ward secondary schools in Singida municipality.

### **3.6 Sampling Techniques**

According to Kinicky and Williams (2008), sampling technique is defined as process of selecting individuals from the population for the study. In other words, it is the process of obtaining information about an entire population by examining only a part of it. The sample should be truly representative of population characteristics without any bias so that it may result in valid and reliable conclusions (Kothari, 2004). The researcher used probability sampling technique which provided equal chance for every individual in the population to be selected in the study (Tromp, 2006).

### **3.7 Sample Size**

Sample size is the determination for and estimating parameters in a researcher setting by considering the form or arrangement and distribution of the parameter and specifying the necessary requirements (Miller-Grandvaux et al, 2002). Since the larger the sample, the smaller the magnitude error and the greater possibility of the sample to represent the population then the particular aspect of interest in this study was the role of school-community communication in Ward secondary schools performances in Tanzania with reference of Singida District. The sample size for the study was, 105 respondents. Prince (2005) argued that a sample of 30 elements and above is sufficient for the study. The researcher considered the sample sufficient to provide the information needed.

**Table 3.1 Sample Size**

| Respondent category | Number of respondents |
|---------------------|-----------------------|
| Education Officer   | 1                     |
| Head of schools     | 3                     |
|                     | 1                     |
| Teachers            | 6                     |
|                     | 9                     |
| Students            | 25                    |
|                     | 25                    |
| Community members   | 20                    |
|                     | 15                    |
| <b>TOTAL</b>        | 105                   |

Source: Field data (2016)

### **3.8 Data collection methods**

Kothari (2004) Research methods may be understood as all those methods/techniques that are used for conduction of research. In other words, all those methods which are used by the researcher during the course of studying his research problem are termed as research methods. In this study, the researcher adopted a mixed method approach whereby the researcher applied both quantitative and qualitative research methods.

#### **3.8.1 Quantitative methods**

Quantitative method is empirical- based on the collection factual data that was measured and quantified. It answers research questions from the viewpoint of the researcher. It may involve a considerable amount of statistical analysis using methods for collecting through questionnaires, observation and experiment. In this study, the researcher used questionnaires in collecting data from teachers and students.

#### **3.8.2 Qualitative methods**

Qualitative method is the method that seeks to preserve the integrity of narrative data and attempts to use the data to exemplify unusual or core themes embedded in contexts (Kothari, 2004). In this study, the researcher used unstructured interviews and to collect information from education officer, heads of schools and teachers of Singida Municipality.

### **3.9 Research Instruments**

The study has used questionnaires, and structure interview for the sake of obtaining required knowledge concerning the address problem.

#### **3.9.1 Questionnaires**

Questionnaire is a number of questions printed or typed in a definite order on a form or set of forms or series of questions or statements presented in written form to a subject or group of subjects for written responses (Kothari, 2004). This study used questionnaires to collect information because they are economical and can ensure anonymity particularly when dealing with a large sample (Punch, 2009), they are economical in a sense that they can supply a considerable amount of research data at relatively low costs in terms of money and time. The questionnaires have been administered to community members and students.

#### **3.5.2 Interview Guides**

According to Kombo et al, (2006) interviews are conversation with purpose and therefore data are collected easily. Individual face-to-face interviews have been used to strengthen the clause of confidentiality. The purpose of the interview was to seek views concerning the role of school-community communication in Tanzanian ward secondary schools performances. The interview was administered to education officer, heads of schools and teachers of Singida Municipality. Therefore, the study used personal interviews to obtain data from the respondents and structured interviews and the style of questioning was formal and the sequencing and not varies from interview to interview between teachers and students. Close ended questions has been used because they are easy to score and can be answered quickly, especially when several items are involved or when the sample is large (Moll, 1990).

According to Kothari, (2004), close-ended questionnaire items are those which definite concrete and pre-determined questions. Also close-ended questionnaires consist of concrete questions and choice of possible answers (Nsubuga, 2000). Thus, close-ended questions were imported to restrict respondents to predetermined responses.

### **3.6 Piloting**

The research instruments (questionnaires and interviews) were applied to 1 head of secondary school, 5 parents, 2 teachers and 5 students before going to the field area in order to test their validity of instruments to allow room for researchers to make relevant changes. Pilot was conducted to one ward Secondary School before the actual field in Singida Municipality.

### **3.7 Data Validity and Reliability of Research Instruments**

The researcher has validated the instruments through piloting where the weaknesses of the instruments have been seen. The suggestions given incorporated to improve the validity of the instrument. If the questionnaires assigned to the selected community using representatives (students) find the items relevant, they like to respond appropriately (Kline, 2005). Therefore, for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples drawn randomly from the same population. If there was no greater variation from the respondents, especially community members that surround the school taken as the sample, as considered in the piloting process where reliability has taken into considerations.

### **3.8 Data Analysis**

#### **3.8.1 Quantitative data analysis**

Quantitative data from questionnaires was categorized, coded and entered into the computer for computation of descriptive statistics and inferential statistics Keele, (2011). The Statistical Package for Social Sciences (SPSS version 20) was used to run descriptive analyses to produce frequency distribution, percentages, means and standard deviations based on various characteristics of the respondents. The spreadsheet was also used to perform statistical calculations such as chi – square, correlation and analysis of variance(Kombo and Tromp, 2006).

#### **3.8.2 Qualitative data analysis**

In the qualitative data recording the researcher used the unstructured interview to record data by using audio-Olympus recorder. Also the research has used

documentation to note down information which related to content. Data has been analyzed inwards texts and images.

### **3.9 Ethical Standards**

Ethical standards were observed during planning and conducting of the study. The researcher secured research clearance from Mzumbe University, also researcher requested for research permit from the department of Administration and Human Resource Management at SDC. The study was conducted with the consent of the respondents, and it was the choice of respondents to participate in the study. The researcher observed the right to privacy of the respondents and the confidentiality of their information.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDING**

#### **4.1 Introduction**

This chapter presents the analysis of data collected from the field in relation to the objectives of the study, targeted questions that were set out in the introductory chapter. The chapter consists of two main parts; the first part presents the findings on the demographic characteristics of the respondent from the field and the second part presents the findings of the study with the respect of the research objectives. The research objectives of the study were to find out the role played by the schools and community in ensuring communication exist and it is effective in the school, to explore communication participation in everyday activities of the schools, to find out the perceptions of the community and the school on the need for the effective communication between them and the last objective was to find the influence of effective communication between community and schools to the students performances. Qualitative data were conducted through thematic analysis.

#### **4.2 Demographic characteristics of the respondents**

This section intended to present the respondent's information on demographic characteristics which include sex, age and level of education, occupation, marital status and teaching experience. A total of 105 respondents were involved in the study. It was important for the researcher to determine the demographic characteristics of the respondents since they may affect the nature of the responses from the respondents.

##### **4.2.1 Respondents sex**

The target sample of this study was 105 respondents whereby 58 respondents were males (55%) and 47 respondents were females (45%).

**Table 4.1 Respondent`s sex**

| Gender     | Frequency | Percent (%) |
|------------|-----------|-------------|
| Valid Male | 58        | 55          |
| Female     | 47        | 45          |
| Total      | 105       | 100         |

Source: Role of communication study (2016)

As it is indicated in Table 4.1 the majority of the respondents were male than women. This was due to the number of male to be greater than the number of female from both respondents.

#### **4.2.2 Respondent's age**

This study intended to get information from secondary school students, head of the ward secondary schools, Community members, and Education officer. The age of the respondents was categorized into seven groups: The age of 10-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41 and above. From the Table 4.2, the findings shows that 14% of the respondents were in the category of 10-15 years old, 29% were in the category of 16-20 years old, 9.5% were in the category of 21-25 years old, 8.5% of the respondents were in the category of 26-30 years old, 13% were in the category of 31-35 years old, 15% were in the age between 36-40 years old and the last one was 10.5% of the respondents who range at the age of 41 and above.

**Table 4.2 Respondents age**

| Age group    | Frequency | Percent |
|--------------|-----------|---------|
| 10-15        | 15        | 14      |
| 16-20        | 30        | 29      |
| 21-25        | 10        | 9.5     |
| 26-30        | 9         | 8.5     |
| 31-35        | 14        | 13      |
| 36-40        | 16        | 15      |
| 41 and above | 11        | 10.5    |
| Total        | 105       | 105     |

Source: Field Data (2016)

The findings show that majority of the respondents were aged between 16-20 due to the number of students were used in the study and the next one is age group of 36-40 due to the number of community members who were involved in the study. This is due to the reason that the communication the study were trying to go through was basically dealing with the performance of the students in relation to the good communication of their parents or community members with the school. This is to why the study has gone through a number of students and community members during data collection.

#### **4.2.3 Respondent's Educational level**

This study intended to get information from community members, students, secondary schools teachers, head of the schools from ward secondary schools and education officer so as to get the required information on the respondent's education level.

