

**SCHOOL-COMMUNITY PARTNERSHIP IN PROMOTING EFFECTIVE
TEACHING AND STUDENTS' ACADEMIC PERFORMANCE IN PRIMARY
SCHOOLS: THE CASE OF MVOMERO DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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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 entitled, **School- Community Partnership in Promoting Effective Teaching and Students' Academic Performance**, in partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies.

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DECLARATION

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Signature

.....
Date

DEDICATION

I dedicate this research to my family.

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Firstly, I wish to thank God for the good health and his grace without which I would have not completed this research on time. The completion of this work was made possible due to assistance, encouragement, constructive criticism, prayers and guidance of all people who contribute in one way or another, my family whose selfless support, love and support have been my main inspiration, their continued encouragement being my main push in other times I almost wanted to give up. My appreciation is due to my supervisor Prof. ElinamiSwai, who tirelessly read my work, provided their very helpful constructive criticism and relentlessly pushed me throughout the entire process.

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ABSTRACT

The purpose of the study was to explore the extent to which schools involve communities to support schools and how that partnership enhances school effectiveness, and students' academic performance in Mvomero district. This study combined a quantitative approach and descriptive method to analyze data. Framed within management, scientific, and the Neo Classical Organization Theories, this study used correlation research design to assess the relationship between the schools that are supported by the community and those which do not in terms of school effectiveness, and students' academic performance. It also examined the strategies that school management use to involve community to participate in supporting the school; and the obstacles that the school management faces in promoting community-school relationship. The study findings revealed that, the schools that had strong relationship with the community were more effective in managing the school and had higher students' academic performance than those with weak relationship. The challenges related to the community include lack of thoughtful of the role of public in supporting the school education. The study also found the challenges related to the context to include poverty, where the majority of the community members survive below poverty line and thus, their focus was only on what to eat for their family survival. The study recommends for teacher professional development on the importance of transparency and effective strategies to entice the community to support the school. For the community, the study recommends training geared to educating the community on the importance of supporting the school for the benefits of their children and the community at large. For further studies, it is recommended that the coming scholars should extend this study to other communities to validate these findings.

Key words: *Community-school partnership, Effective teaching, Students' performance, A primary school, academic performance*

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LIST OF ABBREVIATIONS/ ACRONYMS

ETP	Education and Training Policy
FGD	Focus Group Discussion
GER	Gross Enrollment Ratio
M. Ed (APPS)	Masters of Education in Administration, Planning & Policy Studies
MOEC	Massachusetts Organization of Educational Collaborative
MoVET	Ministry of Education and Vocational Training
NER	Net Enrollment Ratio
NSGRP	National Strategy for Growth and Reduction of Poverty
OFSTED	Office for Standards in Education
OUT	Open University of Tanzania
PE/PG	Performance Evaluation and Professional Growth
PEDP	Primary Education Development Plan
PEDP	Primary Education Development Programme
PTA	Parent-Teacher Association
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic Of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Despite the widespread employment of professional teachers in primary schools, there is general agreement that teachers are not able to address all students' challenges they encounter in school (Anderson et al., 2008). Therefore, teachers may be encouraged to create and maintain school-community partnership to enhance school effectiveness and students' academic performance. Education Act 1978 No: - 25 stipulated that teachers have the responsibility to plan, teach, and discipline students. In primary schools in particular, teachers have a responsibility to develop in children the knowledge and skills in reading writing and arithmetic known as the 3 Rs, which as Chacha and Zhong (2013) suggest, are important part in the foundation of receiving education. Consequently, teachers have a responsibility to create conducive environment for the community to support the school in addressing students' needs and challenges (Bryan & Henry, 2012).

The role of the community on the other hand, is to support both the children and school to ensure the children get appropriate education and support. When parents make a decision to take their young children to school their expectations are that, their children will develop good character and become more intelligent than if they remained at home. Their expectations also are that teachers will assist them according to their different needs and enable them to fit practically and intellectually in school and the society in which they live. Many parents believe that, the school management will supervise teachers to teach the children. Parents also believe that

their children will develop from their teachers, the habits of clear observation and reasoning' so as to gain an acquaintance with 'some of the facts and laws of nature. However, this is not always achieved, as there is a gap between the community expectations the school management, the teaching and students' academic achievement.

1.2 Background Information

The role of community participation in supporting schools, has been gaining prominence worldwide and this idea was discussed in the United Nations General Assembly as among the strategies to achieve Sustainable Development Goal 4 (SDG 4) (UN, 2015: 5). In that discussion, the role of community in supporting education was considered as an important strategy to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN, 2015:17). Okumu et al., (2008) found that Education is a essential human right as well as a substance for economic activities growth and human development growth.

Interest in community participation in school is not a new phenomenon but started long time before Independence, when parents were a part and parcel of school. In those old days, the community worked hand in hand with schools to ensure the education that the children acquired was in line with their culture. It was envisaged that schools was just an instrument employed by the community to preserve and maintain the culture of the local community, while also helping the children understand the culture of other societies (Ginsburg et al., 2014).

During colonial period when British occupied Tanganyika in 1870s the role of the society changed from supporting the school to maintain the culture, to controlling

and monitoring self-control within the school such as absence, uprisings and refuses. The British Act of 1870 stipulated the role of the community as having the powers to form or contribute in all improvement projects in Tanganyika's schools. All community members were selected by colonial government to form what was called school boards in schools. Large number of the members selected to sit in the school boards were the workers from colonial industries (Babyegeya 2012).

Later on, the school-community partnership came to be a part and parcel of decentralization process in education system that came into being the early 1980s. In this period, community participation was among the "major theme in school reform in several education systems" (Falconer-Stout et al., 2014). The emphasis on community participation in education was the "participatory turn" in development (Kendall, 2007), which aimed at ensuring quality "implementation and monitoring at lower levels of accountability" (UNESCO, 2000:19). Consequently, community participation in supporting education was an agenda to achieve democratization of decision-making processes in schools. In this discussion, involvement of families and communities to boost transparency and to guarantee good governance in schools was considered the only to strengthen efficiency in the delivery of services (UNESCO et al., 2015:23).

Increased attention on school-community partnership is believed to be an important step in addressing students' multi-causal challenges that they encounter in school, in the home and in the community (Griffin & Farris, 2010; Steen & Noguera, 2010). School-community partnerships are a collaborative practice that has been seen to be effective in supporting students (Bryan & Henry, 2012). This partnership allows

teachers to work alongside the parents and community members to support students' academic and non-academic concerns (Bryan & Holcomb-McCoy, 2007). In addition, teachers can empower families and community members to focus on mutual goals (Bryan & Holcomb-McCoy, 2007). Epstein (2010) argued that school-community partnership must be understood as an important component of school effectiveness, since students learn more when parents and others in the community take active roles in the teaching and learning process.

World investment in educational development are done at three levels; primary, secondary and tertiary. Mbelle and Katabalo (2013) clarify that education mainly aims at engage in worldwide challenges in development of science & technology as well as production organization process and markets. Schultz (2012) states that to invest in education contributes to faster growth for developed and newly industrialized countries. That is the reason developing countries especially in Sub-Saharan Africa are now giving attention to supporting schools using all means possibly including involving the community. It is through the community that the schools can provide quality education and competitive students who can effectively contribute to the development in the global economy (Louis and Miles, 2019).

Hallinger (2019) asserts that one way to provide quality education is to improve school-community partnership which allows the access of diverse support in terms of human and finance materials. Therefore, school-community partnership has to be well planned so that student outcomes related to learning and school successes are improved. Studies by Miller-Grandvaux and Yoder (2021) found that community

interventions in primary schools' education are the most important part of the educational interventions in sub-Saharan Africa.

