

**CONTRIBUTION OF COMMUNITY ENGAGEMENT IN SCHOOL
MANAGEMENT ON PROMOTING ACADEMIC PERFORMANCE IN
TANZANIA PEOPLE'S DEFENCE FORCES SECONDARY SCHOOLS**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: *Contribution of Community Engagement in School Management on Promoting Academic Performance in Tanzania Peoples Defence Forces secondary schools* for the Degree of Master of Education in Administration, Planning and Policy Studies (MED.APPS).

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Date

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DECLARATION

I, **Mbwana Omar Kassim**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my late lovely wife ***Maryam*** who had gone too soon at the time I was badly in need of her. She never got tired to be patient for my busy academic journey. May *Allah*, the Almighty forgive her sins and grant her a place in *Jannat Firdausi inshaa-Allah*.

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ABSTRACT

This study investigated the contribution of community engagement in school management on promoting academic performance of TPDF secondary schools in Dar es Salaam. This study was guided by three specific objectives namely, to: examine ways communities participate in school management, investigate contribution of community's participation in school management on promoting performance of secondary schools and assess challenges of involving community in school management in TPDF schools in Dar es Salaam. It used case study design and mixed research approaches. The data were collected through questionnaires, interviews and documentary reviews. The sample size was sixty-three (63) respondents. The study revealed that community members participate in school management through dealing with students' disciplinary cases, attending in school meetings, financial support and participation in the construction of school buildings and other infrastructures, and through follow-up and involvement in academic matters. The findings also posited the contribution of community's participation in school management on promoting academic performance in secondary schools. It was also discovered that there were challenges facing involving community members in school management such as low level of community awareness on academic matters, communication problem between the school management and the community members, lack of information and clarity on the school agenda to be discussed at schools. This study recommends that education should be provided to all stakeholders on the importance of participating in academic issues in secondary schools.

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LIST OF ABBREVIATIONS

BRN	Big Results Now
PEDEP	Primary Education Development Plan
SEDEP	Secondary Education Development Plan
TPDF	Tanzania People's Defence Forces
UNESCO	United Nations Educational, Scientific and Cultural Organisations
URT	United Republic of Tanzania
WED	World Education Forums

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This section gives an introductory part of the study. It presents background to the study, statement of the problem, objectives of the study, research questions, and significance of the study, limitations and delimitations of the study, definitions of key terms, conceptual framework and lastly organisation of the research report.

1.2 Background to the Problem

Education is an essential thing in the development of any society. In order for the society to develop in terms of economic and social growth, the creation of knowledge through education is of paramount importance. Several authors in their works have acknowledged the importance of education. Jacques (1999) holds that it is through education man's creativity increases in the way s/he participates in the economic, social, and cultural activity of the society and consequently leads to the human development.

In recognition of the importance of education, the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocates about key themes into the new education agenda; these include right to education, equity in education, inclusive education, quality education and lifelong learning. According to the World Education Forum (WED), these key themes are to be attained for all by 2030 that will enable transforming lives through education.

In implementation of the above themes, the Tanzania government introduced several education programs such as Primary Education Development Plan (PEDEP), Secondary Education Development Plan (SEDEP), and Big Results Now (BRN). PEDP was one of the World Bank supported education projects in mainland Tanzania that was implemented in the periods 2001 – 2004 (World Bank, 2010). Like other past education programmes in Tanzania, PEDP was also initiated in order to address the critical issues our country was facing related to poor education quality, low access and retention in primary education. These issues were primarily due to insufficient education and school inputs, resulting in inefficiencies in the system (World Bank, 2005). Under SEDP Tanzania focused on increasing the proportion of Tanzania youths who complete secondary education at the lower and upper levels with acceptable learning achievement (URT, 2004); this was only possible through five strategic priorities including access, equity, quality, education management system improvement, and management reforms.

With regard to the education sector, Tanzania government adopted the BRN initiative in 2013 following mass academic failures in secondary schools in 2012 so as to improve quality of education (URT, 2013). This was possible through various initiatives such as official school ranking, school incentive scheme, school improvement kit, national reading, writing and arithmetic assessment; reading, writing and arithmetic teacher training; student-teacher enrichment programme; basic facilities constructions; capital grants; and teacher motivation (Nyirenda, cited in Komba & Sigala, 2015).

All these education programs had some common goals including expansion of enrolment to ensure access and equity, quality improvement, strengthening

institutional arrangement and education research. With the implementation of these programs some benefits have now been realized (see Table 1.1) such as the increase of enrolment of students, the improvement of teacher houses and classrooms, sanitary facilities and in some places office facilities have been built.

Table 1.1 The Enrolment Trends in Schools in Tanzania (2004 – 2013)

	2004	2008	2010	2012	2013
Grand Total	554,835	873,981	925,465	1,034,729	1,026,466
Government	547,543	805,407	883,667	985,060	969,683
Non-Government	7,292	68,574	41,798	49,669	56,783
Year I Total	349,014	548,527	574,239	633,872	595,064
Year I Government	344,908	508,257	550,400	606,581	564,277
Year I non-	4,106	40,270	23,839	27,291	30,787
Year II Total	205,821	325,454	351,226	400,857	431,402
Year II Government	202,635	297,150	333,267	378,479	405,406
Year II non-Govt	3,186	28,304	17,959	22,378	25,996

Source: MOEVT

1.2.1 Tanzania People's Defence Forces (TPDF) Schools

Among the assets our Tanzania Peoples Defence Forces own include the secondary schools located in various places within the country. The history of these secondary schools goes back as early as 1970s when they were established for the sake of training and development of soldiers and their families. During that time, teachers were employed and paid by the Government. Starting in 1995, the schools were now under the control of TPDF and that schools had expanded their services not only accommodating the TPDF soldiers and their families but also some other community members from outside the TPDF – started to attend training in some of these TPDF schools.

1.2.2 Community Participation in Education

Community participation in managing social services and particularly delivery of education has become a popular issue in most of the developing countries since 1990's (Manor, 2004). It was viewed as an effective means of promoting education both in qualitative and quantitative terms. Thus, community participation is not something new in education delivery as Williams (1994) puts it that responsibility for educating children was still under the community until the middle of the nineteenth century.

It was at this juncture that TPDF saw the significance of involving the community in running their schools and that community participated in various ways. For example, some community members had some role to play on the school committee for the schools' development; they are members of the school committees. Basing on this fact, the Government had to embark on the major education reforms that were aimed at various education improvements programmes.

Again, community participation cannot be effective and efficient without mass mobilisation. The community members should be able to organise in various ways in order to reach the common goal they intend to fulfil. Thus, community participation in education should be able to remove all obstacles that the community faces which hinder access to education. This can be possible by among other issues, strengthening the community education and making the community understand the significance of education in a given society; there should also be community initiatives that venture with government efforts in order to sensitise and take responsibility for education matters.

1.3 Statement of the Problem

Several scholars have documented the importance of involving communities in school management in improving education delivery and schools' performance in general. Babyegeya (2002) posited that the management of schools should be a joint venture between the professionals and the community. He further adds that involving community members gives them a sense of ownership and commitment for the purpose of the school and the academic results of the school.

The government of Tanzania embarked on the Decentralisation Reforms II in 2009 by decentralising some functions of the government to the lower levels of the local government so as to increase local peoples' participation in the government delivery, in education among other issues (URT, 2009) in order to achieve good performance of schools. In spite of all these efforts by the government to involve the community in the education delivery, community contribution in education has not been fully recognised to a wider practice. There are still continues to be claims that some of the schools' administrators dislike to involve or rather engage the communities in the school affairs. Therefore, this study aims at examining the contribution of community's participation in school management on promoting academic performance in TPDF secondary schools.

1.4 Objectives of the Study

The purpose of this study was to investigate the contribution of community participation in school management in promoting academic performance of TPDF secondary schools.

1.5 Specific Objectives

This study had strived to achieve the following specific objectives:

- (i) To examine ways communities participate in school management.
- (ii) To investigate the contribution of community's participation in school management in promoting academic performance of secondary schools.
- (iii) To assess challenges of involving community in school management in TPDF schools in Dar es Salaam.