**Table 4.3 Education level**

| <b>Responses</b> | <b>Frequency</b> | <b>Percent</b> |
|------------------|------------------|----------------|
| Primary level    | 12               | 11.4           |
| Secondary level  | 69               | 65.7           |
| Diploma level    | 8                | 7.6            |
| Bachelor level   | 14               | 13.3           |
| Masters level    | 2                | 1.9            |
| Total            | 105              | 100            |

Source: Role of communication study (2016)

Table 4.3 shows that about 11.4% of the respondents attended primary school education, 65.7% attained secondary education, 7.6% of the respondents attained diploma level, 13.3% had a bachelor degree and 1.9% of the total respondents had masters' degree level. The study suggested that the respondents' were well educated enough to examine well and critically the role played by communication between school and community in ward secondary schools performances



**Table 4.4 Marital status**

| Responses to marital status | Frequency | Percent |
|-----------------------------|-----------|---------|
| Yes                         | 45        | 81      |
| No                          | 10        | 19      |
| Total                       | 55        | 100     |

Source: Role of communication study (2016)

Table 4.4 shows that 81% of the respondents were married and 19% of them were single. The findings based on marital status were asked to other respondents out of students since the national constitution of the United Republic of Tanzania does not allow students to get married. The study findings show that majority of the respondents are married therefore it was the expectation of the researcher to acquire reasonable responses on the role of communication between community and school towards ward secondary school performances.

### **4.3 Findings**

This section presents the data obtained in the field which attempt to answer the four objectives of the study. The sample size based on 105 respondents, therefore, the study findings based on 105 respondents whereby 50 of them were students from ward secondary schools, 35 community members, 4 head of the schools from ward secondary schools, 10 ward secondary schools teachers and 1 education officer.

#### **4.3.1 Communications between school and community**

The first objective of the study was to find out the role played by the school and community in ensuring communication exists and it is effective in the school. The objective was accompanied with the questions which were: What are the role played by schools and community in ensuring effective communication? In answering this question the researcher based on the indicators that may show the presence of communication in the school such as parents' participation in different school activities. The aim of the researcher was: to investigate the effectiveness of communication between the school and the community. The unstructured interview

was employed to head of school and teachers while questionnaires were administered to teachers and students.

**(i) School and community participations in school meeting**

The study comes out with the findings that show that there is effective communication between schools and community since there are meetings that are conducted at schools that include parents, teachers, and students. The meetings that are conducted are the good indicators of the presence of effective communication between schools and community. The interview administered to the head of the ward secondary schools one of them from Unyakumi secondary responded that:

*“..The communication with the community members around the school is there to some extent since we use to have school meeting with the parents of children who study in this school but their attendance is always down. I’m saying that the communication is there to some extent since the attendance of the parents use to be very low compared to expected number. Example the school has 643 students but when we call the meeting the attendance use not to be more that 400 every time” (Interview with the head of the school, 2016).*

The response provided by the head of the school from Ipembe secondary was not far different from that of Unyakumi secondary, the response was;

*“...There is no effective communication with the community members since their responses to the parents meetings is very low. Most of the parents use not to attend to meetings conducted at schools with teachers and head of the schools. In my school, I use to call them more than once due to the very low number of the parents who use to respond positively to the meetings” (Interview with the head of the school, 2016).*

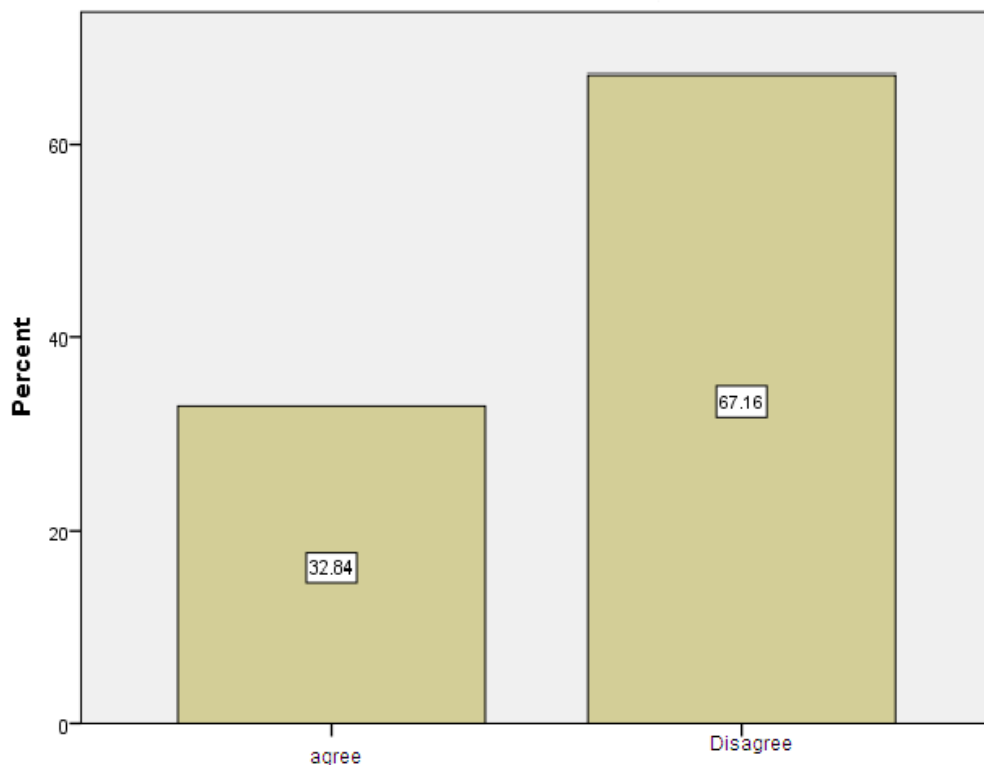
Also, interview was administered to another head of the schools and he responded that:

*“Parents are always reluctant when they are called to the meetings...example the last three weeks we requested the parents of form four students to attend the meeting to discuss different measures we have planned to take so as to ensure good performance of their children but only 23 parents attended the meeting out of 82..we postponed the meeting then after a week later we requested them again to attend but the situation was the same(Interview with the head of the school, 2016).*

Another head of the school also said that;

*In my school, there is effective communication because parents are involved and participating in school matters but only when they are forced by the Ward Executive Officer or other political leaders...they use to participate in parents meetings especially when he will hear that WEO or their representative member of the parliament is going to be there... ” (Interview with the head of the school, 2016).*

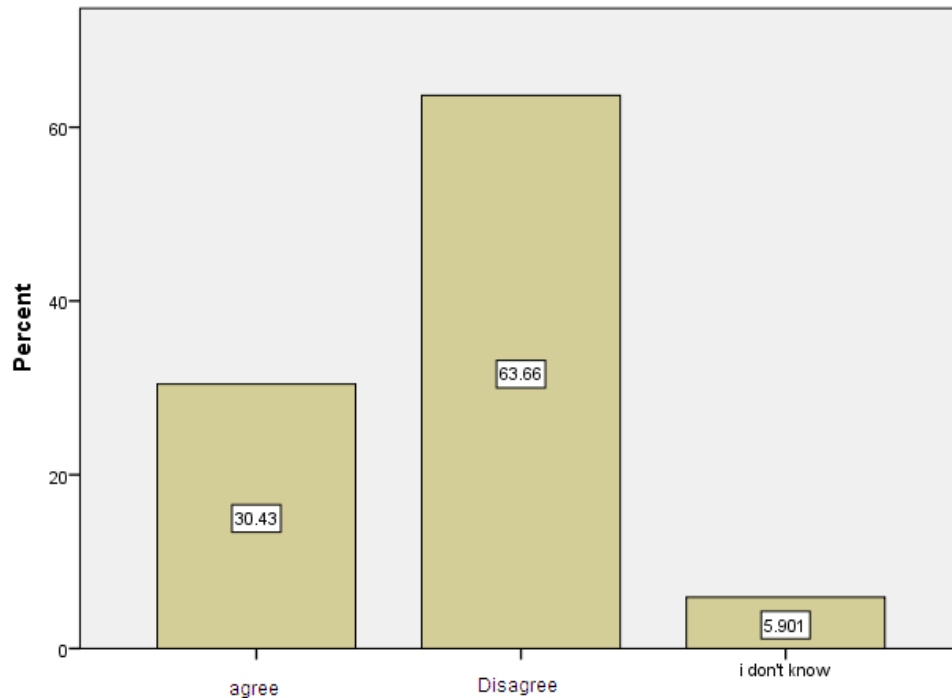
**Figure 4.1 Effective of communication between school and community**



Source: Field Data (2016)

Figure 4.1 displayed community members' responses whereby 32.84% agreed that there is effective communication and the remaining percent 67.16% disagree that there is no effective communication in their schools. The figure shows that majority of the community members said there is no good and effective communication between school and community since they use not to attend the meetings called by the head of the school or school committee.

**Figure 4.2 Students perceptions on effectiveness of communication**



Source: Field Data (2016)

Figure 4.2 students responds from ward secondary school about 30.43% agreed, 63.66% didn't agree while the rest that is 5.901% didn't respond. The findings shows that majority of them responded that there is no effective communication since their parents use not to attend to the meetings called by the head of the schools. They use to inform their parents to attend but still their response use to be bevy low.

#### **(ii) Communication`s breakdown between school and parents**

The study discovered that there is a communication breakdown between schools and community in ensuring effective communication between them. There was a different number of reasons that the study discovered that results in the communication breakdown. To come out with these findings there were also various categories that were considered by the study including the lack of transparency, absenteeism of the teachers, poor channel used to communicate between parents and

teachers and the last one was no one who takes care about the importance of communication.