Kiongozi cha mkuu wa shule' MoEVT, (2012) show that in the 2015 after 2015 presidential elections, when the country experienced high expansion of public and private education, school-community partnership suffered a lot due, in part, the declaration of fee free education and the 100% of government involvement in education while the community was expected to deal with monitoring educational plans, growth plans, economic matters and discipline issues. The government came to assume this role, leaving the community out of school business. In this transformation, real or unreal, school management including the head teachers and teachers deal with the process of teaching and learning, as well as making sure that the directives and policies from the government were implemented.

Of recent, students' academic performance for both males and females in primary schools in Mvomero has experienced a sharp decline. For example, examination results from Mvomero District Council primary school five years back. The results show that the Council has exceeded its target of 82% achievement to 86.51%. Also position of the Council's on the final primary school examination PSLE 2020 has increased from 8th (2019) to 7th (2020).

Table 1.1: Performance per percentage and position of Council in the Region

No.	Year	Percentage	Position of Mvomero District Council among nine Councils	Decrease / Increase in percentage
1.	2020	86,51	7	+18.33
2.	2019	68.18	8	-6.5
3.	2018	74.68	6	+10.84
4.	2017	63.86	7	+6.15
5.	2016	57.71	6	-10

Sources; DEO office, Mvomero District Council (2021)

Many scholars including Everard, (2014); Nyana, et al, (2019); and Gran, (2017) have linked with factors such as lack of English language competence (Everard, 2014), inadequate teaching and learning materials (Nyana, et al, 2019), inadequate number of teachers and unavailability of library facilities (Gran, 2017) and the like. For example, many publications on the language of instruction in primary school suggest that the current language policy is an obstacle to effective learning and teaching because pupils as well as teachers are not sufficiently competent in language such as English (Gran, 2017) believes that the language of instruction that is used in secondary schools is alien to many students and classroom interaction in terms of discussion is zero.

Dembele and Lefoka (2017) also linked the student's low academic performance inadequate or incompetent teachers of science, math, and English. They particularly brought to view a situation of many schools in rural schools, where the worse situation of high teacher turnover is the order of the day due in part, many challenges that teacher face including higher working load, big classes sizes, and bad working conditions (Dembele and Lefoka 2017 p.22).

In her study Sifona, (2012) found a number of classroom facilities are insufficient in many primary schools and there was a considerable shortage of teacher housing, which created unattractive teaching environment for teachers to teach effectively. However, all these constraints would be minimized if school management were stable and effective. (UNICEF 2021) founded that under poor school management, teachers, regardless of the situation, and the children perform poorly such situation is alarming, bearing in mind that primary schools were established is to develop in

children the knowledge and skills in reading writing and arithmetic, which are important foundations of receiving further education. Bennaars, (2019) point out that, ineffective school management is a big problem to the overall school effectiveness. Without proper management of school inputs, processes and output, students' academic performance cannot be realized in any school, including primary schools, even if there were ample other resources.

Relatively little has been written on the role and impact of weak community-school relationship and lack of support to improve teaching and students' performance in developing countries, especially in Tanzania. This study intended to assess school-community partnership in promoting effective teaching and students' academic performance in primary schools in Mvomero district.

1.3 Statement of the problem

Despite the important role that community participation in supporting schools has, and has been acknowledged worldwide (UN, 2015) as an important strategy to ensure quality and inclusive education (Okumu et al., 2008), not many schools have embraced the idea and many do not have concrete strategies to maintain school-community relationship. While considerable effort has been made by the Ministry of Education, Science and Technology (MoEST) to increase enrolment and improve primary schools, students' performance and completion of primary education continue to decline each year.

Moreover very little is known about the relationship between school-community partnership and students' performance in primary schools. This has resulted in a poor continuation of pupil education achievement. Nyana, et al, (2019) founded that the

lack of awareness/understanding on the issue of communication, school-community cooperation has led to negative result for pupils in education.

1.4 Purpose of the Study

The purpose of the study is to assess school-community partnership in promoting effective teaching and students' academic performance in primary schools at Mvomero District.

1.4.1 Specific objectives

1. To explore primary school teachers' views about the effectiveness of school-community relationship in Mvomero District.
2. To examine the strategies that the school management use to coordinate the community to support primary schools in Mvomero District.
3. To examine the challenges that school management encounter in coordinating the community to support primary schools in Mvomero District.

1.5 Research Questions

1. What are the views of primary school teachers about effective school-community relationship in Mvomero District?
2. What strategies that the school management use to coordinate the community to support primary schools in Mvomero District?
3. What are the challenges that school management encounter in coordinating the community to support primary schools in Mvomero District?

1.6 Research Hypothesis

Regarding this study, when there is a correlation between school-community partnership, teacher effectiveness, and students' performance, the alternative hypothesis is accepted and the null hypothesis is rejected.

1.7 Significance of the Study

The study intends to provide important information to educational stakeholders on Constraints to primary school academic performance based on school-community partnership.

The impact of this study is expected to create an insight on how to effectively re-introduce community to school in order to enhance academic performance in primary school students. The study will provide relevance information on the importance of school-community relationship in enabling and maintaining quality teaching and academic performance in primary schools.

The policy makers and Curriculum developer this study helps to provide guidance on the different things identified, and to facilitate methods that helps to solve the challenges between public schools and communities. The study assists policy makers to organize school-community partnership in curriculum and guidelines that stimulate the development of education in general.

1.8 Definition of Key Concept

A primary school is a basic level of education for children with four to eleven years of age. Primary schooling follows pre-school and precedes secondary schooling. The International Standard Classification of Education considers primary education as a single phase where programmes are typically designed to provide fundamental skills

in reading, writing, and mathematics and to establish a solid foundation for learning(Gerald, 2019).

Community-school partnership is a mutual understanding through which the school and the community link with each other for the achievement of goals of both the community and school. School is a social organization functions properly on the effective interrelationship within it and with its associate communities (Gerald, 2019). School community relationship helps to improve the quality of education for all children. It helps parents and other citizens recognize their responsibility for the quality.

Effective teaching is a term used to describe the strategies that are used to conduct of a successful education (Liew Kok-Pun, 2018). It is the ability to make a positive impact on a student's life and academic career, including the capacity to teach important skill sets, introduce new concepts and manage any classroom concerns. Educators typically strive to use effective teaching practices to help their students learn at a consistent rate and to increase their own understanding of the field.

Students' performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals(Snyder, and Hoffman, 2021). Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. The students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education, teacher-student ratio, presence of trained teacher in school, sex of the student, and distance of schools.

1.9 Scope of the study

The study was conducted of ten selected primary school in Mvomero District, where only public primary schools was involved. The correspondence was the school administrators, teachers, parents and students. The reason for choosing public primary schools is that, the government put a lot of efforts to enhance academic performance and provides facilities purposely to improve performance, also government responsible fully in administration issues compare to private schools. So it was easier for the researcher to get rich needed information to fulfill task. Moreover, Mvomero is rural areas, which have many challenges particularly in primary education, so the study was speculates the constraints to primary school academic performance, a case study of ten selected primary school in Mvomero District.

1.10 Limitations of the study

The study has several limitations, which are likely to affect the generalization of the results. Sometimes school calendar and teachers' responsibilities conducted outside the school were hinder the data collections. For example, despondence who assigned certain duty outside school during the process of data collection failed to submit their contributions. Moreover, may be constant time constraint of the whole process of collecting data in the field. The process of collecting and analyzing data needs more time in order to obtain validity and reliability of findings and results, but due to nature of learning (distance learning) associate to employer engagements sometimes was affected data collection.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on reviewing the literature related to this study. The chapter consists of theoretical literature review, which lies on the identification of the theory that will guide the study. The empirical literature review and conceptual framework will be evolved in this chapter.