1.6 Research Questions

The major assumption this study was that: there is minimal or no community participation at all in the school management and thus there is also minimal contribution in promoting academic performance in TPDF secondary schools. To be able to confirm or nullify this assumption, the following research questions were addressed:

- (i) How does community participate in school management in promoting academic performance of TPDF secondary schools?
- (ii) What is the contribution of community's participation in promoting the performance of TPDF secondary schools?
- (iii) What are the challenges of involving communities in school management in TPDF schools?

1.7 Significance of the Study

This study is very significant in the following ways:

Theoretically, this study extends the existing theory on Sherry Ansteins Ladder of

Citizens participation through explaining various levels or ways through which community can be involved towards promotion of school's academic performance. Policy wise, this study suggests that more studies can be done related to community participation in education matters that may be used to strengthen our existing policy in education matters. The quality of education depends on *inta alia* the existing policy framework that does provide guiding principles through which the education institutions should adhere to.

Practically, this study is very significant as its results will help in highlighting the current relationship that exist among the schools' management and the communities involved in various functioning of the school's affairs: this way community will be in position to understand how they can participate in the school's management in various functions including improving schools' performance. Again, this study is part requirement for the award of Master of Education in Administration Planning and Policy Studies as part of practical learning for postgraduate degree.

1.8 Limitation of the Study

Some of the limitations of this study included unwillingness of some respondents to provide required data for example in filing the questionnaires and return them; this limitation was minimised if not solved by prior explanation of the purpose of the study and assure the respondents the confidentiality of their responses on the questionnaires. Also, this study was limited by the financial and time constrains. Thus, as a researcher I had to focus on balancing the work life with the study and concentrate more on matters that are of significant to the study in order to spend within budget and within a specified time for the study. Lastly, as this study was more delimited to the TPDF schools in Dar es Salaam only, the findings may not

necessarily be generalised to the other TPDF School outside Tanzania. In order to have wide coverage of the study findings, more studies are suggested to be conducted in other regions of Tanzania as well where there are TPDF schools.

1.9 Delimitations of the Study

This study sought to examine contribution of community participation in school management in promoting academic performance of secondary schools that are under the TPDF. The study was mainly based on those schools that are within Dar es Salaam locality. Other TPDF schools outside of Dar es Salaam were not included in this study.

1.10 Definitions of Key Terms

The following definitions of key terms are applicable in this research:

Education – the term education may be defined as the process of acquiring and developing desirable knowledge, specific skills, positive attitudes and values (Thungu, et al, 2010).

Community – this refers to the social group of people determined by geographical boundaries and/or common values and or interests. It is a structure of relationships through which a localized population provides its daily requirements (Parse, 2003).

TPDF Schools – these are schools which are under the control of the Tanzania Peoples Defence Forces administration. Students who join these schools normally come from the local communities who are able to pay for the expenses as stipulated by the administration of the TPDF. They are run and maintained by the TPDF.

BRN – this is an abbreviation of the term Big Result Now. It is one of the government initiatives which aims at adopting new methods of working under specified timeframe for the delivery of the step-change required. The implementation of the BRN will focus on some priority areas including Education, Transport, mobilization of resources, agriculture, water and Energy and Natural gas.

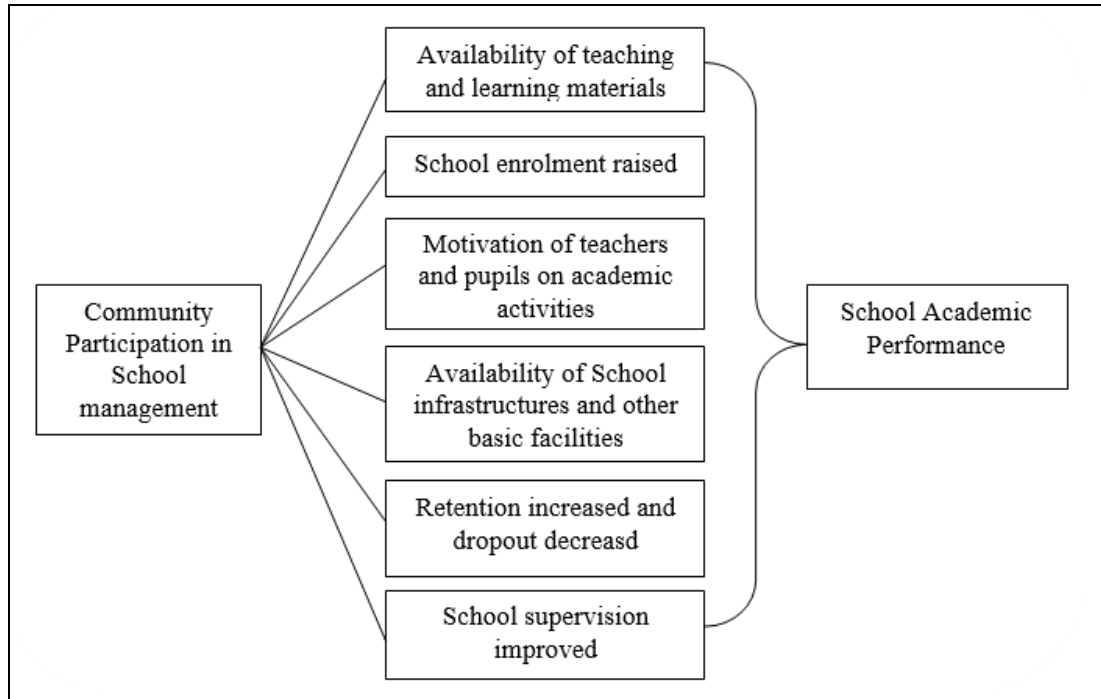
PEDP – this is the Primary Education Development Plan that was initiated by the government and some development partners in the 2001/2002 in order to address the quality of education in Tanzania mainland.

SEDP – this is the Secondary Education Development Plan that was initiated by the government in collaboration with other development partners in 2004-2009. This plan followed when the government had realised that it had already attained the output as a result of the aforementioned PEDP; thus, SEDP was just an extension of the PEDP where the transition was now from the primary schools to the public secondary schools.

1.11 Conceptual Framework

This study aimed at investigating the contribution of community participation in school management on promoting performance of TPDF secondary schools. To address the problem, the study was conceptualised as seen from the Figure 1.1 below.

Figure 1.1 Conceptual Framework for a Study on Contribution of Community Participation in Schools Management



Source: Researcher (2017)

The major assumptions of this study are that schools' academic performance is the function of the community participation on dealing with such issues as enrolments of pupils in schools, retention and drop outs, schools infrastructures and other basic facilities, availability of teaching and learning materials, motivation of both teachers and pupils, and school supervision.

It is believed that the extent to which community participation takes part in various forms in dealing with the above-mentioned variables, so it is likely to have an impact on the schools' academic performance. When the community participation takes place at high levels such that the variables mentioned are positively improved, it is likely that the schools' academic performance will also be improved and its vice versa is also true. Thus, community participation in school management is a key factor in explaining the extent to which these variables of school performance prevail

in a particular school. From the above Figure 1.1, the box in the left side is the independent variable while the box in the right-side end is the dependent variable which depends on the community participation on dealing with variables at the middle boxes.

1.12 Organisation of the Research Report

This research report is organised into five chapters. The first chapter is an introduction and it includes background information, statement of the problem, purpose of the study, research questions, significance of the study, limitations and delimitation of the study, definitions of the key terms and conceptual framework. The second chapter tells more about both theoretical and empirical review of literature in relation to the study themes; this chapter also presents research gaps. The third chapter selects and explains more about the methodology of the study. Chapter four presents and discuss the findings of this study as reflected on the research objectives and questions. Chapter five, gives summary of the study, concludes and recommends on what should be done with regards to the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim of this chapter was to review literature in relation to contribution of community's participation on school management on promoting academic performance of secondary schools. This review is important for it familiarises the reader with major issues and theories on community participation. The first part presents the theoretical review and the second part reviews the empirical literature together with the research gap for the study.

2.2 Theoretical Literature Review

This section reviews literature on community participation. It covers among others, conceptualization of the community participation and the concept of academic performance, and reviews some important theories on community participation. This review was very important as it has been used to form the basis of analysis of the research problem.