From the interview with the Education officer about the reasons for the communication breakdown, he replied the following:

*“..Some of the parents have good cooperation with teachers due to the fact that their first ambition is to see their children are performing well in their studies and to acquire good education, they sometimes ask for school performances in the national examinations in my office....I sometimes use to attend to the different school activities and also to participate in different community activities. What I always note is that there is a gap between parents and school since most of the parents use not to be aware of the activities that are going on at their respected schools...”(Interview with Education officer, 2016)*

Also, one of the heads of the schools from these ward secondary schools said that:

*“Most of the parents who have their children in my school do not care about the importance of good communication between them and teachers because of their low knowledge about education issues...They always reason for benefit they will get for them to have time to time communication with the school, wherever they were asked to participate in any activity of the school they use not to show positive response as we expect them to do at the end of the day when it happen that academic results of their children tend to be down compared to their expectation the first person to be blamed are teachers...this is what I have to observe since I have been appointed to be the head of this school” (Interview with head of the school, 2016).*

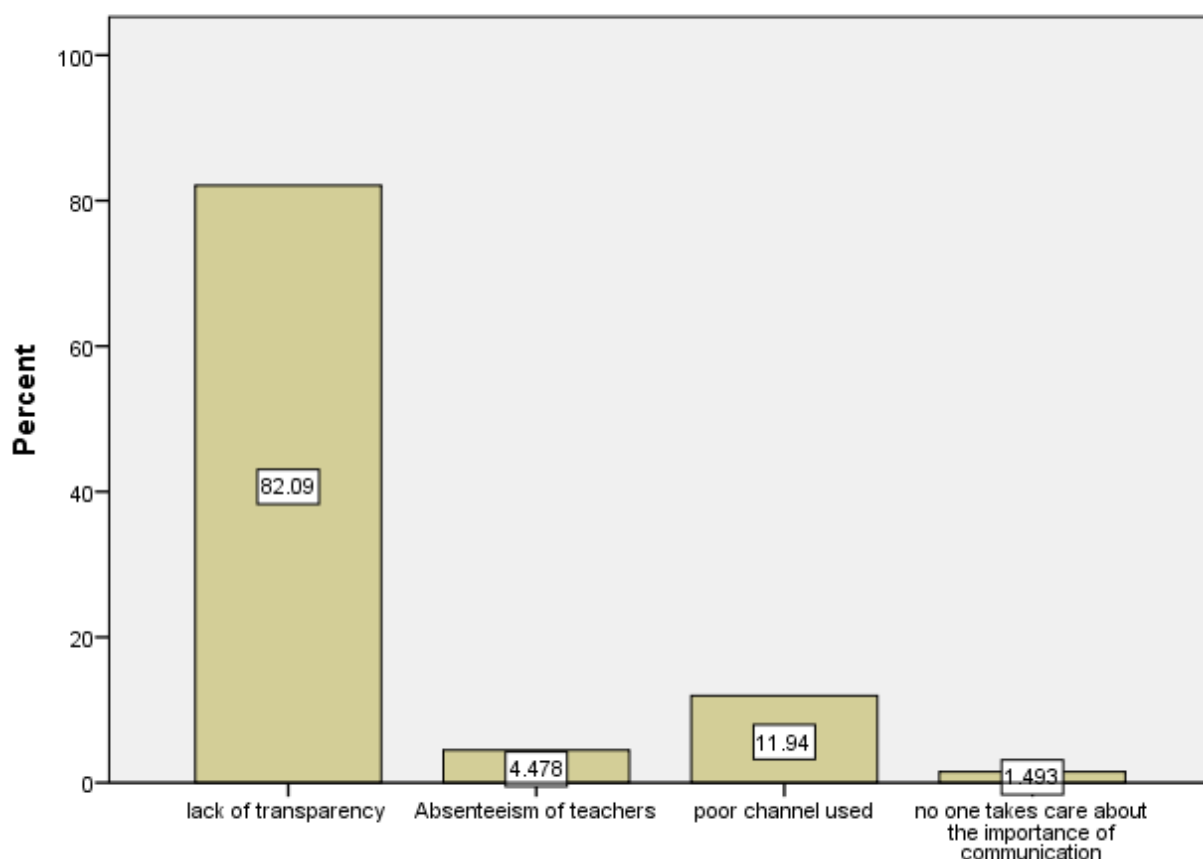
She also said;

*Since I reported here the only activity, the parents do participate mostly is only payment of school fees but they are less concern with the academic progress of their children. There is only a very few number of parents who have the tendency of asking the progress of their children out of paying school fees (Interview with the head of the school, (2016).*

From the interview with ward secondary schools teachers, they said among the reasons for the communication breakdown with the parents is political ideologies in their areas. Politicians, especially those of the side of opposition used to introduce things like to stop any kind of school contributions, everything is to be done by the government, therefore, these results to the situation that they are no more attending to

the school meeting arranged by the head of the schools and school committees. These affect much the communication between them with the school.

**Figure 4.3 Community perception on communication breakdown**



Source: Field Data (2016)

Figure 4.3 shows that lack of transparency about 82.09%, absentees 4.478%, the poor channel used 11.94% and no one take care about the importance of communication about 1.493%. According to the findings as they are indicated in the figure above it shows that majority of the community members responded that lack of transparency is the major reason for the communication breakdown between school and community. Most of the parents tend not to be open to the teachers about their children problems example financial problems, family matters, health problems and

other related problems that could help the teachers to see how they can go through with a particular student who is suffering from such problems.

**(iii) Communication breakdown and its impacts to the daily responsibilities.**

The study findings discovered that breakdown of communication results to the difficulties in running daily responsibilities of the school. The study comes out with the outcomes that occur due to the lack of proper communication between parents and school. From the interview conducted by the head of the school, one of them said the following:

*“Schools fail to run daily activities because parents fail to pay contribution at the required time and in the long run get poor performance, different school activities such as preparations of terminal and annual examinations, payment of non-teaching staffs and activities tends to be difficult that results to the poor performance of the student, As the government has said now that parents will not be involved in the payment of school fees and other school contribution we may observe some changes especially on the side of school contributions since all the financial issues will be facilitated by the government” (Interview with a teacher, 2016).*

From the interviews with heads of the schools one of them from Muganga Secondary responded the following:

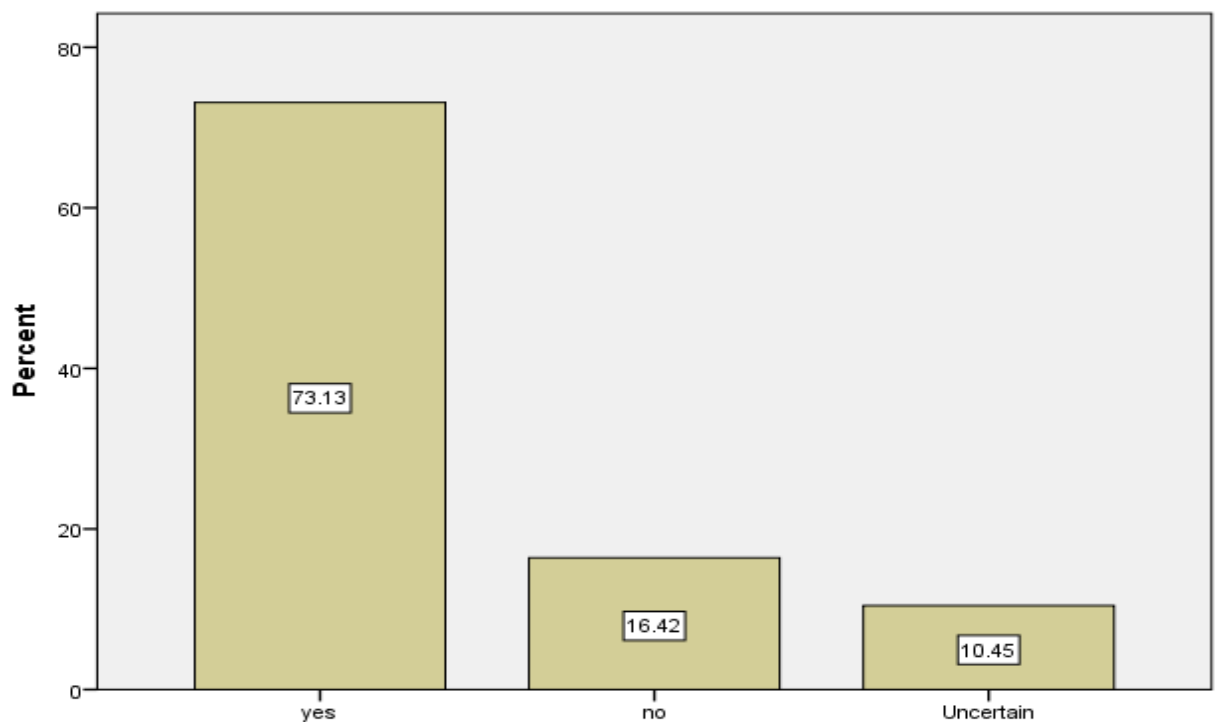
*“...In my school parents have good cooperation with teachers and most of them paid contribution at required time. There are those parents who understand the meaning and importance of education for their children so they tend to be active in school contributions for their children. Also, there are those who fail to pay their contribution on time due to the financial problems. The example in this school I have twelve students who are facing financial difficulties, therefore, their contribution is paid by the donors known as COMPASSION” (Interview with a head of school, 2016).*

Therefore, the findings show that in some of the ward secondary schools there is effective communication due to the illiteracy of the people around that area while in some other schools there is very poor communication between school and community that results in the poor performances of the students.