2.2 Theoretical Literature Review

This study is framed with management theories; The scientific Theory developed by Frederick Taylor, (1917) and the Neo Classical Organization Theory also known as the Human relation Theory developed by Elton Mayo, (1920).

2.2.1 The Scientific Theory

Scientific Theory was developed by Frederick Taylor, (1917) to explain the ways the management can best make things done. Taylor spent time to assess each piece of work and carefully determine how each worker would fit in each piece of work. He also determined how to manage each work to perform to the highest for the benefit of the organization. He came up with the suggestion that for effective management, managers must use rewards as motivators and punishment for shaping the behavior. He also commented that the role of the management is to plan the work and supervise or control the workers. From this it is surmised that management must make a decision on what to be done and the best way of performing a job and determine the best strategy to supervise it. The managers must have the skills and

appropriate training to manage their responsibilities. This includes ability to select appropriate workers, to train them and to manage them.

2.2.2 Human Relation Theory

Human relation theory explains the importance of psychological needs of the workers including the need for motivation. Mayo pointed that; workers will not work hard, just by understanding their job, but will work even harder when they feel they are supported by the management. To increase workers' morale and productivity, Human Relation Theory choose democratic rather than strict leadership, in which, communication networks between workers and management are manipulation. Both Scientific and Human relation theories will be used to understand the effectiveness of school management strategies in teaching supervision and the effectiveness of the strategies for mobilization and working with community in enhancing students' academic performance.

The study used only two theories to assist in explanation of school-community partnership in promoting effective teaching and students' academic performance in primary schools, predicted, and understanding phenomena and, extend existing knowledge within the limits of critical bounding assumptions.

2.3 Empirical Literature Review

2.3.1 Effective school-community relationship

Literature on effective school-community relationship is based on questioning which side benefits more from community participation in day to day school activities. And some consider the school.

In their study, Promoting community participation in improving education in South Sudan, Ginsburg, Haugen, Lokong and Ong'uti evaluated schools got from involving the community to support education in South Sudan. They interviewed local authorities and civil society organizers on how effective school-community relationship was in improving and expanding safer education services for children; how the community enhanced relevance of education and promotion of learner well-being and social cohesion, and how the community improved quality of school management. These scholars found that the community was involved in very trivial day to day school activities and was not allowed to provide on-going support school development plans. They recommended that, if the school really needs the support from the community, the management should involve it to enhance educational access, quality and students' safety.

In his study Asefa, (2018) did a research to determine the effectiveness of school – community relationship and students' performance. He sampled 518 respondents comprised of 344 parents, 95 teachers, 52 non-teaching staffs, 7 School Board of Directors, 5 PTA members, 3 consulate officials, 11 elected community leaders and principal. Asefa found that despite the efforts made by all stakeholders in raising the school standard in terms of students' academic performance. there was incompatibility of interests, lack of shared visions, lack of training or insufficient training, lack of clear rules as to who should do what and when, poor communication between the school and the community. Asefa, suggested that school management need to take a role to educate the teachers on how to relate to the local community for the sake of school. He also suggested that there was a need involve all the

stakeholders on various ways to help in the management of the schools, including building the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes.

In his study, Russell, (2019) did an evaluative research to determine the effectiveness of participatory approaches that involved communities in the decision making processes of in developing countries. He review 19 major decisions related to six areas of school functioning in which communities participated. He found that actual participation was concentrated primarily in building, maintaining and resourcing schools and monitoring teachers and budgets. Where communities participated, there were improved school facilities, increased accountability among school personnel, and improved capacity of participants. Together these contributed to increased student access, retention, and academic performance of students. Russell suggested that, school management should encourage community-school relationship as it has a direct contribution to students' academic performance.

Philipsen, (2016) did a research on differences in parental involvement in schools. He interviewed a total of 98 teachers and 52 parents on ways school management involve the parents in supporting schools. He found that the degree and nature of parental involvement differ between schools and within schools. He further found that in some schools, parents were involved through "silent" encouragement at home, while in others, were involved to the extent that they felt a sense of ownership. Philipsen also found that the level and nature of parents' involvement was context-specific as parent communities differed even though they may share similar socioeconomic and racial background. Philipsen suggested that school management

should strive to improve parent involvement in all school activities in order to achieve school goals.

Sadiq, (2014) did a research on the relevance of school community relationship on the development of primary schools in Azare metropolis that were the members of SBMC. He interview a total of 2,752 people comprised of headmasters and their assistants, using disproportionate stratified random sampling techniques. He found that school community relationship was very relevant in the development of schools due to the fact that communities provided lands for building schools, funds, facilities, supervise what is going on in school. He also found that, some communities built classrooms and helped in the maintenance of indiscipline. Sadiq suggested that good school community relationship should be maintained and strengthens by developing good school community relationship due to its positive contribution to education.

A research that was done in Tanzania was of Mabeyo, (2016) who did an assessment of community-school participation through school committees in improving the academic performance in primary schools in Nzega district. He interviewed 103 respondents comprised of District officers, head teachers, members of the school committees, teachers, and pupils purposely and random selected from 10 primary schools. Mabeyo found that community, although not directly supervised pupils, they were effectively instilling discipline and raised academic performance. He also found that school committee members were neither committed nor actively involved in the day to day school operation. Mabeyo thus recommends that, more effort should be invested on the capacity building of the school committee members, school management as well as teachers. Parents and the entire community should take up

serious measures to control pupils' attendance and thus minimize truancy.

2.3.2 School management strategies to coordinate the community to support education

Literature on strategies used by schools to engage the local community to support schools is based on many assumptions. Some literature is based on the process that schools use to questioning whether endorsements for school-community participation are based on real desires to promote education or to reduce challenges that schools face when implementing government directives (Beattie, 2018). Another body of literature is based on the discourse of the inherent value of participation in developmental projects (Bray, 2019).

In their study, the strategies that schools used to promote community participation in education, Haugen and Ong'uti evaluated one strategy that school management used to involve the community to support education in South Sudan. They interviewed local authorities and civil society organizers on the process that the schools used to involve the community to support the school. They found that, the schools conducted rapid assessments to potential members to support the school, and then engaged them in day to day school activities. Haugen and Ong'uti suggested that, the effective strategy to promote school-community participation is to assess the community strength and identify its potential for school development.

In their study, Khawaldeh et al (2012) investigated the strategies that school management used to coordinate community to support school in Jerash, Jordan. These scholars interviewed 24 schools on the strategies that the school management used to ensure the community support the schools and the capacity of the school

management to do so. These scholars found that the majority of schools had no concrete strategy in place to coordinate the community. They also found that the majority of the sampled school managers did not have the necessary skills to devise effective strategies for coordinating the community. Khawaldeh and colleagues suggested that, for effective strategy to ensure strong school-community relationship, school managers need to be subjected to training on different strategies to coordinate, not only the school activities, but also the community surrounding the school.

In their study, Gray and Gardner, (2019) examined Teacher's perceptions and reactions to the strategies that the school management used to strengthen school-community relationship in Ireland. They found that, there were clear reservations about the extent of anxiety induced by the community engagement process, including the amount of time necessary to identify and communicate with the community members. These processes and the quality of communication raised teachers' anxiety and stress leading to failure to adhere to the suggestions provided by the government. These scholars suggested that, in the government of Northern Ireland should appoint professionals to manage the schools. They also suggested the school management to put aside enough time and resources for communication with the community.

In his study on "What Teachers and Head teachers think about school-community partnership," Dean (2006) selected 14 heads of secondary schools in five widely separated areas. He subjected them to interviews and group discussions about what they thought about school-community partnership. Dean found that, the view of the teachers and of the heads of schools diverse and in two cases followed the new OFSTED pattern. Also facilitator's reactions were described in relation to the

groundwork for the partnership, where 86% of the respondents acknowledge the preparation for the partnership as cumbersome and tiresome. The heads of schools on their part, were concerned about the role of the community. He suggested that community-school partnership should be made simple and friendly.