2.2.1 Theories of Community Participation

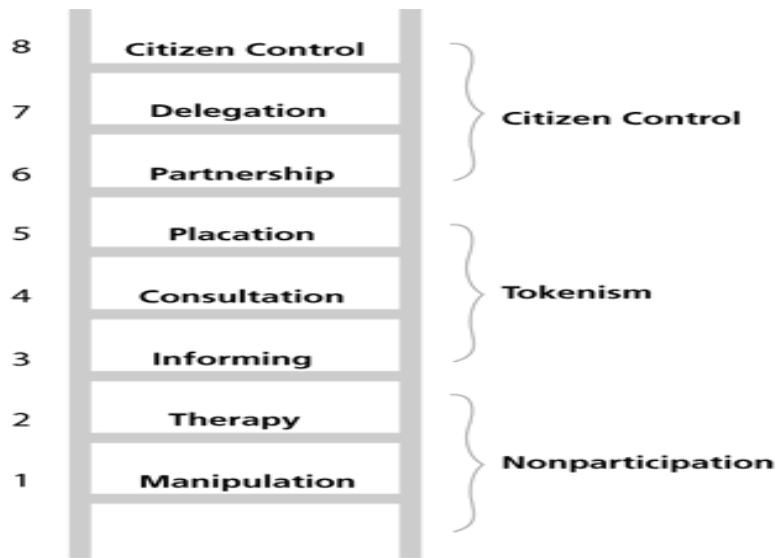
This sub-section briefly examines literature on theories/models of community participation as the key theme in this study with a view to understanding contribution of peoples' participation towards promoting academic performance of the TPDF schools. Thus, this study examines Sherry Arnstein's Ladder of Citizen Participation Theory in order to understand various levels and ways through which community can be involved towards promotion of schools' academic performance.

2.2.1.1 Arnstein's Ladder of Citizen Participation

Arnstein's Ladder of citizen participation has become a well-known and highly influential model for describing and analysing participation (Dickens, 2010). Arnstein (1969) was the first to describe different levels of participation (Schroth, 2010). According to Arnstein, real participation involves cooperative sharing of power i.e. in the form of partnership, delegated power and citizen control and that any attempts at manipulation or therapy cannot be regarded as participation at all (Schroth, 2010). Arnstein further describes participation according to a series of possible power relationships between the city and residents; the greater the real power of the residents, the higher the form of participation (Susskind & Elliot, 1983).

The Arnstein's Ladder has eight rungs ranging from the bottom where the participation is assumed to be passive or least desirable to the top where the participation is assumed to be active and thus most desirable (see Fig 2.1 for illustration). Each of these height rungs represents a type of participation and the degree of citizen control over development.

Figure 2.1 Arnstein's Ladder of Citizen Participation



Arnstein's Ladder (1969)
Degrees of Citizen Participation

From the figure above, the bottom two rungs, 'manipulation' and 'therapy,' are labelled non-participation, where the goal is to enable power holders to educate or cure participants. The middle three rungs, 'informing', 'consultation' and 'placation' are described as forms of tokenism that allow have-nots to advice, but retain for the power holders the continued right to decide. The top three rungs, 'partnership', 'delegated power' and 'citizen control' are described as being levels of citizen control with increasing degrees of decision-making clout (Nabatchi & Leighninger, 2015).

Critique to the Arnstein's Ladder of Citizen Participation

The model can be applied in various ways in relation to the community's participation in promoting academic performance of schools. For instance, by understanding different levels of participation as presented by Sherry Arnstein, the TPDF schools' management and administration may be in a good position to know at which level the community may be involved in the management of schools' affairs

and for what purposes; that is there are some schools issues that may require community's participation and there are some issues that may not necessarily require community's participation depending on the purpose for which the participation may be deemed necessary.

However, the Arnstein's Ladder of Citizen Participation has been criticized on several grounds. For example, Tritter and McCallam (cited in Mwanzia & Strathdee, 2010) argue that Arnstein places undue emphasis upon distribution of power and upon the notion of full participation as the goal of development, a view or an emphasis that does not take into account the complexity of power and control relations of the process of development, nor does it properly consider how participation in practice actually occurs.

Mwanzia and Strathdee (2010) further argue that in theory the ladder indicates that there are different degrees of participation though in practice a clear distribution between levels may not be possible. Moreover, Susskind & Eliot (1983) argue that the stages do not necessarily follow each other in a logical order, and the various ladders that have been proposed tell little about the evolution of the participation.

In spite of the above critics levelled against Arnstein's ladder, the model still is very important and that can be applied in the improvement of TPDF schools' academic performance for, among other issues it attempts to explain various ways through which community may be involved or participate in decision making and at a varying degree of involvement; also, the model has attempted to clarify the roles and levels of authority given to citizen in the participation process.

From the above reviewed model of participation, some points can be deduced here that people need to be involved as one of their basic rights in their community in finding solutions for the problems that affect their community's lives. Also, there is a need to have some representation of the people when it comes to decision making under the majority rule system.

2.2.2 The Concept of Community Participation

There is no single definition of participation by communities but, rather, definitions vary mostly by the degree of participation (Hauser, 2002). According to the World Bank (1996), participation is the process through which stakeholders' influence and share control over development initiatives and the decisions and resources which affect them.

Abrahams (1971) defines community participation as the theory that the local community should be given an active role in programs and improvements directly affecting it. Abrahams further argues that since no government or authority has the means to solve all the public problems adequately, it is necessary to involve people in matters that affect them. Thus, community participation occurs when a community organises itself and takes responsibility for managing its problems. Taking responsibility includes identifying the problems, developing actions, putting them into place, and following through. When people exercise their collective initiatives in an organised framework with the aim of promoting their interests this is also referred to as community participation.

Importance of Community Participation

Importance of community participation has been well explained by various scholars. For example, Chamala (1995) argues that involving stakeholders and empowering community participants in programmes at all levels provide a more effective path for solving sustainable resources management issues. Hauser (2002) adds on that a truly participatory program involves and benefits the entire community, including youth, young children, parents, teachers and schools, community leaders, health care providers, local government officials, and agency administrators. White (1981) adds more that with community participation, more will be accomplished, and services can be provided more cheaply; participation has an intrinsic value for participants, encourages a sense of responsibility, ensures things are done the right way; frees people from dependence on others skills and makes people more conscious of the causes of their issues and what they can do about them.

Community Participation in Education

Education takes place not only in schools but also within families, communities, and society. In the daily life, schools cannot and should not operate as separate entities society. Issues related to political, social and cultural life are becoming of critical importance because within politics, social and culture of our communities, there are various aspects which are directly and indirectly related to education.

Various studies have identified several ways communities can participate in education through ways such as in school management, school construction, making dialogue with policy makers, doing research on issues related to education, deciding and planning on education, monitoring progress of the programmes, evaluating results and impacts and development and availability of learning materials and other

resources necessary for schools' progress. Policy makers, educators and others involved in education are seeking ways to utilize limited resources effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies to improve educational access and quality.

Rationale for Community Participation in Education

Involving community in education does play a vital role in many ways. For instance, it is through involving communities in schools whereby the concerns, needs and interests of communities and parents in education planning and management can help to generate strong demands for education and improve enrolment and achievement (Watt, cited in Uemura, 1999). The community may also help in promoting education in terms of quality and quantity by making regular assessment and evaluation of the schools' progress, conducting meetings with the schools' administration to know about the demands of the teachers, students and the schools in general. Additionally, through utilization of limited resources by the schools, or through donations schools may be in a position to identify and solve problems related to education and thus provide quality education for schools.

2.2.3 The Concept of Academic Performance

The concept of academic performance may be used to encompass various dimensions such as knowledge, intelligence, neatness, oral expressions, writing ability, and shyness as Stebbins (1975) describes these dimensions below:

Knowledge – according to Stebbins (1975), this refers to how much student knows about classroom subjects. His level of knowledge is usually conveyed in part by his accumulative record that follows from grade to grade. Thus, the amount of knowledge a student has is related to his level of intelligence.

Neatness – this refers to the quality of being tidy either in academic or non-academic matters. Some matters related to academic are based on quality of penmanship, clarity, drawings, number of erasures and the like.

Oral expressions – this refers to the pupil's ability to convey verbally his ideas, according to the principles of good speaking that are supposed to guide those on his grade.

Writing ability – refers to the pupil's skills in presenting ideas on paper, according to the standards of good writing held for his grade.