From the findings, the majority of the respondents answered depending on how effective communication applied, but the study concluded that in an institution to prosper, effective communication is essential to the stakeholders because is the way on how ideas are sharing one another. Therefore, the school requires more

application of effective communication in order to make students perform better in their academics. From the findings, teachers said that they are involved in planning and setting of goals to be achieved in the school but the problem is that most of the goals fail to work due to the poor participation of parents in the matters concerning school. Some other plans need money and sources of fund are through contributions from the parents. Due to the poor participation of parents, those goals tends to fall or to have very little success compared to the targeted plans.

**Figure.4.4 Community perception on effects of communication breakdown**



Source Field Data(2016)

Figure 4.4 shows that about 73.13% accepted, 16.42% didn't accept and 10.455% were uncertain. The figure above shows that majority of the community members agreed that communication breakdown affects daily responsibility of the school since there are no any development activity that will be introduced for the sake of children performance. For example, they may decide to build laboratory or classrooms but



due to the poor communication between school and community all their plans and other activities fail to be implemented.

#### **4.3.2 Exploration of community participation in everyday activities of school**

This is the second objective of the study which intended to explore community participation in everyday activities of schools. With this objective, the associate research question was to what extent do parent and other community members are involved in everyday activities of school? The data were gathered using questionnaires and in-depth interviews. The aim of the researcher was to investigate parent's involvement in the daily activities of running ward secondary schools. The unstructured interview was employed to head of schools, teacher and Education officer and questionnaires were administered to community members and students.

##### **(i) The involvement of the parents in all school plans**

Table 4.5 shows that 54% agreed that there is parent's involvement in all school plans, 32% disagree and 14 uncertain. The responses show that there is the participation of parents in all school matters but the problem is, their responses are always negative thus bring difficulties for the school to manage to implements those plans and activities.

**Table 4.5 Students perceptions concerning the involvement of the parents towards school activities**

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| Yes       | 27        | 54      |
| No        | 16        | 32      |
| Uncertain | 7         | 14      |
| Total     | 50        | 100     |

Source: Field Data (2016)

Also, Table 4.6 shows that 60% of the parents agreed, 25.7% disagree and the remaining 14.3% uncertain. Community members agreed that they used to be involved in different matters concerning school but their delay and illiterates about the importance of their participation in school activities are the major reasons for them not to participate fully in those school matters despite the information they usually receive from teachers and head of the schools.

**Table 4.6 Community perceptions on their participation in school activities**

| Parents responses | Frequency | Percent |
|-------------------|-----------|---------|
| Yes               | 21        | 60      |
| No                | 9         | 25.7    |
| Uncertain         | 5         | 14.3    |
| Total             | 35        | 100     |

Source: Field Data (20016)

From the interview conducted by the head of the schools, one of them said the following: *“most of the parents are not aware of the importance of effective communication because they have low knowledge about education matters (interview with parent, 2016).*

Another parent commented similar remark:

*“When they ask meeting between teachers and parents mostly they are not participating fully in terms of attendance thereafter they fail to get the feedback in academic issues. Failure of their participation in those meeting results to the lack of getting information about the academic progress of their children” (Interview with parent, 2016).*

From the responses of the parents and other community members, they said that they use not to attend and participate in many schools activities because they don't see any need for them to participate. They are only waiting for the parents reports during the end of the term to see the progress of their children.

They also responded that sometimes they fail to receive the information in a proper time because some of their children use to stay far from their home place. They only go home during the weekend to take money food to sustain them when they are at school. This is mostly for girl's students who do not manage to walk a long distance from home place to school.

#### **(ii) Relationship between community members and school.**

Table 4.7 shows that about 64%of the students agreed that there is a good relationship between parents and schools, 20% said there is no good relationship while 16% said they don't know if there is a good relationship or not. From table 4.5

that shows responses from community members, 60% agreed that there is a good relationship between school and parents, 28.6% said there is no good relationship while the remaining 11.4% said they don't know if there is any good relationship.

**Table 4.7 Students responses about the relationship between parents and school**

| Students responses | Frequency | Percent |
|--------------------|-----------|---------|
| Yes                | 32        | 64      |
| No                 | 10        | 20      |
| I don't know       | 8         | 16      |
| Total              | 50        | 100     |

Source: Field Data (2016)

From the interview conducted by the head of the schools one of them said that,

*“ In my school there is no good relationship with parents especially those issues concerning with school contribution like remedial program, money for security and once you asked a telephone number they can give you wrong number for the sake of escaping school contribution” (Interview with the head of the school, 2016).*

Another head of the school replied the following:

*“There is no good relationship between school and parents because financial contribution and academic matters are not solved at a right time to enhance students, there is great delay for the parents to pay financial contributions thus results to the difficulties in implementing different school programs like remedial programs and paying salaries for the part-time teachers especially science subject teachers” (Interview with head of the school, 2016).*

From the interview conducted with the Education officer he responded as follows:

*“There is no good relationship between parents and school because of political ideologies, lack of education concerning the importance of the parents to contribute to the schools activities like building of laboratories, classrooms, and other school facilities. The policy of the government is cost sharing between parents and the government in constructions of laboratories, therefore, parents have to contribute a certain percent and the remaining percent is to be provided by the government. This policy fails to work because politicians restrict people to contribute anything concerning school programs thus results to the poor relationship among them” (Interview with Education Officer, 2016).*

### **(iii) Community and school responses towards parents meetings**

From the interview administered to the to the head of the schools, one of them responded the following remarks:

*“In my school, two session meeting are conducted per year after the terminal examination and annual examination. This is done in order to evaluate what has been achieved academically per each term among students. We used to call the parents despite the poor response they used to have on these meetings. The evaluation helps them to be aware of the academic progress of their children and to discuss the way forward to improve this performance” (Interview with head of the school, 2016).*

Another head of the school responded the following:

*“In my school, we don’t have exactly the number of the meeting to be conducted per year. Parents are called when they are needed to solve the raised problem related to education matters like indiscipline cases or to introduce a certain program that needs their contribution” ( Interview with head of the school ,2016).*

The study aimed to identify to what extent parents are involved in school matters, but in most of the ward secondary schools parents seems to be involved even though their responses tends to be poor but in very few schools they are not involved much due nature of the people of that place. The school is not in a vacuum place, therefore, to run any institution, parents are required to be involved and let them participate fully in decision making and it is the time where they feel a sense of ownership that will lead to the improvement of the institution time to time in academic matters. Ward secondary schools depend much on the community participation compared to other schools, due to this participation of the parents should be much encouraged and emphasized so as to bring good development among them. The community has to participate fully in both issues like attending school meetings, paying contributions and other issues like the academic progress of their children.

### 4.3.3 The need for effective communication between school and community

This is the third objective whereby data were gathered using questionnaires and in-depth interviews. The major aim of this objective was to assess the perception of the community members and schools on the need for the effective communication between them. The object intended to assess how both schools and community perceive the importance of having good communication among them. The unstructured interview was employed to head of the schools and teachers while questionnaires were administered to community members. The first question was asked by the community members. Do community members have the tendency of asking teachers about the academic progress of your children?

**Table 4.8 Community responses on students academic progress**

| Community members responses | Frequency | Percent |
|-----------------------------|-----------|---------|
| Yes                         | 9         | 25.7    |
| No                          | 22        | 62.8    |
| Uncertain                   | 4         | 11.5    |
| Total                       | 35        | 100     |

Source: Field Data(2016)

Table 4.8 shows that 25.7% of the community members agreed that they use to seek for information from teachers concerning the progress of their children, 62.8% responded that they use not do so while 11.5 uncertain. Parents responded that they use not to ask teachers about the academic progress of their children because they use to wait only for the parent report after the end of every term. According to their responses, they said there is no need for them to seek for any progress to the teacher and by doing so they think it's like the interference of teachers' daily activities.

From the interview conducted by the head of the schools of ward secondary schools, one of them had the following comments:

*“In my school parent`s perception towards effective communication with the school is negative since they don't take seriously different matters concerning school such as to attend meetings called by the head of the school, responding positively towards the indiscipline cases of their children,*

*delaying on payment of school contributions and other matters such are like” (Interview with the head of the school, 2016).*

Also, the next head of the school responded as following:

*“A number of community members due perceive that issues concerning schools have to be done by the teachers who are professional with them. They use to be reluctant when they are called to participate to any of the school activity” (Interview with head of schools, 2016).*