Nwafukwa, and Odey, (2018) did a research on the strategies for effective school-community partnership in Ebonyi state. Nwafukwa, and Odey, distributed a total of 50 copies of the questionnaire to 223 public secondary schools in the study area with the help of three research assistants. They focused on the effective strategies that schools used to institute and manage school-community partnership. They found that the schools that had established a unit specifically for community issues were more effective in maintaining the relationship. Nwafukwa, and Odey, suggested that government should insist to have a special unit in school to deal with community issues.

2.3.3 Challenges in coordinating the community to support education

Lauwo, and Mkulu, (2021) did a research on the Challenges Facing Community Involvement in Ensuring Quality Education in Public Secondary Schools in Meru District, Arusha Region-Tanzania. Lauwo, and Mkulu, employed mixed research approach and convergent parallel design. The study used a sample size of 89 participants which were solicited using both probability and none probability sampling techniques. Quantitative and qualitative data were collected through questionnaires and interviews respectively. The findings revealed that, ignorance, poor school leadership, poverty, political interference, poor beliefs and customs and lack of communication between the school and the community are the major

challenges facing communities in participating in schools. Lauwo, and Mkulu, recommends that for improving and inhibiting the highlighted challenges, deliberate strategies should be laid down and the government should sensitize educational partnership so as to improve the community participation in schools.

Godfrey (2016) did a research on the Challenges Impacting Community Participation and Their Effect on Teaching and Learning: a Case Study of Rural Areas. Godfrey was approved out in a qualitative paradigm in which a case study aided access to in-depth moods, visions, and ideas for the members of community and teachers regarding their contribution in providing better education.

The study found out that communities were involved in providing primary education through preparing children for school by providing food, school uniforms and stationery. Parents were also involved in children's homework, as well as monitoring teacher and children's attendance. In addition, parents were involved in preparing schools for children through providing labour and materials for constructing classrooms. Further, parents financed school budgets, and were involved in school governance. Challenges impacting community participation were centred on parents' low standard of living, community attitude towards education, family income level, and school-community relations. Impact of community participation on teaching and learning included the following: hungry learners, narrow curriculum, unmotivated teachers, high rate of absenteeism and drop out, as well as ineffective school administration. Godfrey further commends government policy on parent direction on school processes and school education based training sessions for parents and school

children respectively. Government policies that prohibits the practice of sending away of children from school for nonpayment of rates should be secure.

USAID (2020) did a research on the challenges of Community Engagement in Education Programs. USAID distributed a total of 100 copies of the questionnaire to 200 public secondary schools in the study area with the help of three research assistants. They found that Community engagement in education is widely recognized as a vital force in the effort to remove barriers to achieving quality education for all. Although generalized problems can be identified externally (i.e., low school enrollment), it is a community's engagement in the reflective analysis of its particular situation that leads to locally generated, locally viable, long-term solutions.

USAID suggested that Successful engagement empowers communities to participate in multiple facets of education support. Community involvement in school management has shown to increase accountability for both learning outcomes and school resources; involvement in curriculum development, which ensures the cultural relevance of subject content and teaching styles, leads to a wider embrace of the educational process. Community engagement also fosters the willing contribution of local resources (human, material, and economic) for the benefit of education. Community ownership of education initiatives endows such initiatives with a greater likelihood of being successful, and of being sustained over time.

Nishimura, (2017) did a research on Community Participation in School Management in Developing Countries. Nishimura distributed a total of 50 copies of the questionnaire to 223 public secondary schools in the study area with the help of

three research assistants. They found that community participation in school management has great potentials for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect and by jointly pursuing improvement of school by sharing vision, process, and results. Individual and organizational behavioral changes are critical to increase the level of participation. In countries where the administrative structures are weak, the bottom-up approach to expanding educational opportunity and quality learning may be the only option. Nishimura suggested that community participation in school administration has great potential for removing mistrust and distance between people and education schools through nurturing transparency of education information and culture of mutual deference and for equally following development of schools education by sharing dream, procedure, and results. It should also be noted that individual and structural behavioral variations are critical to raise the stages of contribution.

2.4 Conceptual Framework

The following is the conceptual framework for this study.

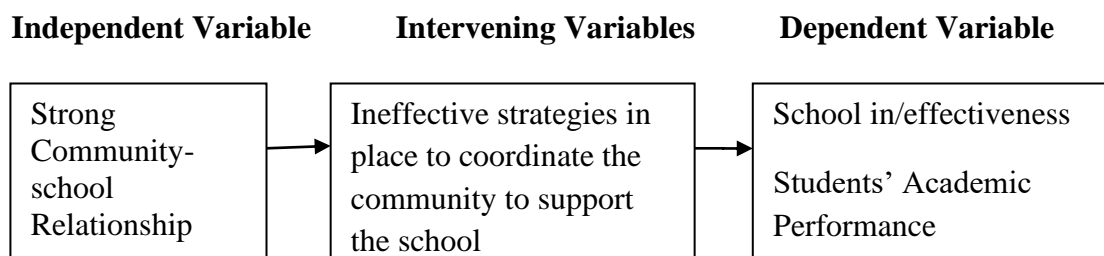


Figure 2.1: Conceptual Framework

In this framework, a strong school-community partnership can enhance school effectiveness and students' performance. Likewise, strong school community

partnership can be attained by effective school strategies in coordinating the community. Lack of strategies to coordinate the community may lead to having a weak school-community partnership and the result is ineffective school and low students' performance.

2.5 Research Gap

By reviewed different literature including Okumu et al., (2008), Sifona, (2012), Dembele and Lefoka (2017) and Bennaars, (2019), finding reveals that most available research on school-community partnership is done outside Tanzania. Further, despite the important role that community participation in supporting schools worldwide (UN, 2015), not many schools have embraced the idea and many do not have concrete strategies to maintain school-community relationship. Moreover very little is known about the effectiveness of school-community partnership and strategies that are in place in primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodologies provide information on how the study was carried. It includes research design, target population, sample and sampling procedure, data collection instruments and data analysis procedures.

3.2 Research Approach

The research study aimed to determine the school-community partnership in promoting effective teaching and students' academic performance in primary schools. This desire fits mixed approaches (quantitative and qualitative approaches). Research approach directs the viewpoint from which researcher formulates research questions, plans how problem can be investigated, selects research design as well as identified what methods are used and how data are collected, analyzed and interpreted (Kothari 2004). The researcher thought used this design the data collection and analysis and presentation was easy and accurate to convey the meaning to readers was used the table's, figures percentage and description to elaborate variables.

3.3 Research design

The researcher was aware of the existence of two types of correlation study as stated by Creswell (2014) -- explanatory and prediction design. This study uses prediction design since it intends to determine whether effective school management can raise teacher performance and whether effective teaching and learning can promote

community-school relationship. Predictive correlational designs allow researchers to identify relationships or predictive relationships between variables (Dawson, 2017). Thus, this design is the most effective in determining the relationships between school management on effective teaching and community-school participation and students' performance.

In line with this design, the research is stated as follows: X: the effective school management Y: teacher effectiveness and effective community-school participation and student performance.

3.4 Population

The population of this study is heads of schools, teachers, parents and the students. This population was selected since the heads of schools represent school management, teachers represent effective teaching, parents represent community and the students represent academic performance.

3.5 Sample and Sampling Techniques

In quantitative approach and correlational designs there should be at least 30 participants in to establish relationship (Cresswell, 2014. p. 142). This study was involved total of 200 primary school students, 50 teachers, 100 Parents and 10 Head teachers from ten selected public primary schools which are found at Mvomero district.