Shyness – this is a general reticence manifested in disinclination to ask or answer questions publicly.

2.3 Empirical Literature Review

This section reviews various research studies from previous researchers; the studies which are related to the community participation in education programmes in Tanzania and other countries outside world. This review is important as it gives more description related to what was done in the field, how it was done and what were the results obtained thereof. This empirical literature review was done based on the main specific research objectives as outlined in section 1.5 above.

Community Participation in Schools Management

A study done by Mfum-Mensah (2004) in Ghana examined various matters involved in delegating the management of a primary school to two traditional communities. The issues raised were whether inexperienced and even illiterate local citizens should be allowed to manage their schools. Employing the extensive interviews with the local community, students, schools' administrators, facilitators and other stakeholders, the study found that the local people who were involved in the school management had no or lacked literacy skills and that did not have any prior experience in managing schools; also, they did not perceive that management approach as an inclusive part of the community. Issues such as conflicts, gossip and tensions among community members were observed.

Community Participation and Promotion of Academic Performance

Adam (2005) conducted a comparative study in Ghana by examining forms and levels of participation in order to explore the effects of community participation in basic schools' performance. The study employed the qualitative approach with the use of case study design. The findings of the study revealed that school performance or any development cannot be explained by community participation alone but rather other factors are also necessary to put into place. Also, it was found that well-resourced and willing communities have the potential of ensuring effective performance of schools.

Challenges of Involving Community in Promoting Academic Performance in Schools

Another study done by Gaynor (1998) attempted to study challenges of involving community in education matters. In his study, Gaynor found that not all parents and

community members are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labour by sending their children. Even though they see the benefits to send children to schools, opportunity costs are often times too high to pay.

The other challenges of involving community in promoting academic performance of schools is that most of community members lack understanding and awareness regarding various roles and responsibilities they have as members of various school committees. The extent, to which parents and the community in general may be involved in various schools functioning, depends on the extent to which these local communities are educated and empowered. When some of the committee members lack those credentials because of low literacy and awareness, they may not be able to hold the school management accountable for the quality of education service delivery.

Also, the distance between parents and teachers pose a great challenge to involvement of community in promoting academic performance of schools. Some parents are not close to teachers and schools in general when it comes to dealing with school issues that need parents' involvement. This distance or gap makes some of the teachers to think that that they are the final in decision making and that they can do anything they wish.

2.4 Research Gap

As seen from the above empirical review on the involvement of community in academic issues for the sake of improving performance of schools, much knowledge and understanding have been grasped. However, most of the empirical reviewed literature provide (e.g., Gaynor, 1998; Mfum-Mensah, 2004) experiences that are out of Tanzanian context. Again, most of the reviewed studies employed the use of the qualitative research approaches in finding information to answer their research problem. Also, most of the reviews appeared to have generally inclined their focus in examining the forms and levels of community participation without specifically investigating on the impact the various forms of community participation may have on the academic performance of schools. This study therefore was meant to fill this gap by specifically investigating contribution of community participation in promoting academic performance in Tanzania Schools specifically the People Defence Force secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology that was used in this study. It presents the research approach that was used, the design of the study, research population, research sample and sampling procedures, data collection instruments, validity and reliability of data and lastly data analysis.

3.2 Research Approach

This research employed the mixed research approach. There are both qualitative and quantitative research techniques that were used to collect data for this study.

3.3 Research Design

Research design implies a plan, structure and strategy of investigation conceived so as to obtain answers to research questions (Kumar, 2002). The objective of research design is to plan, structure and execute the selected research project in such a way that the validity of the findings is maximized (Mouton & Marais, 1996).

For the purpose of this study, case study research design was used in this study. With the use of case study research design, a researcher studies a phenomenon, the case in this instance, in its real-world context (Yin, 2011). This means that the study employing case study research design constructs its observation from a single case or small number of cases (Gerring, 2007). The selection of this approach was based on the fact that case study design provides the possibility of capturing real life situations

as experienced by the respondents as Yin (2011) emphasizes, a situation that cannot be achieved by purely statistical surveys. Thus, case study design is useful as it is meant to capture the uniqueness of a particular place on the investigated area a researcher is interested in carrying out his study.

3.4 Area of the Study

The proposed study was carried out in Dar es Salaam Region. The selection of this region was based on the fact that here is where the first secondary schools were established under the TPDF administration in Tanzania which is Makongo, Air Wing and JKT Secondary Schools. Since the establishment of these schools are under the TPDF administration, the schools have been attracting majority of the citizens from various places in Dar es Salaam and around its nearby places. Also, the researcher is very familiar with the Region as he once had worked there, thus the familiarity was meant to reduce some costs in accessibility to the area and during data collection process.

3.5 Research Population

In research, population entails any group that is the subject of research interest (Goddard, 2001). It is the collective term used to describe the total quantity of cases of the type which are the subject of your study (Walliman, 2001). So, a population can consist of objects, people or even events, e.g. schools, miners.

The target population for this study consisted of two groups. The first group involved local community members. Since the schools targeted are privately owned by the TPDF, the local community in this case entailed those parents with children who

study at those schools. The second group involved the secondary schools Staff including ordinary teachers and heads of schools. The following Table 3.1 summarises the target population.

Table 3.1 Population of the Study

Parameters	Population (N)	Sample (n)	Percentage (%)
Community	610	30	5%
Teachers	183	30	16%
Head Teachers	3	3	100

Source: Field work (2017).

3.6 Research Sample and Sampling Procedures

3.6.1 Research Sample

A research sample can be defined as a set of target population or respondents selected from a larger population for the purpose of a survey (Singh, 2007). It is often a group (a class, employees in a local company) that the researcher has easy access to or has selected for a particular reason (Somekh & Lewin, 2005). Usually studying every member of the population becomes difficulty or almost impractical, thus in order to make the study population manageable, the sample is usually selected to represent the whole population from which the sample has been picked.

In this study, two types of sample were used; firstly, the interview sample was selected to include three (3) Heads of Schools. These heads of schools are high authority at schools that were expected to provide their opinions on the way local community is involved in the running of school affairs in promoting academic performance.

Secondly, questionnaire sample was selected to include thirty (30) ordinary teachers and thirty (30) local communities. As previously stated that, because the schools were privately owned by the TPDF; the local community in this case were the parents whose children studied at the TPDF schools. These were randomly selected. Overall, the sample for this study included sixty-three (63) respondents (See Table 3.2).

Table 3.2 Summary of the Study Sample

Category	Number of Respondents	Sampling Technique	Data Collection approach
Selected Schools			
• Heads of schools	3	Purposive sampling	Interview
• Ordinary Teachers	30	Simple random sampling	Questionnaire
Local Community	30	Simple random sampling	Questionnaire
Total	63		

Source: Field Work (2017)

3.6.2 Sampling Procedures

Both probability and non-probability sampling techniques were used during sample selection. Whereas probability sampling was used to select questionnaire sample, non-probability sampling technique was used to select interview sample in the study.

These two types of sampling techniques are further explained below.

3.6.3 Probability Sampling

With regards to probability sampling technique, simple random sampling technique was used to select 30 ordinary school teachers and 30 community members. This study did not make use of the formula in establishing sample size as this would likely to produce too large sample size that could not easily be manageable during data collection. These 60 respondents were roughly selected basing on the guide criterion

to sampling as suggested by Punch (1998) that a sample of 100 up to 2000 is large enough to warrant statistical analysis to be carried.

3.6.3.1 Non-Probability Sampling

Non-probability sampling technique was used to select interview sample. Under this sampling technique, purposive sampling was used. The following respondents were purposively selected for the sake of this study; these included three (3) Heads of Schools and consequently the interview sample consisted of 3 respondents in its totality. These respondents were purposively selected as they are important respondents to provide vital information regarding the participation of the local community in academic improvement of the schools.

3.7 Sources of Data Collection

Data were collected from a mixture of both primary and secondary data sources. These entailed:

3.7.1 Primary Data Sources

According to Walliman (2001), primary data sources are those from which the researcher can gain data by direct, detached observation or measurement of phenomena in the real world, undisturbed by any intermediary interpreter. This study used interview and questionnaire as the primary data sources.