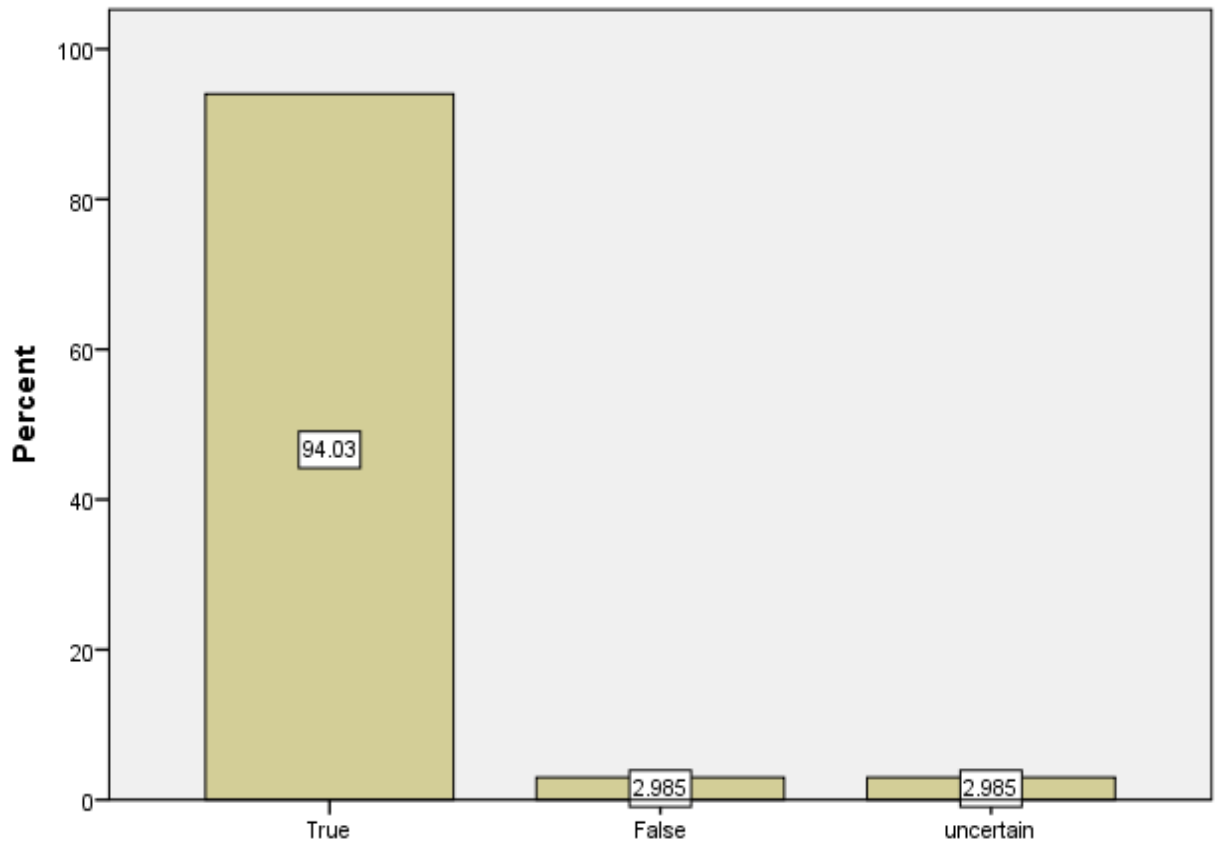
#### **4.3.4 The influence of effective communication between community and schools to the students’ performances**

This is the fourth objective of this study where data were gathered using questionnaires and in-depth interview. The main objective of this study was to understand the influence of effective communication between community and schools to the students' performance. The study investigated the way effective communication between community and school can bring either positive or negative impacts to the students' performances. The unstructured interview was employed to head of the school, teachers, and Education Officer while questionnaires were administered to the community members and students.

##### **(i) Communication between school and community towards students performance**

The Figure 4.5 shows that 94.03% of the students responded that it is true that effective communication between school and parents results to the good performances of the students. Effective communication simplifies the working condition of the teachers due to the full cooperation and participation of the parents like financial contribution and supervision of their children's on academic and discipline issues.

**Figure 4.5 Students responses about communication with their performances**

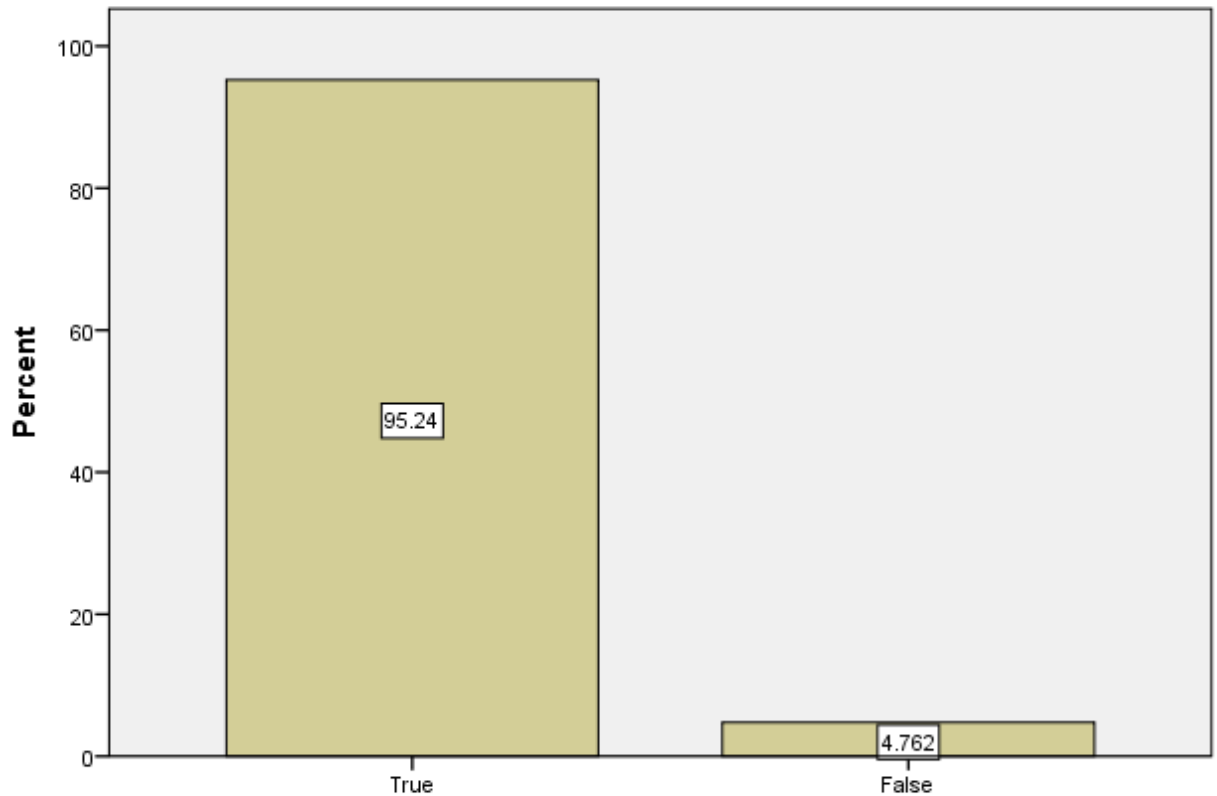


Source: Field Data (2016)

Also, Figure 4.6 shows that 95.24% of the parents agreed that effective communication between community and school results to the good performance of the students while 4.76% replied that effective communication does not influence good performance of the students.

From the interviews that were administered to one of the heads of the school, one of them said that “Effective communication is not the only means of increasing students' performance, but also good salaries and working conditions contribute to achieving education goals since single trait only cannot influence better performances” (Interview with head of school, 2016).

**Figure 4.6 Parents responses about effective communication towards students performance**



Source: Field Data (2016)

From the interviews that were administered to one of the heads of the school, one of them said the following:

*“Effective communication is not the only means of increasing students' performance, but also good salaries and working conditions contribute to achieving education goals since single traits only cannot influence better performances” (Interview with head of school, 2016)*

One of the teachers responded the following:

*“The main influence of better performance among students is effective communication because it's whereby teachers cooperate with parents in a very close way to ensure good performances of the students. As long as communication is a two-way traffic, parents have to respond to the meeting called by the schools, they have to pay school contributions on time and also schools have to respond positively to the parents when they will require any information about the academic progress of their children” (Interview with teacher, 2016).*