3.5.1 Sampling Techniques

In determining the sample in correlational studies, (Cresswell 2014) suggests probability sampling with simple random sampling techniques. In this technique, the

individuals from the population have an equal chance of being selected to participate in the study.

Research has different kinds of sampling techniques but the most common are probability sampling and non-probability sampling. Probability sampling means the researcher selects individuals from population who are representatives of the population. This includes simple random sampling, cluster sampling, systematic sampling, and stratified sampling. Non-probability sampling designs do not follow the theory of probability in the choice of elements from the sampling population. It covers five designs quota sampling, purposive sampling, accidental sampling, expert sampling and snowball sampling.

For this study simple random sampling was used to select ten schools for the study where names of 145 schools was written on pieces of paper and kept in box, shacked, later ten pieces was picked and opened. The same technique was used to select the participants from group of students, teachers and parents.

Purposive sampling also was used in this study to select the teachers and parents who had assumed to be resourceful and have information and responsible to school-community partnership in promoting effective teaching and students' academic performance in primary schools.

3.6 Data Collection methods

Creswell (2014. p. 151) founded that Data collection refers to the process of gathering specific information aimed at providing a refuting some facts. The researcher was used both sources of data; that's primary and secondary due to the fact that having one source of data wouldn't provide clear and quality information to

the problem. Primary data are data collected a fresh from the field for the first time and are original in character. Therefore, the researcher was used questionnaires, interviews and A Focus Group Discussion (FGD) to collect primary data from the field. In secondary data both print and electronic resources were used to collect data.

3.6.1 Questionnaires method

Closed ended questions are easier and quicker for the researcher to record responses and tend to be quicker to administer. Dawson, (2017) clarify open ended questions can be harder to record responses and tend to be slower to administer. In this study the researcher was used both open ended and closed ended questions for Head Teachers to identify students' based constraints influencing academic performance in primary schools.

Also may use questionnaire by Teachers to assess home based constraints and to identify students' based constraints influencing academic performance in primary schools.

Furthermore, may use questionnaire for Community Members to assess home based constraints and to identify promoting community-school relationship and academic performance.

3.6.2 Interview method

Kothari, (2004) explain interviewer in a structured interview follows a rigid procedure laid down; asking questions in a form and order prescribed while unstructured interviews do not follow a system of pre-determined questions and standardized techniques of recording information. By using interview schedules for students to assess role played to overcome constraints influencing academic

performance in primary.

3.6.3 A Focus Group Discussion (FGD)

Petre, and Marian (2017) defined A focus group discussion (FGD) is a good way together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them. Focus Group Discussion was used to obtain information from teachers /parents.

3.7 Data Analysis Procedures

Data analysis procedure was used content analysis which according to Patton in general terms is used to refer to any qualitative data reduction and sense-making effort that tells a volume of qualitative material and attempt's to identify core consistence and meaning (Mlay, 2012). The data collected during the field work was analyzed through the following stapes;

First, Transcription and translation of the raw data collected was done; all the interview responses were recorded, these were carefully transcribed and translate by researcher. Second the researcher sorted primary data, coded and analyzed them using the Statistical Package for Social Science (SPSS) in conformity with the objectives of the study.

In testing the research questions, regression models was applied to measure significance level on the school-community partnership in promoting effective teaching and students' academic performance in primary schools in Mvomero District.

3.8 Ethics and Politics of research

A researcher considered researcher procedures, by getting introductory letter from the university, which was taken to the District Executive Director (DED), therefore DED introduced a researcher to the heads of schools for gathering information (collecting data). This was done systematically by the researcher so that to prevent to harm respondents. Also, the aimed were to keep aware to the respondent in order to get the relevant information.

Privacy is the protection of personal information provided to the researcher that cannot be released unless established criteria are met. A researcher was makes sure that the privacy of information provided to respondents. Also a researcher tried to maintain privacy by avoiding herself to ask questions which are embarrassing.

3.9 Work plan and activity schedule

Phil (2011) defined work plan are an argument; it is written to strategy the events for a given period of time, first so as to persuade decision makers for its endorsement, then as a controlling document for the accomplishments to be approved out throughout period of time. In conducting research, work plan and schedule activity is very important to come up with appropriate findings. This study started to prepare from 03rd February 2021. On May 02 2022was the Dissertation submission date and July 01 to 06 2022Viva Voce.

3.10 Research Proposal budget

The budget provides a forecast of revenues and expenditures, which is a model of how a research might perform financially if certain strategies, events and plans are carried out. This study was take approximately **Tanzania Shillings 3,800,000/=**. This amount of money is expected to cover all expenses which have been estimated.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION

4.1 Introduction

This chapter presents the data as per study objectives. It presents the data on the views of teachers about the effectiveness of school-community relationship; the strategies that the school management used to coordinate the community to support schools; and the challenges that school management encounter in coordinating the community to support schools. The first part present demographic information, while the data are presented in the second part of the chapter.

4.2 Demographic Information of Respondents

4.2.1 Education Qualification

The respondents' education qualification was established in the current research study. Table 4.1 presents summary of distribution of the respondents' educational qualification.

Table 4.1: Demographic information of respondents by Level of Education

Level of Education	Head Teachers F (%)	Teachers F (%)	Community Members/ Parents F (%)
Ordinal level			73(73%)
Certificate	3(30%)	31(62%)	17(17%)
Diploma	5(50%)	17(34%)	8(08%)
Degree	2(20%)	2(04%)	2(02%)
Total	10(100%)	50(100%)	100(100%)

Source: Field data (2021)

Key; F = Frequency. (%) = Percent

Table 4.1 shows that data from Head Teachers majority of them was 5 (50%) were Diploma holders and the teachers 31(62%) were Certificate holders. The majority of the Community Members/ Parents 73(73%) had attained secondary Ordinal level. The level of education was an important criterion to determine the knowledge and understanding of the role of school management in enhancing teaching, promoting community-school relationship and academic performance. The idea was similar to Beltekin's (2019) view that education qualifications is important to measure kind of information provided by the respondents.

4.3 Effectiveness of school-community relationship

The first objective was set assess the views of the teachers on the effectiveness of school-community relationship in their schools. The main question here was: *How effective is the school-community relationship?*The data were measured by six sub-questions, including: community support of teachers; community support in students' discipline; regular meetings; community participation in school activities. Likert scales ranging from strongly disagree, disagree, agree and strongly agree was used to obtain answers. 50 teachers responded to this question, including 10 head teachers from ten selected primary schools and four teachers from each school in Mvomero district as well as hundred community members.

Table 4.2: presents the summary of the views on effectiveness of school-community relationship

Responses	SD	D	A	SA
I feel satisfied by the way community support teachers	80(40%)	60(00%)	10(%)	0(00%)
Community members are allowed to propose how the students should be treated in school	90(60%)	30 (20%)	20 (13%)	10(6.6%)
There is regular parents meeting to discuss school development	20(13%)	30(20%)	40(26%)	60(40%)
Community actively participate in school activities	60(40%)	30(20%)	10(6.6%)	50(33%)
School has adequate teaching and learning resources due to support from the community	120(80%)	30(20%)	0(00%)	0(00%)

Source: Field Data (2021)

Key; SD= Strong Disagree, D= Disagree, A= Agree, SA= Strong Agree

The findings revealed that, all the proposed items were in disagreement except the one on regular parents meeting to discuss school development. This is an indication that, both the teachers and the community members were not satisfied with the school-community partnership. To get individual feeling, interview was conducted with the teachers and the parents on the same. The question was: *How effective is the school-community relationship?* Two of participating teachers had this to say:

This relationship is not as effective as it is supposed to be. Many community members (parents) do not consider themselves as part and parcel of the school and therefore, it is very hard to get them to, for example, to come to school with positive suggestion or advice. When you see a community member, you expect confrontation[Teacher, interview 2021].