3.7.2 Secondary Data Sources

Secondary data sources mean the sources of data that involves the review of the selected documentary sources in order to compliment the primary data sources. Data

collected from the secondary data sources included documents such as reports and or minutes of the schools' meetings; documents showing involvement of the parents in the decision-making process on matters of academic and the like. The reviewed documentary data were scrutinised for their validity by using the findings obtained from the interview and questionnaires.

3.8 Instruments of Data Collection

Data were collected by the means of various instruments. These included questionnaires, interviews, and the use of documentary sources. An explanation of each data collection method and instrument used is described below:

3.8.1 Questionnaire

According to Kothari (2004) a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself). Questionnaires are very useful in exploring people's attitudes, their aspirations and beliefs on various issues. Thus, questionnaires were used based on the quest of this study to collect evidence, views and assessment of contribution of community participation in promoting academic performance from the TPDF staff teaching at those selected schools and parents who are the community members some of whom are expected to have positions in the schools' committees.

3.8.2 Interview

The interview method of collecting data involves presentation of oral-verbal stimuli

and reply in terms of oral-verbal responses (Kothari, 2004). According to Yin (1994), interview is a method of choice when the investigator wishes to carry out an in-depth investigation from a small number of respondents. In this study, interview was used to tape information on the challenges of involving community in schools' management in an effort to improve academic performance, forms of contributions made by the community aimed at improving academic performance and the contribution of community participation to the schools. This information was collected from the heads of the selected schools through interviews.

3.8.3 Documentary Review

The selected documentary sources were reviewed in order to compliment the primary data collected. The documents reviewed included such documents as reports and or minutes of the schools' meetings with the local community who are the parents. These documents show involvement of parents in the decision-making process on matters of academic and the like. The reviewed documentary data were scrutinised for their validity by using the findings obtained from the interview and questionnaires.

Table 3.3 Data Collection Instruments

Data Collection Method	Data collection Instrument
Questionnaire Method	Both open and closed ended questions were included in the questionnaires
Interview Method	Interview guide were prepared and questions asked to interviewee
Documentary Review	Documents on minutes and reports of schools meetings that were held at each school were collected and scrutinised

Source: Researcher (2019).

3.9 Validity and Reliability of Research Instruments

In order to control the quality of the research findings and the instruments that were used in the data collection process, the issues of validity and reliability was of great importance to research. Thus, the validity and reliability of data should be checked carefully as Kothari (2004) emphasises.

3.9.1 Validity

According to Babbie (2008), validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. The aspect of validity is related to research methodology because its primary purpose is to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible which allows for greater confidence in findings of any given study (Marczyk, DeMatteo & Festinger, 2005). In order to ensure the validity of the research instruments, the findings and the research in general, all research instruments including questionnaires and interview guides were tested before the actual data collection process.

3.9.2 Reliability

Reliability can be thought as the consistency of the research findings or the instruments used in data collection. It is the ability of the measurement or research to produce similar results when the measurement or instruments repeated under similar conditions (Bordens & Abbott, 2008).

3.10 Data Analysis Procedures

The research design employed in this study resulted into two data sets, which are qualitative and quantitative data. Therefore, this study involved the quantitative and qualitative data analysis. The quantitative data were processed, coded and entered in the special program for data analysis that is Statistical Package for Social Science (SPSS), there was also the use of spreadsheets software such as Microsoft Excel in order to be able to determine different percentages for the data or respondents and be able to export the data into charts and graphs for final presentation. The qualitative data that in most cases was yielded from the interview data which was arranged into thematic patterns in accordance to the research questions. There was also the use of direct quotes as recorded from the respondents' interviews.

3.11 Ethical Consideration

All procedures in doing this study had consider the aspects of ethics in research. The key aspects under the ethical consideration entailed participants' rights' especially during data collection process, as it is important both in treatment of research subjects and in the conduct of research and reporting research results (Bordens & Abbott, 2008). In this study all consideration has being made to ensure sound results for example detailed interview, proper analytical tools as well as ethical interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with presentation and discussion of the study findings whose main purpose was to investigate contribution of community participation in school management on promoting academic performance of TPDF secondary schools. Specifically, the study focused on three research objectives which are;

- To examine ways communities participate in school management in promoting schools' performance
- To investigate contribution of community participation in school management on promoting performance of secondary schools, and lastly
- To assess challenges of involving community in school management on promoting academic performance of schools.

Regarding such objectives, the results obtained from the analysis of data collected are presented below. The demographic information of the respondents are presented first, and then followed with the analysis of the research objective and their respective questions.

4.2 Demographic Information of Respondents

The objective of this section is to present results on the characteristics of the sample such as age, sex and respondents' educational level. These characteristics are important in understanding the opinions of the respondents as per their demographic characteristics.

4.2.1 Sex of Respondents

The questionnaire respondents were grouped into two categories; the first group being the staff questionnaires comprising of the three secondary schools' teachers and the other group consisting of the community members whom are expected to have their roles in the improvement of schools' academic performance.

The findings reveal that forty-two respondents (70%) were males while eighteen respondents (30%) were females. In both staff and community members' categories, the numbers of male respondents seem to outnumber that of females. Table 4.1 shows the distribution of questionnaire responses by sex.

Table 4.1 Distribution of Questionnaire Responses by Sex

Respondents by Category	Respondents by Sex		
	Male	Female	Total
Teachers	22	8	30
Community Members	20	10	30
Total	42(70%)	18(30%)	60(100%)

Source: Field Data (2017).

The above findings suggest that females in most cases still hold the traditional perspective that men are the ones to decide for them in the socio-economic life in their community and that they are unable to make major decisions affecting the wellbeing of the societies.

The findings from the interview responses reveal that males were 67 percentages while female were 33 percentages. Just like the questionnaire responses, the interview responses also show that males were majority than females. Table 4.2 below summarises the findings.

Table 4.2 Distribution of Interview Respondents by Sex

Respondents	Males	Females	Total
Heads of Schools	2(67%)	1(33%)	3(100%)

Source: Field Data (2017).

As these were the heads of schools who were purposively selected from the three selected schools, this justifies the above interpretation that females still seem to be back particularly in the high positions that require decision making authority.

4.2.2 Age of Respondents

The respondents age was categorised into three age groups; 25-30, 31-45, and 46-60. The responses from questionnaires reveal that majority of the responses came from the age group 31 - 45 which constituted of 53.3% of all age groups. Seventeen respondents (28.3%) were aged between 25 and 30 while only eleven respondents (18.3%) had ages ranging from 46 to 60. In both categories of responses, majority of the respondents were from the adult group with ages between 31 and 45. Table 4.3 below shows the distribution of respondents by age group

Table 4.3 Distribution of Responses by Age

Age group	Staff	Community	Total
25 – 30	12	5	17 (28.3%)
31 – 45	12	20	32 (53.3%)
46 – 60	6	5	11 (18.4%)
Total	30	30	60 (100%)

Source: Field Data (2017).

4.2.3 Education Level of Respondents

The study identified about three levels of respondents' education. These included the Basic Certificate level, Diploma Certificates, and lastly the First Degrees. The findings show that there were eleven (18%) respondents with Basic Certificates, nineteen (32%) with Diploma certificates, and thirty (50%) with First Degrees. Table 4.4 below show the distribution of respondents by the highest level of education.

Table 4.4 Distribution of Respondents by the Highest Level of Education

Education Level	Teachers	Community	Total
Basic Certificate	0	11	11 (18%)
Diploma Certificate	5	14	19 (32%)
First Degree	25	5	30 (50%)
Total	30	30	60

Source: Field Data (2017)

With such above analysis, the findings suggest that majority of the respondents, thirty (50%) had considerate level of education that was enough for them to make critical comments and review on the questions that were to be responded in the questionnaires and interview.

4.3 Contribution of Community Participation in School Management on Promoting School Performance

As stated in the previous sections, the main purpose of this study was to investigate contribution of community participation in schools' management on promoting academic performance of secondary schools. This section presents and discusses the analysis of data obtained in an attempt to address the three main research objectives of this study as explained each hereunder, starting with the first objective.