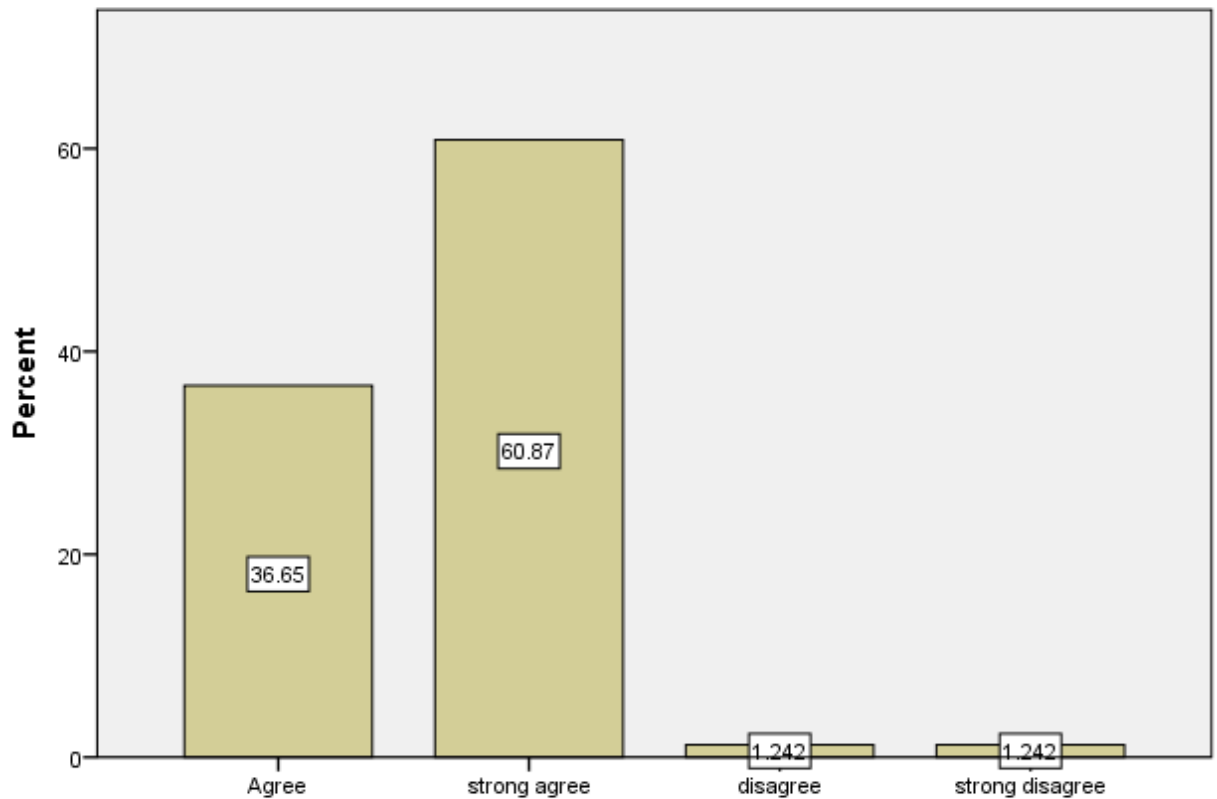


From the interview administered to the Education officer about the influence of effective communication to the students' performances, he responded the following”

*“The participation of parents in educational matters particularly in school governance creates more accountability to the society which funds them. There becomes good expenditure of school money to the time to time communication between .The notions of parental involvement for accountability derives from market-oriented concept in which school-community partnerships are viewed rather like a business partnership. The good performances of students may rise due to the routine parents meetings and reporting system on students' progress. Contribution of their time, labour, materials and fund to the school also helps much to increase the performance of the children due to the good environment they created. School and community communication is a good way to ensure that the benefits brought by the development program will be maintained after the external interventions are stopped. Thus, good performances depend on the degree of effective communication developed in target communities and on the social and political commitment in the wider societies” (Interview with Education officer, 2016).*

Also, Figure 4.7 shows that about 36.65% of the students agreed that communication between students and community helps to improve their discipline, 60.87% strongly agreed about the way communication helps to improve their discipline, 1.242% disagree while 1.242 strongly disagree. The findings show that majority of the students strongly agreed that effective communication between community and school influences many good performances for them. Involvement of the parents into different school matters like financial contributions, supervision of their children performances and attending school meeting are among the reasons for the better improvement of their performances.

**Figure 4.7 Students perception about communication with their discipline**



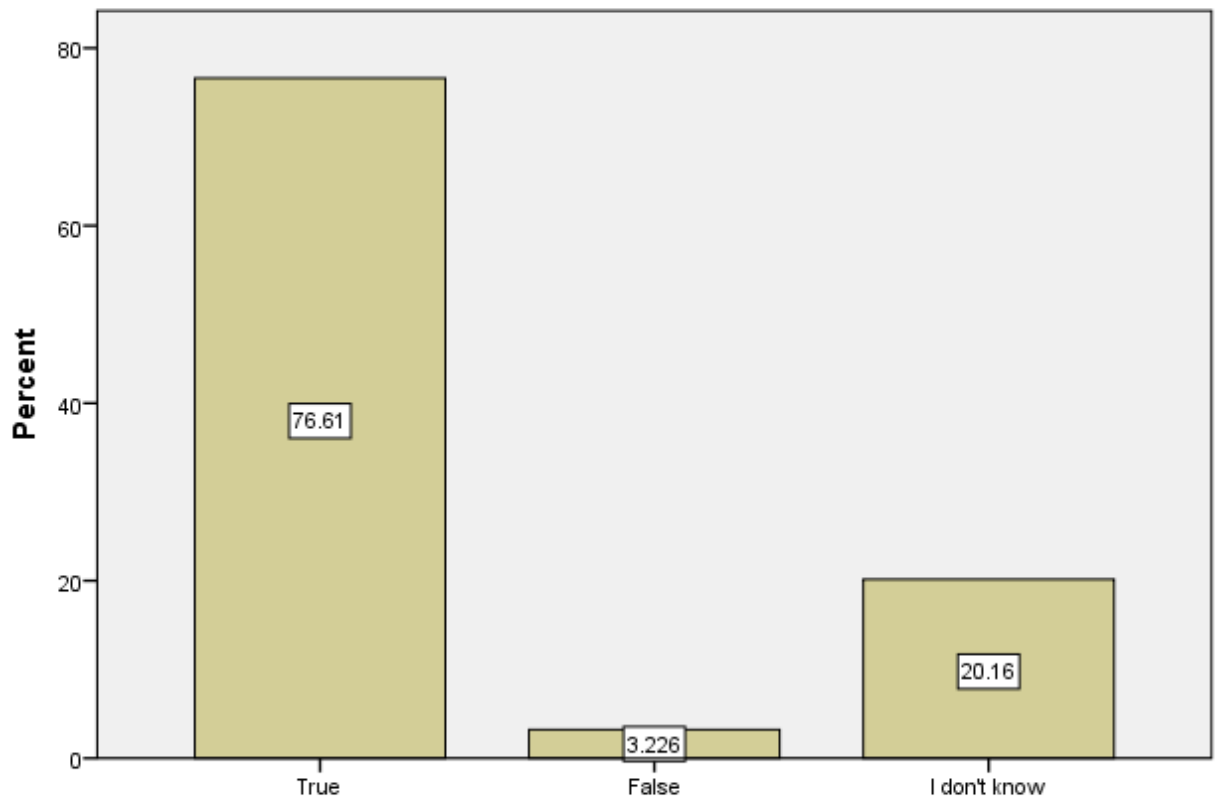
Source: Field Data (2016)

**(ii) Effective communication to the students' discipline**

The study comes out with the number of findings about the relation between good communications with students' discipline that helps to improve students' performances.

Figure 4.9 shows that 76.61% of the community members said it's true that effective communication influences students' performances, 3.226% disagree while 20.16% said that they don't know if there is any relationship between effective communication and good performances of the students. From the responses of the parents, the majority of them accepted that effective communication influences much good discipline that leads to good performances of their children. A good relationship between parents and schools has to be well maintained and observed. They said every parent has to take full responsibility and has to be accountable to the academic progress of his or her children

**Figure 4.8 Community perceptions about communication with students discipline**



Source: Field Data (2016)

From the interview conducted to the head of the school, one of them responded the following:

*“In my school students’ performances has increased from the past two years due to different reasons like the serious participation of the parents on indiscipline cases of their children, positive responses about the payment of school contributions as well as their seriousness about the academic progress of their children. The good cooperation they had now with teachers has raised the performances compared to previous situation. They are no more reluctant with their children academic and discipline matters (interview with head of school, 2016).”*

The other response from one of the head of the school commented the following:

*“...Effective communication is among of the many other factors that influence students’ performance, those factors are such as commitment of the*

*students themselves concerning their own academic improvements, to maintain their discipline and also to create good relation with their teachers. Through all these factors, effective communication stands there only to cement them and to influence the good performance of the children” (Interview with the head of school, 2016).*

Also, from the interview administered to the Education officer, he replied the following:

*“Effective communication between school and community is one of the major weapons for the good performance of the children. If community members will maintain and ensure good communication with teachers about the progress of their children; they will influence much good performance too. The better discipline of my students has influenced much on the good performances in their NECTA. In ward secondary school community plays a great part in running these school by either funding them at a certain percent and ensure the presence of important facilities such as water and electricity” (Interview with Education officer, 2016).*

The findings show that most of the parents agreed with the researcher that good communication influence much good discipline of the students is the major reasons for the improvement of the performance too. Most of the parents responded that when they started cooperating with teachers concerning the discipline of their students especially attending school every day, being punctual in every activity of the school, responding positive to the homework and to supervise if their children have exercise books or not has helped much to increase performances of the students. From the interview conducted by the teachers one of them responded the following:

*“Increase of communication between teachers and parents has resulted in the positive impacts to the discipline of the students thus parents are now participation and cooperating with teachers to ensure the discipline of their children. Different meetings that are conducted by schools and parents help to improve students discipline too. Parents became aware of the behavior of their children when they area at school. Some of the parents use to make calls to the teachers or head of the school to ask for the attendance of their children, this is mostly for those students who are not staying at home due to the long distance which is there between school and their home place. These situations influenced much the discipline of the students that resulted in the improvement of the results too...” (Interview with head of school, 2016).*

One of the head of the school also responded to the question as follows:

*“In my school good communication with parents and other community members has influenced much the discipline of the students. Previously when we had no good relationship community members we were having some difficulties to manage to control the discipline of the students. Students were going out of the school compound during class hours without any permission and they were fearing nothing when they are outside but now due to the good communication we have with the parents and other community members they are at least helping us to supervise those students who goes out and report to the school management or any teacher and then after a punishment is given to the particular student or students”* (Interview with the head of the school 2016).

The study shows that level of discipline in relation to the performance among the students depends on many factors. Effective communication was among of these factors, therefore, to maintain an increase of such performance it requires more application of effective communication to both ward secondary schools such as involvement of the parents in decision making as how the local government Act of 2002 stipulated. Every community surroundings the school has to take responsibly to create a good environment for the teachers and other nonteaching staffs to work in a better environment Community members have to cooperate and participate in different school activities such as meetings, different contributions and other things such are like.