As indicated in quotation above most of the hindrances to the development of schools, especially primary schools are brought by the parents themselves, who

sometimes do not need solidarity between them and the school leadership. On their part, one community member had this to say:

On my view, this relationship is seen only when we are called for a meeting. But when parents fail to pay for something, you see a child being sent home with no prior consultation. This makes the parent (community) feel isolated and struggle alone to get the necessity for the child to go back to school. For me, effective relationship is two way trust and consultation, not to be consulted when the schools need the support, but when the parent is struggling, the school does not consult. This is not an effective relationship[Community member, interview 2021].

The findings are in line with those of Asefa, (2018), who found that there was incompatibility of interests, lack of shared visions, lack of training or insufficient training, lack of clear rules as to who should do what and when, poor communication between the school and the community. Likewise the findings are in line with those of Russell, (2019) who found that actual participation was concentrated primarily in building, maintaining and resourcing schools and monitoring teachers and budgets, but no consultation to parent on how the students should be treated in school.

However, the findings of this study have brought to view a new insight that is not in the literature. While it is normal for the school to consult the parents on school related matters, it has not occurred for the school to consult the parent or community on community (parent) related matters.

4.4 Strategies that School Management use to coordinate the Community to support the schools

The second objective was set assess the strategies that school management use to coordinate the community to support the schools. The main question here was: *What strategies do school management use to coordinate the community to support the*

*schools?*The data were measured by six sub-questions, including: teacher parent meetings, special invitations to facilitate teaching, open door to community, teacher involvement in community activities, invitation to graduations and other school related events. Likert scales ranging from strongly disagree, disagree, agree and strongly agree was used to obtain answers. 50 teachers responded to this question, including 10 head teachers from ten selected primary schools and four teachers from each school in Mvomero district as well as 100 community members. The data are presented in Table 4.3.

Table 2.3: Strategies that school management use to coordinate community to support the schools

Responses	SD	D	A	SA
Teacher-parents' meetings	0(00%)	14(9%)	102(68%)	34 (23%)
Invitations to facilitate teaching	80(54%)	30(20%)	35(24%)	5(3)
Open door to community	25(17%)	30(20%)	40(26%)	55(36%)
Teacher involvement in community activities	23(15%)	75(50%)	32(21%)	20(14%)
Invitation of parents to school graduation ceremonies	20(14%)	28(19%)	62(41%)	40(26%)

Source: Field Data (2021)

The findings on the strategies that the schools used to coordinate the community to support the school show that two strategies were prominent: teacher parent meetings, which had 91% agreement and invitation of parents to school graduation ceremonies, which was supported by 67% of the respondents. It was interesting to find that invitation to facilitate teaching, which was supported by 27%, was not a strategy that the schools used despite the fact that many schools have inadequate number of teachers.

The sub-item of Teacher-parents' meetings 102 (68%) was considered by the respondents to be strategies that school management use to coordinate community to support the schools. New Zealand education system (2022) revealed that this is a meeting between parents and the teacher to talk about child's learning and progress. They might be called parent-teacher interviews, parent-teacher conferences or even learning conferences. Many schools and organize them for early in the year and then after a mid-year school report has been sent home. They might offer parents a set time, invite to contact them to arrange a time, or more and more schools are asking parents to book a time that suits a parent-teacher relationship. Some schools hold meetings before or after school, others run them in the leave period.

However, the respondents were of the contrary opinion on the sub items of Invitations to facilitate teaching 80 (54%). Invitations to facilitate teaching Gallego (2014) opined that an invitation to facilitate teaching and learn includes display of materials, carefully selected and arranged, that draws pupil's attention and engages them in a world of wonder, exploration, and discovery. The invitation to learn is purposefully and intentionally designed with curriculum outcomes in mind. As the pupils interact with the invitation, the educator observes and documents the pupils interests, thinking, and learning. The pupils questions and interests can become the focus for an inquiry. Despite the significance of the said strategy, the respondents seemed not to be familiar with such venture. It is probable that such strategy does not fall in the range of the teachers influence on this kind of the strategies.

Also, the respondents were of the contrary opinion on the sub items of Teacher involvement in community activities 75 (50%), Teacher involvement in community

activities Gallego (2014) founded that the effects of teacher's involvement in the community were: they become productive and obtained positive interactions among the "multiplicity of personalities, cultures, beliefs and ideals" and "develop and teach students to learn through active participation in the community". Despite for the school community to get the sympathy and cooperation of the teachers, immersion, diversity, and a part of its time must be programmed to promote teacher – community relation. Regardless of the size of the school, its program for public relation must always be addressed. Members of the school community must cooperate to carry out such sound programs that will in turn give satisfactory results for the benefit of all in the community, pupils, parents, and the school teachers and administrators alike. Interview was conducted with the teachers and the parents. The question was: *What strategies do school management use to coordinate the community to support the schools?*, Some of the teachers had the following to say:

Normally school invites the community members in parents' meetings to discuss school related issues. Sometimes individual parents are called or consulted on issues related to their children. When there is big events, such as graduation, parents are invited to come to celebrate with their children[Teacher 1, interview 2021]

I think the invitations to school events such as graduation ceremonies or during games and competitions is a strategy to communicate to the community that school and its activities and events belong to them[Teacher 2, interview 2021].

The community is allowed to use water and classes when they have their meetings. In that way, when we go to them, they don't feel like alien, but a part and parcel of the school[Teacher 3, interview 2021].

Likewise, some community members responded to the same question and they had the knowledge of the strategies that the school management uses to make them support the school. Here are some of the narratives from the community members:

Normally the issue of community support is discussed in parents' meetings and the parents' representatives are used to explain to the parent the school needs in need of a help from the community[Community member 1, interview 2021].

Sometimes some experts from the community are invited to talk to the students. Last year for example, I was asked to talk to the students about health issues such as HIV and COVID. This, I think is one way of engaging the community to support the school[Community member 2, interview 2021].

These findings support the literature where Haugen and Ong'uti(2017)found that, the schools identified potential members to support the school, and then engaged them in day to day school activities. Likewise, in their study, Khawaldeh et al (2012) found that the majority of school managers did not have the necessary skills to devise effective strategies for coordinating the community.

Adelman, and Taylor, (2017) show that schools are more effective and caring places when they are an integral and positive part of the community. This means enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. Reciprocally, families and other community entities can enhance parenting and socialization, address psychosocial problems, and strengthen the fabric of family and community life by working in partnership with schools.

4.5 Challenges that school management encounter in coordinating the community to support the schools

The third objective was set assess the challenges that school management encounter in coordinating the community to support the schools. The main question here was:

What challenges that school management encounter in coordinating the community to support the schools? This question was responded to by 50 teachers including 10 head teachers from ten selected primary schools in Mvomero district. To obtain the answer of this question, interview schedule was conducted to the head teachers and the teachers. The following were examples of some of the responses:

Unawareness of the community on the Importance of education, -Low community spirit to volunteer to school development [Head teacher1, interview 2021].

Low understanding of the impact of school involvement and positive effect to be involve in the school management development, this was the challenges faced in the school to attain high development in the primary school [Head teacher2, interview 2021].

Parents educational background, this was factor lead poor coordination of the community and school because number of the parents think that to be part of the school board member should have a lot of education qualification [Head teacher 3, interview 2021].

Head of schools have identified a number of factors that require immediate improvements to achieve the success of compliance. Work done by Afifi, (2019); Amato, (2020) has founded that there is no positive success for the pupils if there is no close interaction between the parents and the teachers. Likewise, some of the teachers had the following to say:

Some parents have very low income to contribute to the school. This becomes a challenge to the head teacher even if you want to involve them; they have nothing to contribute [Teacher 1, interview 2021].

Parents' lack of time remains a challenge that leads to invisibility in school development including, student development in general has led to poor results for students [Teacher2, interview 2021].