4.3.1 An Examination of ways Community Participate in School Management in Promoting Schools' Performance

The analysis of this first objective involved an examination of ways community participate in school management based on the conceptual framework. To be able to answer such questions, a light was shed in some aspects (ways) that were worth considering such as:

Community involvement in academic matters, Parents' awareness of the school committee and administration, Community involvement and attendance in school meetings, their participation in construction of school buildings and infrastructures and various charities and denotation.

Borrowing a leaf from Likert Scales, respondents were asked to rate their level of agreement and disagreement on the statements regarding the above mentioned aspects, ranging from Strongly Agree to Strongly Disagree. The responses regarding these aspects are further explained below.

4.3.1.1 Community Involvement in Academic Matters

Respondents were asked by means of questionnaires to rate the level of their agreement whether it was important for them to be involved in the academic matters of schools. The findings reveal that 11(36.7%) had strongly agreed while 13 (43.3%) had simply agreed. While three respondents (10.0%) were of the opposite opinions that they did not see any importance and therefore had no ways they could participate in the school management on promoting academic performance in the schools, 3(10.0%) remained silent on this. Table 4.5 below illustrates the above findings.

Table 4.5 Community Involvement in School Academic Matters

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	10.0	10.0	10.0
No Opinion	3	10.0	10.0	20.0
Agree	13	43.3	43.3	63.3
Strongly Agree	11	36.7	36.7	100.0
Total	30	100.0	100.0	

Source: Researcher (2017).

With such findings that majority of respondents overwhelmingly support and see the importance of being involved in school management, this suggests that if community members are given opportunity to participate, it is likely that the academic performance of students will improve. This was further commented on when a certain head of school ‘A’ was asked in an interview, he had this to say;

.....We involve them well in some academic matters. For example, whenever we are supposed to make curriculum reviews by the authorities, we normally inform them to have their opinions. We value their contributions very much although not all of them are able to give opinions on such matters....

The above quote from an interview by the head of school ‘A’ conforms the questionnaire findings above that: majority of the respondents perceive their participation in education matters as important for schools’ performance and that they also support the claim that they are involved in the school management in promoting academic performance of schools.

4.3.1.2 Parents Awareness of the school Committee and Administration

Community may also be involved in the school management on promoting academic performance through taking various positions on the school committees and being made aware of various roles of these positions in relation to the improvement of

academic matters and the school's performance in general. When respondents were asked whether they were aware of any school committee and administration, the findings reveal that 5(16.7%) had strongly agreed, 14(46.7%) had agreed, 4(13.3%) had disagreed and 1(3.3%) strongly disagreed while there were only 6(20.0) who had no opinion on the matter. Table 4.6 illustrates the findings below.

Table 4.6 Parents Awareness of the School Committee and Administration

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	3.3	3.3	3.3
Disagree	4	13.3	13.3	16.7
Valid No Opinion	6	20.0	20.0	36.7
Agree	14	46.7	46.7	83.3
Strongly Agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source: Researcher (2017).

These findings contradict with what John (2015)'s study who discovered that parents and community members are not aware of the importance of their involvement in schools planning and decision making in educational matters. Moreover, this is according to John (2015)'s study that attributed mainly by the parents' involvement in activities other than that related to education development. For example, it was observed that the community were much involving themselves in the traditional ceremonies like the "*jando na unyago*" which cost them a lot of money.

4.3.1.3 Community Involvement and Attendance in School Meetings

Giving parents the opportunity to be involved and attend in the school meetings is something of vital significance that can help to have a greater percentage of parental involvement in children's education (Ntekane, 2018). Respondents were asked

whether they were involved and invited to discuss any school academic issues in the school meetings, the results reveal that 10(33.3%) had strongly agreed, 9(30.0%) had simply agreed that they were often involved whenever the school had meetings to discuss any school issues. Only few respondents 3 (10.0%) and 2(6.7%) were of the opposite opinions that it was not all the time they were involved and 6(20.0%) had remained silent. Table 4.7 below illustrates the findings.

Table 4.7 Community Involvement and Attendance in School Meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	6.7	6.7	6.7
Disagree	3	10.0	10.0	16.7
Valid No Opinion	6	20.0	20.0	36.7
Agree	9	30.0	30.0	66.7
Strongly Agree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Source: Researcher (2017).

The above questionnaire findings are also supported by the interview responses when a certain head of school 'B' was asked whether the parents are aware of any school meetings and if they attend when invited, he had this to say:

Regarding school meetings, we have about five types of them, and parents are aware of all these meetings although they are not supposed to attend all of them. The meetings in which they are in particular supposed to attend is the parents meetings which incorporates parents, teachers (administrators) and students themselves. This meeting is held once discussing various academic issues and looking for other sources of income for our school.

Parents' involvement and attendance in school meetings is very important for the development of children life and the general school development. However, the extent to which parents may attend these meetings vary as Mahuro & Hungu (2016) stated that these are sometimes attributed to the parents married family

responsibilities and commitments which limit their involvement and attendance in all times they are invited to school meetings. Hornby and Lafaele (2011) in their study classified these overlapping spheres which may limit parents' involvement and attendance to the school meetings (these are related to societal factors, individual parents and family factors and the parent- teacher factors).

4.3.1.4 Community Participation in the Constructions of School Buildings and Infrastructures

Academic performance of schools also goes hand in hand with the presence of good teaching and learning infrastructures such as classrooms, good furniture, ICT facilities, laboratory to mention just a few. Respondents had the opportunity to express their opinions whether they could be able to participate in the construction of school buildings and other infrastructures for school's improvement. The findings show that 11(36.7%) had strongly disagreed, 5(16.7%) had disagreed, 9(30.0%) had agreed, 4(13.3%) strongly agreed while only one had no opinion on this matter as Table 4.8 below illustrates the findings.

Table 4.8 Community Participation in the Constructions of School Buildings and Other Infrastructures

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	36.7	36.7	36.7
Disagree	5	16.7	16.7	53.3
Valid No Opinion	1	3.3	3.3	56.7
Agree	9	30.0	30.0	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: Researcher (2017).

An examination of the ways the community members are involved in the construction of school buildings and other infrastructure reveal that respondents had almost equal but varying opinions on this matter. Some were of the opinions that they could participate and some were of the opinions that they could not participate. Table 4.8 above illustrates.

The reasons why some parents would not be willing to participate in the construction of school buildings and other infrastructures; the data posited that could perhaps be related to the thought of some parents that the TPDF schools are under the management of the TPDF which have some shares from the government. Those respondents who agreed to provide their support and be involved in the construction of school buildings and infrastructures were also supported by the head of certain school in an interview by saying:

In deed we thank some of the parents very much. They do great to assist our school in such issues of buildings construction and other infrastructures. For example, through meetings between school management and parents' representative, some of the parents do volunteer either to make rehabilitation of the very old buildings or looking for donors to help us make rehabilitations.

While the above quote by the head of school portray how willing some community members are able to participate, to some other community, participation is viewed as a process of government or its agencies forcing them to participate in the development processes and not voluntary, thus they resist. This is true as reported from the study done by Mkatakona (2014) which revealed that majority of people are not willing to participate in the development of their school development and regard their participation as their wastage of time.

4.3.2 Contribution of Community Participation in School Management in Promoting Academic performance

The analysis of the second objective was meant to investigate the contribution of community participation in promoting the academic performance of TPDF secondary schools. In this regard, the contribution had emerged in such aspects as: *contribution on academic matters, contribution on the disciplinary behaviour of students, and contribution on financial support* which were meant to improve academic in TPDF schools. These aspects are further explained below:

4.3.2.1 Contribution on Academic Matters

Community contribution on academic matters was also sought a kind of contribution they could give to schools as a way to improve academic performance. When parents were asked whether they could assume the teaching responsibility for those who were able; the results indicate that 6(20.0%) had strongly disagreed, 8(26.7%) had simply disagreed, 8(26.7%) had no opinion, 4(13.3%) agreed, while 4(13.3%) had strongly agreed. Table 4.9 below illustrates the findings.

Table 4.9 Parents Willingness to assume Teaching Responsibility at School

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	20.0	20.0	20.0
Disagree	8	26.7	26.7	46.7
Valid No Opinion	8	26.7	26.7	73.3
Agree	4	13.3	13.3	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: Researcher (2017).