## **CHAPTER FIVE**

### **RESULTS AND DISCUSSION**

#### **5.1 Introduction**

This chapter discusses the findings of the research in relation to the research objectives. The findings were obtained through in-depth interviews and questionnaires. The questionnaires were administered to the students and community members while the in-depth interview was administered to the heads of the schools, from ward secondary schools, students of ward secondary schools, teachers and education officer. The main objective of the study was to examine the role of communication between the school and community in ward secondary schools performances in Singida Municipality.

#### **5.2 The role played by schools and community in ensuring communication exists and it is effective in the school**

The findings from the study indicate that there are different number of activities that have been examined by the researcher to ensure effective communication exist between school and community. For example from Figure 4.1 displayed that 32.84 of the community members agreed that there is effective communication and the remaining percent 67.16% disagree that there is no effective communication in their schools. The figure shows that majority of the community members said there is no effective communication between school and community since they use not to attend the meetings called by the head of the school or school committee.

The findings of this study relate to the study conducted by Epstein (1987) that from the research he conducted he observed that in finding the roles played by schools and community in ensuring communication exist parents are the one who have the greatest understanding of their children. They know their personalities, they know how they learn, they know the type of interests that they have and they know where their children's weaknesses are. Teachers on the other hand rarely get the opportunity to focus on a child as an individual in the classroom and rarely get to a point where they just as familiar with a child as a parent is. It is important for a parent to express

the characteristics and qualities of their child to the teacher so that the teacher may have a better understanding of the child as a unique student.

The responses show that one of the roles played by the school to ensure effective communication with the community is through school and parents meetings. The meetings are called by the head of the school to request parents to attend so as to discuss different matters concerning the progress of the school or any other issues such as indiscipline cases. The findings show that the responses of the parents on these meetings are very down. There are very few parents who use to attend every time they are required to go. These depend on the level of understanding of the parent himself or herself on the issues concerning schools progress. Parents meeting are the major tool that put together both schools and parents to evaluate the academic results and discipline cases of their children.

As the results shows that majority of the respondents in ward secondary schools said that there is no effective communication because teachers, parents, and students were not involving all decision done to the school due to the lack of teachers parents association and no accountability for heads of the schools and teachers claimed that most of the parents have low level of knowledge concerning education and even when heads of the schools call for meetings they don't participate effectively.

The study concluded that in order to ensure good progress of the ward secondary schools there is a need to consider the way effective communication is practiced between school and community plays a great role in ensuring good performance of the students. Effective communication is the key factor in running an institution, therefore, it requires to be applied to both ward secondary schools so as to enhance better achievement among students since performance is required for all students from ward secondary schools as shown in the study area.

#### **5.2.1 Exploration of community participation in everyday activities of school**

The study observed and discovered that participation of the community in everyday activities of school in ward secondary schools is there in very low rate. Neither parents nor community members do bother about the tendency of working together

as a team to ensure effective communication. This relates to the study conducted by Epstein (1987) that he said, if a strong connection exists between schools and surrounding community, the two entire are expected to share the interests and responsibilities of children and work together to create better programs and opportunities for students. It is known that a school as a socializing agent of a given community functions to transmit develop and perpetuate knowledge wisdom and values to the new generation. As such a school is expected to borrow ideas and wisdom from the community. Because of this, the community remains a key agent for deciding shaping and monitoring what a school offers example deciding on the subject-curriculum and how it should be offered.

The results show that many ward secondary schools are operating with a poor relationship with the society. Parents and other community are not given chances to participate in their school activities. Poor involvement of the society in school activities contributes the poor performance of the students, indiscipline issues and lack of cooperation. The study shows that ward secondary schools which are operating with a good relationship with the community members, the way they involve the parents into different issues of decision-making at the school and other daily activities of running schools lead to better performance compared to those schools which don't do that.

The study generalized that, students who study in ward secondary schools have their parents, therefore it is their right to be involved in educational matters that direct to their children since better achievement is the benefit of both parents and children concerned. Ward secondary school heads should involve the parents in decision making and value their contribution where possible to make sure the school goals are achieved. Table 4.1 shows that 54% agreed that there is parent's involvement in all school plans, 32% disagree and 14 uncertain. The responses show that there is the participation of parents in all school matters but the problem is, their responses are always negative thus bring difficulties for the school to manage to implements those plans and activities. Table4.2 also shows community members agreed with the researcher concerning their participation since 60% of the parents agreed, 25.7



disagree and the remaining 14.3% uncertain. Community members agreed that they used to be involved in different matters concerning school but their delay and illiterates about the importance of their participation in school activities are the major reasons for them not to participate fully in those school matters despite the information they usually receive from teachers and head of the schools.

### **5.2.2 The perception of the community and the school on the need for effective communication between them**

From the finding of the study the researcher noted that the way community and parents perceive communication is very different with the way we expect it to be like. The findings related with the observation made by Epstein(1987) that he said, Child who knows that their parents and teachers communicate often has been found to perform better academically. Children who have parents that communicate with their teacher regularly may have the better understanding of consequence as it relates to their academic performance and their behavior. The example also from the findings as they are indicated in Table 4.6 shows that 25.7% of the community members agreed that they use to seek for information from teachers concerning the progress of their children, 62.8% responded that they use not do so while 11.5 uncertain. Parents responded that they use not to ask teachers about the academic progress of their children because they use to wait only for the parent report after the end of every term. According to their responses, they said there is no need for them to seek for any progress to the teacher and by doing so they think it's like the interference of teachers' daily activities.

Most of the parents responded that they use not to see any importance for them to participate in any school activities or to be close to head of the schools and teachers concerning school activities. What they know is that schools activities are conducted with people who are professional with that work who are the teachers. Teachers and head of the schools also sometimes do not include community members to some of the decisions in the schools due to the reason that most of the community members have no any knowledge about school matters. The findings of the study come out with the idea of ensuring effective communication and good perceptions of the

community members towards schools activities since ward secondary schools which maintained good perception and participation of the parents on schools activities succeeded in their academic progress.

The study concluded that in order to ensure good performances of the students in ward secondary schools everyone should have the positive perception towards the role played by the existence of effective communication to the students' performance in ward secondary schools. Both community members and schools have to take responsibility to ensure they create a good environment that will bring effective communication between them. Establishment of good perception towards good relation and communication will bring positive impacts to the students performance due to the facts that both parents and teacher will be the supervisors' of the school progress of the students. The school will play its part during school hours and parents will also play their part after school hours.

### **5.2.3 The influence of effective communication between community and schools to the students' performances**

The results show that most teachers responded that good communication between teachers, heads of schools, students and parents can lead to improvement of the performance among students in ward secondary schools. Also, students said that effective communication of teachers, heads of the school and parents can reduce conflicts to themselves and it encourages corporations to enhance the better performance of the students in ward secondary .However, the head of the schools insisted that if good communication applies to the teachers, parents, and students the discipline of the students can be improved. Results from Figure 4.9 shows that about 36.65% of the students agreed that communication between students and community helps to improve their performance,60.87%strongly agreed about the way communication helps to improve their performances, 1.242% disagree while 1.242 strongly disagree. The findings show that majority of the students strongly agreed that effective communication between community and school influences good performance for them. Involvement of the parents into different school matters like financial contributions, supervision of their children performances and attending

school meeting are among the reasons for the better improvement of their performances.

The findings are similar to the study conducted by Haney (1992) . From his study, he concluded that effective communication ensures strongly delivery of information and reports from teachers on the overall of their performances in the classroom. It is about achieving a fluid exchange of information between both the teachers and the parents about the achievement within the classroom as well as the child`s general persona. It is about sharing the child`s weaknesses and the strengths both at home and school. It also aids in the collaboration between the teachers agenda and lesson plans with the parent so that the skills being introduced in the classroom are being reinforced in the home environment.

The study concluded that there is a relationship between effective communication and level of performance to the ward secondary schools. The application of good directives between the heads and the subordinates such as subject teachers, class masters, and academic masters may enhance better cooperation in solving problems that may hinder performance before coming worse and hence good achievement. Effective communication ensures the gathering of information and reports from teachers on the overall of their performances in the classroom. It is about achieving a fluid exchange of information between both the teachers and the parents about the achievement within the classroom as well as the child`s general persona. It is about sharing the child`s weaknesses and the strengths both at home and school. It also aids in the collaboration between the teachers agenda and lesson plans with the parent so that the skills being introduced in the classroom are being reinforced in the home environment.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents the summary of the study, conclusion and the recommendation based on the findings of the study as presented and discussed in chapter four of this study.

#### **6.2 Summary of the study and Conclusion**

The study based on the role of communication between the school and community in ward secondary schools performance. The study tried to find out the role played by schools and community in ensuring communication exists and it is effective in the school, to explore the community participation in everyday activities of schools, to find out the perception of the community and schools on the need for the effective communication between them and to find out the influence of effective communication between the community and schools on the students performances in Singida Municipal. The research tools like interview and questionnaires were employed in order to find the information from the respondents who were head of the schools, students, community members and education officer in order to achieve the intended study objective.

From the analysis of the data collected from the field the following are the major findings of the study.