Poor strategies and old school policy these was among of the factor that lead underdevelopment of the coordinating the community to support the schools, this challenges will be avoided by ensure strong new school policy and strong school management with strong strategies[Teacher 3, interview 2021].

Time, income and school policy are things identified by teachers in the quote as problems that remain to hinder development or communication strategies between the schools and the communities, in the line of AAPH (2021) it has been shown that social and economic activities for parents is one of the obstacles in achieving follow-up of pupils development at school. Further, the community members who responded to the interview had this to say:

Sometimes parents fail to engage in schools because of there is no transparency. Schools do their things in a closed system and it becomes very hard for the parents to question[Parent 1, interview 2021].

In some school there is very poor school community relationship and you find in most cases, even if the head requires a support from the community, parents are not ready or have no extra time to support the school and fend for their families[Parent 2, interview 2021].

Sometimes parents have that feeling that they are not welcomed in school. Sometimes it is just a feeling but in most cases, parents don't feel like (being involved) in schools[Parent 3, interview 2021].

Despite Johnson & Duffett, (2018) found that these communication barriers both schools and parents want the relationship to improve, if only for the benefit of students. A 2003 analysis of more than 25 public opinion surveys by Public Agenda, a nonpartisan public opinion research organization, found that 65 percent of teachers say their students would do better in school if their parents were more involved, and 72 percent of parents feel that children whose parents are not involved sometimes "fall through the cracks" in school

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter is the summary of research findings. It discusses the findings and draws conclusion and provides recommendations and area for further research study.

5.2 Summary of the findings

Findings from the study revealed that there was weak school-community relationship. There was no platform where the school and community could discuss their interests or visions of both of the school and of the community. As a result, only the school could communicate their interests with the community. Furthermore, it was found that there was no concrete strategy to coordinate the community to support the school. The only strategies were to invite the community to parents' meetings or to the students' graduation. Other strategies include inviting some influential community members to facilitate some topics in certain subjects; and open door to the community to access and use school resources such as water and classrooms. Moreover, this study found that key challenges that impeded strong ties with the community were lack of transparency on financial matters, lack of clear communication on the role of the community to support the school and harsh treatment from the teachers towards the community members. Other challenges include lack of understanding of the role of community in supporting the school and poverty, where the majority of the community members could not afford to support the school.

5.2.1 Weak School-community Relationship

If the goals of schools are to be accomplished, school-community relationship must be strong. Founded on scientific theory, school-community relationship has a great possible to help the school accomplish also commented that the role of the management is to plan the work and supervise its goals and visions. For all its social and economic value, school-community relationship still remains on the margin of school management' repertoire of practices. Consequently, the participation of community in school day to day activities is minimal, as a result of which most schools have inadequate resources such such as teaching and learning resources; experts in teaching some topics and inadequate facilities such as classrooms and laboratories (Shaughnessy and Haladyna2019).

5.2.2 Lack of Concrete Strategies to Coordinate Community

In order to have in place a strong school-community relationship, there must be concentrate strategies. As suggested in scientific management theory, the role of school management is to plan on what the community can do to support the school and how to coordinate them to accomplish school goal, which is students' academic achievement. Further, based on Human relation theory, school management need to motivate the community to, not only to work hard, just by understanding their job, but will work even harder when they feel the school support their interests and vision. Despite the importance of understanding the community interests and vision for sake of the school and for them to be motivated and feel a part and parcel of the school, this idea remains on the margin of day to day school management activities. Consequently, the community feels isolated from the school and from the life of their

children, as a result of which students suffer.

5.3 Conclusion

Given the current status of school-community relationship, there is a need to transmute schools from closed to open organisations. Primary school education management need to be concerned with how to make a change in schools' traditional approach to managing the school. To that end, we need to understand how teachers view school-community participation, the strategies that the schools employ to coordinate the community and the challenges that they encounter. When we come to know more about teachers' beliefs concerning school-community participation, the strategies that the schools employ to coordinate the community and the challenges that they encounter, we will be in a better position to efficiently and effectively deal with the problems of management of primary schools in Tanzania. The present study attempted to address this need by investigating the views of teachers on school-community partnership, the strategies that the schools employ to coordinate the community and the challenges that they encounter and of scientific management theory. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

5.4 Recommendation

Based on this study's findings, following recommendations have been made;

- The study proposes that the government by cooperating with the Ministry of Education, Science and Technology should have a concrete plan and strategy to ensure that school and communities around the school work hand in hand to support the school in kind and materially.

- This can be done by putting aside incentives to acknowledge and motivate community members who support the school, either in monetary, certificate or symbolically such as putting their names on some buildings.
- The study also recommends that, schools should use more effective strategies in enticing the community to support the school including having attractive school events such as games and competitions where the parents support their children directly.
- It is also recommended that, schools should be more transparent to the community in order to be trusted before they ask for the support.
- Education administrator at District level, Ward level and Village level should conduct regular meetings with parents/guardians to educate the community on the importance of supporting the school to the children and the community at large.
- For further studies, it is recommended that the coming scholars should extend this study to other communities to validate the findings of this study.

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APPENDICES

APPENDIX I

Research Work Plan Schedule/ Time Frame						
ACTIVITIES	1 ST MONTH	2 ND MONTH	3 RD MONTH	4 TH MONTH	5 TH MONTH	6 TH MONTH
Reporting to the Centre and observing the situation.						
Distribution of questionnaire, interview and observation.						
Collecting questionnaire and data analysis.						
Data interpretation and report writing.						
Preparation of first draft report.						
Final report writing and submission to OUT.						

APPENDIX II**BUDGET TABLE**

The budget for the research activities is indicated in the table below; -

No.	Description of Items	Amount in Tsh.
1	Typing, printing and photocopying of the proposal and report	400,000/=
2	Production of research instrument and the administration costs	120,000/=
3	Stationeries (pen, pencil, ruler, ream papers)	220,000/=
4	Transport costs	550,000/=
5	Binding of the proposal and report	130,000/=
6	Miscellaneous costs at 10% total cost	22,200/=
	Total	1,642,000/=

APPENDIX III

SECTION A: Questionnaire for the Head Teachers

Dear Respondent,

Kindly be informed that I am **EMILIAN SISTY** pursuing Masters of Education in Administration, Planning & Policy Studies M. Ed (APPS) from Open University of Tanzania. I am undertaking a research study entitled **“Role of School Management in Enhancing Teaching, Promoting Community-School Relationship and Academic Performance in Tanzania ”** as a basic requirement to complete this course.

Kindly fill in this questionnaire form by inserting a tick [√] in the brackets or comments in the space provided to the best of your knowledge. Please hand it over to the researcher after filling it.

Demographics characteristics of respondents

1. Education qualification?

a) Ordinal level []

b) Certificate []

c) Diploma []

d) Degree []

e) Masters []

2. Gender

a) Male []

b) Female []

3. What is your Age category?

- a) 20 – 25 []
- b) 25 – 30 []
- c) 31 – 35 []
- d) 36 – 40 []
- e) 41 – 45 []
- f) 46 + []

4. **Relationship between school effectiveness, school-community relationship and students' academic performance**

- ❖ Please, Respond to all items given bellow by putting a tick (v) in the appropriate space using the following scales: Strong disagree; Disagree; Agree; Strong Agree.