The findings show that, there are some community members who may be willing to participate in school activities such as teaching if they are given that opportunity; and this strategy was also found to be very useful and with positive impacts on students outcomes and school improvement as the findings by Wood and Bauman(2017) reveal that engaging parents in their children learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their own education and providing families with opportunities to engage with their children’s education at home and at school.

4.3.2.2 Contribution on the Students’ Disciplinary Behaviour.

Students’ discipline is another aspect that is considered important in improving academic performance of school. When parents were asked about their perceptions whether discipline was an important aspect in improving school academic performance, the results indicate that 19(63.3%) had strongly agreed, 6(20.0) had agreed, 3(10.0%) had strongly disagreed while there were 2(6.7%) who had remained silent on the question. Table 4.10 below reveal the findings.

Table 4.10 Parents Involvement in Students Disciplinary Behaviour

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	10.0	10.0	10.0
No Opinion	2	6.7	6.7	16.7
Agree	6	20.0	20.0	36.7
Strongly Agree	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Source: Researcher (2017).

In an interview with the head of school ‘C’ when asked what kind of assistance they normally get from the parents, she had this to comment:

From the parents, the kind of support and assistance we get from them is only the issue of paying school fees or sometimes to help us administer and control students' behaviour. What they do is just to insist them to come to school; sometimes do inform us of any students' horrible behaviours when they are looting and wandering along the streets.

4.3.2.3 Contribution on Financial Support

When teachers were asked whether they would be willing to give their financial support for the sake of improving academic performance of schools, the findings reveal that 8(26.7%) had strongly agreed, 12(40.0%) had agreed, 7(23.3%) disagreed, 1(3.3%) had strongly disagreed and only 2(6.7%) had no opinions. Table 4.11 and Figure 4.11 below show the findings.

Table 4.11 Community Financial Support

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	3.3	3.3	3.3
Disagree	7	23.3	23.3	23.3
Valid No Opinion	2	6.7	6.7	6.7
Agree	12	40.0	40.0	40.0
Strongly Agree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Source: Field Work (2017).

The above questionnaire findings by the respondents contradict the interview responses by one head of school 'C' who when asked whether they get any financial support and assistance, she had this to say:

To be honest, we do not involve them to make any financial contribution nor any support involve expenses more than the school fees they pay for their children. That is only the assistance we can dare say to get from the community.

4.3.3 Assessment on the Challenges of Involving Community in School Management

The analysis of the third objective was meant to assess the challenges of involving community in school management in TPDF schools. Regarding this question, the key issues that was looked at, included: *low level of community members' education, poor communication* on which the school information is shared to the community, *clarity of the school agenda* to be discussed in the school meetings, *a sense of schools ownership*, and *willingness of the community members* to be involved in the school management. Further explanation of each of the mentioned issue follows:

4.3.3.1 Low level of Community members Education

Involving community members in school management in discussing academic matters requires, among other issues, high level of awareness and understanding on such academic issues. When asked if low level of education would be hindrance for their participation in discussing school academic matters, the findings reveal that majority of the respondents 14(46.7%) were of the opinions that they could hardly participate due to their low level of education, 4(13.3%) had strongly agreed; while 2(6.7%) had no opinion on this issue, to these 5(16.7%) and 5(16.7%) education level was not an obstacle for them to participate. Table 4.12 illustrates the findings.

Table 4.12 Low Level of Community Members Education hinders their Participation in School Academic Matters

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	5	16.7	16.7	16.7
Disagree	5	16.7	16.7	33.3
No Opinion	2	6.7	6.7	40.0

Agree	14	46.7	46.7	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: Field Work (2017).

Regarding this challenge, another head of school was reported in an interview claiming that some parents do not attend the meetings on time, and some are not educated enough to question their children academic progress at school. This hinders academic performance especially to those slow learners.

The above findings are also true when compared to the study done by Masabo, Muchopa and Kuoth (2017) who sought to find out whether parental involvement has any challenges towards achieving academic performance of their children. They found that parents face various challenges that could negatively affect their involvement in school activities – for example parents were not keen in becoming members of school management boards.

4.3.3.2 Clarity of the School agenda to be discussed

Community members were also asked if they were informed of any issues that could be discussed in school management meetings. A majority of respondents had the opinion that they were not willing to participate as they were not briefed on what issues could be discussed in the meetings. The findings reveal that 6(20.0%) had strongly agreed, 15(50.0%) had agreed, 5(16.7%) had disagreed, 2(6.7%) and only 2(6.7%) had no opinion. Table 4.13 illustrate the findings.

Table 4.13 Lack of Clarity in Agenda to be Discussed Hinders Community Participation to the School Management Meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	6.7	6.7	6.7
Disagree	5	16.7	16.7	23.3
No Opinion	2	6.7	6.7	30.0
Valid Agree	15	50.0	50.0	80.0
Strongly Agree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: Field Work (2017)

4.3.3.3 Poor Communication

Communication problem between the school management and the community members was another challenges that could hinder community participation. Respondents were asked whether communication problem could negatively impact on their attendance to the school meetings, the findings reveal that 4(13.3%) had strongly agreed, 11(36.7%) strongly agreed, 6(20.0%) had disagreed, while 7 (23.3%) had remained silent on this. Table 4.14 illustrates the findings.

Table 4.14 Poor Communication Hinders Community Members Participation in School Management Meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	6.7	6.7	6.7
Disagree	6	20.0	20.0	26.7
Valid No Opinion	7	23.3	23.3	50.0
Agree	11	36.7	36.7	86.7
Strongly Agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Source: Field Work (2017)

More closely related to the communication problem as the hindrance to the community participation in school management, in another study done by Joseph (2014) among the Maasai society of Arusha, it was discovered that the socio-economic status, inhibiting cultures against education also hindered fully participation of community in education activities.

An interviewee respondent from school 'B' when asked how poor communication problem was likely to hinder the participation of community in the school activities, he had this to comment:

Poor communication is another problem in many ways. For example, we the heads of schools sometimes inform parents to attend meetings held here to discuss various issues.... [paused]...and we do this either through giving letters to their children to send them home, but some of the parents claim that they do either get the letters late or they don't get them at all....although that was long time ago... nowadays we can inform them about the schools meetings through Whatsapp groups they are joined in although another challenge is that, not all of them have smartphones.....

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and draws conclusions based on the results of the study. It also presents recommendations for the actions and for further study based on the findings.

5.2 Summary of the Study

The main purpose of this study was to examine contribution of community engagement in school management on promoting academic performance in TPDF secondary schools. This could only be attained through specific research objectives which were: to examine ways communities participate in school management in promoting schools' performance, to investigate contribution of community's participation in school management in promoting performance of secondary schools and to assess challenges of involving community in school management in TPDF secondary schools in Dar es Salaam. Case study research design was used, employing both primary and secondary methods of data collection during the study in order to answer the following research questions:

- (i) How does community participate in school management in promoting academic performance of TPDF secondary schools?
- (ii) What is the contribution of community's participation in promoting the performance of TPDF secondary schools?

- (iii) What are the challenges of involving communities in school management in TPDF schools?

To be able to answer the above research questions, data were collected through questionnaires, interviews and documentary review. The data were analysed by using various statistical methods such as percentages and frequency distribution. Other data that were qualitative in nature were also edited, and arranged into themes basing on research questions so as to obtain their meaning.

5.3 Summary of the Findings

From the analysis of data, the following are the summary of the study findings:

- (i) From the first objective, which involved an examination on the ways community participate in school management in promoting academic performance, the findings reveal that community members participate in the school management through involvement and attendance in school meetings, participation in the construction of the school buildings and other infrastructure, and through close follow-up and involvement in academic matters.
- (ii) With respect to the second objective, the findings reveal that the community contributed in a number of ways to improve academic of TPDF School such as dealing with students' disciplinary cases, contribution on financial support and contribution on some academic matters.
- (iii) This study in the third research question also wanted to assess challenges of involving community members in the improvement of academic matters, the findings reveal that there were various challenges such as low level of

community education and awareness on academic matters, communication problem between the school management and the community members, lack of information and clarity on the school agenda to be discussed at schools.

5.4 Conclusions for the Study

In view of the above summary of the findings, the study makes conclusion that community participation is very important for the development of any socio-economic wellbeing of any society. This supports the main assumption of this study that school academic performance is the function of community participation on dealing with such issues as identified in the conceptual framework including issues on enrolment of pupils and schools, retention and dropout, schools infrastructures and other basic facilities, availability of teaching and learning materials, motivation of both teachers and pupils and school supervision.