- i. Schools and community does not play a great role to ensure the existence of effective communication in the school. This is due to the reason that parents are reluctant and are not attending school meeting, payment of school contributions on time, they do not supervise their children behaviors outside their home place, they do not have the tendency of asking teachers about their children academic progress rather they only wait for the parents reports only twice per year. Teacher also does not play their role effectively since they do not involve community members

to some of the indiscipline cases of the students and other school activities.

- ii. The study revealed that there is poor participations of community in everyday activities of the schools since they use not to attend the meetings called by the head of the schools, their responses concerning paying school contribution also is very low that results to difficulties in managing schools.
- iii. The perception of the community and the school on the need for effective communication between them also has been noted that, community and schools perceive the communication into a very different way, community perceive that school activities has to be conducted and controlled by the teachers and head of the school since it is their professional and they have great knowledge on this. They forget that ward secondary schools are to be managed with the help of community since they are the one who owning them. Teachers have the notion that communities are required to participate mainly on school contributions and attending meetings when they are needed.
- iv. The influence of effective communication between community and school on the students' performance has been noticed that effective communication plays a great role on the students' performance. The study shows that having effective communication between school and community will ensure good performance of the students since there will be a close supervision from teachers and parents to the students' schools progress. There will be the control of behavior of the students that will help him or her to concentrate more on academic.

### **6.3 Recommendations**

The study recommends the following based on the research findings and conclusion.

- i. This study provides necessary information to government, education planners and all education stakeholders in Tanzania so as to show effectiveness of school-community communication in Tanzanian secondary schools. In ensuring effective communication, most ward secondary schools in Singida Municipality need to employ a number of communication strategies. These strategies should include; formulation of teachers parents' association, regular meetings, guidance and counseling program for both parents and students. However, this can only succeed when there is a cordial partnership between all the key stakeholders towards the achievement of the common goal.
- ii. For an effective way of improving the quality of education, the government should emphasizes the effective communication in ward secondary schools by providing penalties for those parents who are not attending the meeting of the school, and heads of the schools that are not using parental meeting in solving various problems should be demoted.
- iii. Also, the government budget should prioritize in education sector so as to meet the needs of improving education sectors, by making sure that parents, especially who belong toward secondary schools are being educated in participating in the daily activities of running these ward secondary schools.
- iv. The further study is recommended in the following areas; the role of effective communication towards students' performance, the reason for the failure in addressing the effective communication forward secondary schools, and contribution of effective communication upon the students performances in ward secondary schools.

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## APPENDICES

### APPENDIX I

#### **DODOSO LA UTAFITI KUHUSU UMUHIMU WA MAWASILINO KATI YA SHULE NA JAMII KATIKA MAENDELEO YA SHULE ZA KATA**

Barua ya kuwaalika katika kushiriki kwenye utafiti wa kimsomo unaofanywa na Emanuel Andrew mwanafunzi wa chuo kikuu cha Mzumbe shahada ya uzamili katika fani ya Sanaa katika Elimu.

Tafadhali zingatia:

1. Utafiti huu ni muhimu na majibu utakayoyatoa ni siri. Tafadhali usitaje jina lako mahali popote kwenye dodoso hili.
2. Ushiriki wako ni muhimu sana katika utafiti huu
3. Tafadha lijibu maswali yote kwa uangalifu na uaminifu kabisa.

#### **TAARIFA BINAFSI**

Tafadhali weka alama ya vema kwenye mabano kwa jibu lililo sahihi zaidi.

1. Jinsia yako

Me ( )

Ke ( )

2. Umri wako

| Umri        | Weka alama ya tiki katika umri unao kuhusu |
|-------------|--------------------------------------------|
| 10-15       |                                            |
| 16-20       |                                            |
| 21-25       |                                            |
| 26-30       |                                            |
| 31-35       |                                            |
| 36-40       |                                            |
| 40 na zaidi |                                            |

3. Umeoa au kuolewa?

Ndio ( )

Hapana ( )

4. Kiwango chako cha elimu ni kipi?

Elimu ya msingi ( )

Elimu ya sekondari ( )

Stashahada ( )

Shahada ya kwanza ( )

Shahada ya Uzamili ( )

5. Unafikiri kuwa kunamawasiliano mazuri kati ya jamii na shule?

Ndio ( )

Hapana ( )

Sijui ( )

6. Je kukosekana kwa mawasiliano mazuri kati ya shule najamii kunaathiri shughuli zako za kila siku?

Ndio ( )

Hapana ( )

Sijui ( )

7. Uafikiri kuna umuhimu wowote wamasaliano kati ya shule na jamii?

Ndio ( )

Hapana ( )

Sijui ( )

8. Kuna sababu gani zinazopelekea kutokuwepo kwa mawasiliano mazuri kati ya jamii na shule?

Kutokuwepo kwa uwazi ( )

Kutokuwepo kwa walimu ( )

Njia isiyo bora inayotumika kuwasiliana ( )

Hakuna anayejali umuhimu wa mawasiliano ( )

9. Je, kunamawasiliano mazuri kati ya shule na jamii?

Ndio ( )

Hapana ( )

Sijui ( )

10. Je nikweli huwa unafuatilia maendeleo ya mwanao shuleni ?

Nakubali ( )

Nakubali kabisa ( )

Sikubali ( )

Sikubali kabisa ( )

11. Je unakubali kuwa mawasiliano mazuri na shule yanaongeza ufaulu wa wanafunzi?

Nakubali ( )

Nakubali sana ( )

Sijui ( )

12. Je mawasiliano mazuri kati ya shule na jamii yana saidia katika kujenga tabia nzuri ya mwanafunzi?

Ndio ( )

Hapaana ( )

Sijui ( )

## QUESTIONNAIRE TO STUDENTS

**Dear Respondent****RE: REQUEST TO PARTICIPATE IN MY RESEARCH STUDY**

My name is Emanuel Andrew a student at Mzumbe University pursuing Master of Education

I kindly request you to assist me by filling the following questionnaire attached. This Research study is for academic purpose for the partial fulfillment of the requirements for the award of the degree of Master in Education. This will enable a researcher to carry out a study on the Role of communication between the school and community in ward secondary schools performance at Singida municipal.

## INSTRUCTION

**Answer all questions**

Tick in the appropriate answer

Respondents age

| Age group   | Tick at the appropriate age |
|-------------|-----------------------------|
| 10-15       |                             |
| 16-20       |                             |
| 21-25       |                             |
| 26-30       |                             |
| 31-35       |                             |
| 36-40       |                             |
| 41and above |                             |

What is your sex?

Male ( )

Female ( )

1. Is there effective communication in your school?

Yes ( )

No ( )

Don't know ( )

2. How many school Baraza do you have per year?

One ( )

Two ( )

Three ( )

Four ( )

Mention if it is more than four.....

3. Do you think good communication between you and your teacher can help to improve your performance?

Agree ( )

Strongly agree ( )

Disagree ( )

Strongly disagree ( )

4. Which way do you suggest should be used when you want to communicate with your head of school and teachers?

School assembly ( )

School Baraza ( )

Through teacher class masters ( )

Teacher on duty ( )

5. What are the roles of effective communication in your school?

Increase cooperation between teachers and students ( )

Reduce unnecessary conflicts between teachers and parents ( )

Increase students' performance ( )

Increase transparency in all school activities ( )

If any say how.....

.....

6. Do you think your parents are involved in all school plans?

Yes ( )

No ( )

Uncertain ( )

7. Do you think your parents have a good relationship with your teachers?

True ( )

False ( )

I don't know ( )

8. Do you think good communication between you, the teacher and your parents can lead to improve your performance?

Agree ( )

Strongly agree ( )

Disagree ( )

Strongly disagree ( )

9. Does good communication help to improve discipline?

Yes ( )

No ( )

Don't know ( )

10. Does effective communication helps to improve the students' performance?

Yes ( )

No ( )

Don't know ( )

11. Is there communication breakdown between school and community?

Yes ( )

No ( )

Don't know ( )

**IN DEPTH INTERVIEW GUIDE TO HEAD OF SCHOOLS AND TEACHERS**

**SECTION I:**

1. What is your level of education?
2. Have you got married?
3. What is your sex?

**SECTION II**

**Interview questions**

1. What do you do to ensure effective communication between community and school exist?
2. .What is the effects of effective communication between community and school in classroom teaching and learning?
3. What are the main causes of communication breakdown?
4. Does communication breakdown your everyday responsibility?
5. If there is effective communication do you think can increase performance of the students?
6. Do you think there is a problem of effective communication in your school?  
If yes, explain
7. How many meetings do you have with parents per year?
8. Do you think all parents are participating in that meeting? If no why
9. How is a community perception towards communication with the school?
10. Is there any relationship between effective communication and students performance? If yes explain
11. Does lack of communication affect discipline of students?
12. What should be done to ensure effective communication between school and community?



## **APPENDIX 1V**

### **IN DEPTH INTERVIEW GUIDE TO DISTRICT EDUCATION OFFICER**

#### **SECTION I:**

1. What is your level of education?
2. Have you got married?
3. What is your sex?

#### **SECTION II**

##### **Interview questions**

1. What do you do to ensure effective communication between community and school exist?
2. .What is the effects of effective communication between community and school in classroom teaching and learning?
3. What are the main causes of communication breakdown?
4. Does communication breakdown your everyday responsibility?
5. If there is effective communication do you think can increase performance of the students?
6. How is a community perception towards communication with the school?
7. Is there any relationship between effective communication and students' performance? If yes explain
8. What should be done to ensure effective communication between school and community?