The findings of this study further supports the Arnstein's Ladder of Citizen Participation Model that states for real participation to occur, there should be cooperative sharing of power in the form of partnership, delegated power and citizen control, and that the greater the real participation of residents the higher the form of participation. For any programme or issue that have an impact to the community, then it is important that that particular community be involved for it signifies a lot towards their development.

5.5 Recommendations for the Study

The study makes the following recommendations:

5.5.1 Recommendations for Actions

- (i) The study recommends that there is a need to orient and educate all the stakeholders on importance of their participation and responsibility on all school matters that are aimed at improving the academic of schools and other wellbeing
- (ii) In the process of community members' participation, there should be transparency in the decision making process so as to instil a sense of ownership among the community over matters affecting the wellbeing of their children and the school in general
- (iii) As for the TPDF secondary schools administration and management, they should take responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students.

5.5.2 Recommendations for Further Research

This study recommends the following areas for further research:

- (i) This study aimed at examining the contribution of community engagement in school management on promoting academic performance in Tanzania Peoples Defence Forces Secondary Schools, with a case study of Dar es Salaam. Taking Dar es Salaam alone as a case study, it would be impractical to make generalisations of the study finding to the other areas or Regions of the country. Thus, other studies on the contribution of community engagement on

promoting academic performance of TPDF schools can as well be done in other Regions.

- (ii) Adding to the above point, more qualitative research is recommended so as to get more opinions on the engagement of community in the management of schools as little has been done in Tanzania with the use of qualitative research to solicit such information.

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Appendix A: Questionnaire for Parents

My name is Mbwana Omar Kassim. I am a student from the Open University of Tanzania (OUT). I am conducting a study about contribution of community engagement in the promotion of academic performance of TPDF schools in Dar es Salaam. The aim of this study, is to know whether the involvement of the local community in the school management does have any significant role in promoting the schools' performance; this way it will enhance the current relationship that exist among the schools' management and the communities involved in various functioning of the school's affairs. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

A. Personal Information

In which group below do you belong to? Tick appropriately.

Gender		Age		Level of education	
Male	<input type="checkbox"/>	25 – 30	<input type="checkbox"/>	Certificate	<input type="checkbox"/>
Female	<input type="checkbox"/>	30 – 45	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
		45 - 60	<input type="checkbox"/>	Degree	<input type="checkbox"/>

B. CONTRIBUTION OF COMMUNITY ENGAGEMENT IN PROMOTING ACADEMIC PERFORMANCE IN TANZANIA PEOPLES DEFENCE FORCES SECONDARY SCHOOLS

Please indicate whether you agree or disagree with the following statements

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

Sn	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I	Ways communities participate in school management in promoting schools' academic performance					
1.	It is important for me to be involved in the school's management in promoting academic performance					
2.	I am aware of the school's management committees and other administration					
3.	I am often involved whenever the school has a meeting to discuss any school issue and I usually participate					
4.	I often take part in the development and formulation of plans to improve academic performance					
5.	I am satisfied with the way the school management does involve me in the management of school's affairs					
II	Contribution of community's participation in school management in promoting school academic performance					
1	I usually take part and responsibilities in solving various problem when I am involved in the schools' management					
2	Participating community in promoting academic performance makes me to have a sense of belonging to the school and part of the schools' management					
3	The involvement of the community is of vital significance in the construction of school building and other infrastructures necessary for academic improvement					
4	Our students concern and many other issues are thoroughly discussed when we take part in the school committee meetings					
5	Various charity and other donations for schools' academic performance are effective if there are close relations between school management and parents					
III	Challenges of involving community in promoting academic performance					
1	I hardly participate fully in academic improvement matters because of my low level of education in discussing various professional matters					
2	I am seldom informed of the schools' meetings due to the means of communications the schools use to contact us					
3	Not all of us are willing to attend the schools' management meetings due to lack of clarity on the agendas to be discussed					
4	I feel like I am part of the ownership of the school, and therefore I must attend the schools' management meetings					
5	The schools' management is very close to the community and that we are involved in all issues to be discussed at schools					

Appendix B: Questionnaire for Staff

My name is Mbwana Omar Kassim. I am a student from the Open University of Tanzania (OUT). I am conducting a study about contribution of community engagement in the promotion of academic performance of TPDF schools in Dar es Salaam. The aim of this study, is to know whether the involvement of the local community in the school management does have any significant role in promoting the schools' performance; this way it will enhance the current relationship that exist among the schools' management and the communities involved in various functioning of the school's affairs. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

A. Personal Information

1. In which group below do you belong to? Tick appropriately.

Gender		Age		Level of education	
Male	<input type="checkbox"/>	25 – 30	<input type="checkbox"/>	Certificate	<input type="checkbox"/>
Female	<input type="checkbox"/>	30 – 45	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
		45 - 60	<input type="checkbox"/>	Degree	<input type="checkbox"/>

B. CONTRIBUTION OF COMMUNITY ENGAGEMENT IN SCHOOL MANAGEMENT ON PROMOTING ACADEMIC PERFORMANCE IN TANZANIA PEOPLES DEFENCE FORCES SECONDARY SCHOOLS

Please indicate whether you agree or disagree with the following statements

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

Sn	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I	Ways Communities participate in School Management in promoting schools' performance					
1.	The parents are normally involved in the construction of the school's infrastructures and other basic facilities such as classrooms.					
2.	<p>In which ways do the parents take part in the promotion of school academic performance? List them</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>.....</p>					
II	Contribution of community's participation in school management in promoting school performance					
1	With regards to the teachers' shortage in most schools in Tanzania, I think it is important to involve the parents to contribute their knowledge in terms of teaching at schools					
2	I consider involving parents as the important aspect in dealing with the issue of student's disciplinary behaviours					
3	I perceive community participation as the important aspect in promoting academic performance at school					
4	<p>As teachers what kind of assistance you would like to ask from parents/local community? List them.</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>					
5	<p>In what ways do the parents cooperate with you in dealing with disciplinary issues such as students absconding from schools?</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>.....</p>					

Thank you for your cooperation

Appendix C: Interview Guide for Heads of Schools

My name is Mbwana Omar Kassim. I am a student from the Open University of Tanzania (OUT). I am conducting a study about contribution of community engagement in the promotion of academic performance of TPDF schools in Dar es Salaam. The aim of this study, is to know whether the involvement of the local community in the school management does have any significant role in promoting the schools' performance; this way it will enhance the current relationship that exist among the schools' management and the communities involved in various functioning of the school's affairs. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

A. Personal Information

1. In which group below do you belong to? Tick appropriately.

Gender		Age		Level of education	
Male	<input type="checkbox"/>	25 – 30	<input type="checkbox"/>	Certificate	<input type="checkbox"/>
Female	<input type="checkbox"/>	30 – 45	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
		45 - 60	<input type="checkbox"/>	Degree	<input type="checkbox"/>

B. CONTRIBUTION OF COMMUNITY ENGAGEMENT IN SCHOOL MANAGEMENT ON PROMOTING ACADEMIC PERFORMANCE IN TANZANIA PEOPLES DEFENCE FORCES SECONDARY SCHOOLS

1. Ways communities participate in school management in promoting schools' academic performance

- (i) Have you ever had any meeting with the parents to discuss how you can improve school's academic performance?
 - (ii) How often do you involve them?
 - (iii) In which positions of the school's management do the parents constitute?
 - (iv) In what issues do you often involve them?
 - (v) How do you involve them?
2. Community's participation in school management in promoting school performance
- (i) What forms of contributions are made by parents aimed at improving school's academic performance?
 - (ii) Do you involve parents to contribute either in-kind or through financial support?
3. Challenges of involving community in promoting academic performance
- (i) What are the challenges you encounter in involving them?
 - (ii) What do you do to minimise or eliminate those challenges?

Appendix D: Documentary Review Checklist

S/N	Document	Issues
1.	Documents on minutes and reports of schools meetings that were held at each school.	Search for different records of various agenda that were to be discussed by schools meetings with parents

Appendix E: Airwing Secondary School



One of the secondary schools administered by the TPDF in Dar es Salaam.