S/N	ITEMS	Strong disagree	Disagree	Agree	Strong Agree
1.	I feel satisfied by the way community support teachers				
2.	All the community members are allowed to propose how the students should be treated in school				
3.	There is regular parents meeting to discuss school development				
4.	There is high support from the community				
5.	Community actively participate				

	in school activities				
6.	School has adequate teaching and learning resources				
7.	Teachers are satisfied with the community-school relationship				
8.	Students' performance is high				
9.	Parents are efficient at maintenance of discipline				
10.	The turn up of parents in school meeting is high				

SECTION B: Questionnaire for Teachers

Dear Respondent,

Kindly be informed that I am **EMILIAN SISTY** pursuing Masters of Education in Administration, Planning & Policy Studies M. Ed (APPS) from Open University of Tanzania. I am undertaking a research study entitled **“Role of School Management in Enhancing Teaching, Promoting Community-School Relationship and Academic Performance in Tanzania”** as a basic requirement to complete this course.

Kindly fill in this questionnaire form by inserting a tick [√] in the brackets or comments in the space provided to the best of your knowledge. Please hand it over to the researcher after filling it.

Demographics characteristics of respondents

1. Education qualification?

a) Ordinal level []

b) Certificate []

c) Diploma []

d) Degree []

e) Masters []

2. Gender

a) Male []

b) Female []

3. What is your Age category?

a) 20 – 25 []

b) 25 – 30 []

c) 31 – 35 []

d) 36 – 40 []

e) 41 – 45 []

f) 46 + []

4. This school has any management strategies in supervising teaching

Please, respond to all items given bellow by putting a tick (v) in the appropriate space using the following scales: Strong Disagree; Disagree; Agree; Strong Agree.

S/N	ITEMS	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I like the way the school management supervise classroom teaching				
2.					
1.	School management allow teachers to share their teaching techniques with fellow teachers				
2.	I received adequate support from the school management to do my job well				
3.	I am satisfied with the way my head teacher encourage us to attend in-service training and opportunity to further education and professional development				
4.	I am satisfied the teaching workshops in my school				
5.	There are adequate teaching and learning resources to teach effectively				
6.	My head teacher use many strategies to motivate teachers				

7.	Sometimes parents are invited to facilitate on some topics in certain subjects				
8.	Parents are allowed to access school resources such as water, buildings etc.				
9.	I like the close relationship between our school and the community				
10.	I feel I am valued by the students, the school management and the community				
11.	I feel satisfied with recognition I get from the community				

SECTION C: Questionnaire for Community Members

Dear Respondent,

Kindly be informed that I am **EMILIAN SISTY** pursuing Masters of Education in Administration, Planning & Policy Studies M. Ed (APPS) from Open University of Tanzania. I am undertaking a research study entitled **“Role of School Management in Enhancing Teaching, Promoting Community-School Relationship and Academic Performance in Tanzania”** as a basic requirement to complete this course.

Kindly fill in this questionnaire form by inserting a tick [√] in the brackets or comments in the space provided to the best of your knowledge. Please hand it over to the researcher after filling it.

Demographics characteristics of respondents

1. Education qualification?

a) Ordinal level []

b) Certificate []

c) Diploma []

d) Degree []

e) Masters []

2. Gender

a) Male []

b) Female []

3. What is your Age category?

a) 20 – 25 []

b) 25 – 30 []

c) 31 – 35 []

d) 36 – 40 []

e) 41 – 45 []

f) 46 + []

4. How school effective affect school-community relationship?

Please, respond to all items given bellow by putting a tick (v) in the appropriate space using the following scales: Strong Disagree; Disagree; Agree; Strong Agree.

S/N	ITEMS	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I like the way the school management extend invitation to community members to oversee school activities				
2.	School committee plan and discuss school budget				
1.	I feel satisfied with opportunities for sharing my experience with teachers and students				
2.	I received adequate support from the head teacher to support my child appropriately				
4.	I am satisfied the parent-school workshops in supporting the children				
5.	The community provides adequate support for the school to have adequate teaching and learning resources to teach effectively				
6.	The community-school relationship is strong				
7.	Sometimes parents are invited to facilitate on some topics in certain subjects				

8.	Parents are allowed to access school resources such as water, buildings etc.				
9.	I like the close relationship between our school and the community				
10.	I feel I am valued by the school management				
11.	I feel satisfied with recognition I get from the school				

SECTION D: Focus Group Discussion Guidelines teacher's /parents


1. In your view, what affect community-school relationship?
2. What should the school management do to ensure quality community-school relationship?
3. In what ways can community support the school?
4. What factors hinder community supporting the school?

SECTION E: Interview Guidelines for students

1. Which school in your ward performs the best standard seven national examinations?
2. What factors do you consider to contribute to high performance in that school?
3. Which school in your ward performs the worst in standard seven national examinations?
4. What factors consider contributing to low performance in that school?
5. How are your parents involved in school? Please explain

Thanks for your Cooperation

Appendix IV: Research Clearance letter

<p>The Open University of Tanzania Morogoro Regional Centre Plot 680 Block J Barakuda - Mazimbu P.O. Box 2062 Tel.No: 023 2613303 MOROGORO, TANZANIA</p>		<p>Chuo Kikuu Huria cha Tanzania Kituo cha Morogoro Plot 680 Block J Barakuda - Mazimbu S.L. Posta 2062 Simu No. 023 2613303 MOROGORO, TANZANIA</p>
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06/08/2021

Ref. No. OUT/MOR/UP/VVol1/96

District Executive Director,
Mvomero District Council,
P.O. Box 663
Morogoro

U f s: District Primary Education Officer,
Mvomero District Council
P.O. Box 663
Morogoro


RE: Introduction of Mr. Emilian Sisty Reg. No. PG201402142
(MED Apps) Student

The individual named above is a student in the Master of Education in Administration, Planning and Policy Studies (MED APPS) programme of the Open University of Tanzania studying at Morogoro Regional Centre.

The student is interested in conducting Research titled "Role of School Management in Enhancing Teaching, Promoting Community-School Relationship and Academic Performance: Case of Ten Selected Primary Schools in Mvomero District " for the fulfillment of the requirements of the programme of study.

I would appreciate if you could allow and provide the necessary environment for the students to carry out the exercise satisfactorily within the region.

We thank you in advance for your cooperation and continued support.

Yours sincerely,

 Ms. Neema Chilumika
 For: Director of Morogoro Regional Centre

CC. Mr. Emilian Sisty

Appendix V: Research permit letter


 JAMHURI YA MUUNGANO WA TANZANIA
 OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI
 ZA MITAA
 HALMASHAURI YA WILAYA YA MVOMERO

Umapojibu tafadhali taja:
 Kumb. Na. MVDC/D.39/15VOL.VI/55 Tarehe: 14.08.2021


Walimu Wakuu wa Shule za Msingi,
 Halmashauri ya Wilaya ya Mvomero,
MVOMERO.

YAH: KUMTAMBULISHA MTAFIGI EMILIAN SISTY

Husika na somo tajwa hapo juu.

- Namtambulisha kwako Mtafiti kutoka Chuo Kikuu Huria ambae ameomba kufanya utafiti katika Shule za Msingi Halmashauri ya Wilaya ya Mvomero.
- Utafiti huo unahusu **"Role of School Management in Enhancing Teaching, Promoting Community-School Relationship and Academic"**. Kuanzia tarehe 09, Agosti, 2021 hadi 09 Septemba, 2021.
- Hivyo mnatakiwa kumpa ushirikiano katika kufanikisha lengo tajwa hapo juu kwa muda wote atakakuwa katika Wilaya yetu.

Nashukuru kwa ushirikiano.


 Tusajigwe A. Mwaipopo,
KNY: MKURUGENZI MTENDAJI,
HALMASHAURI YA WILAYA,
MVOMERO.

KNY MKURUGENZI MTENDAJI
 HALMASHAURI YA WILAYA
 MVOMERO

Nakala: Katibu Tawala (W).
Wilaya ya Mvomero.

Ndugu, Emilian Sisty,
MTAFITI.

Halmashauri ya Wilaya Mvomero, S.L.P. 663, Morogoro, Simu: +255232934348, Nukushi: +2552334348.
 Barua pepe: ded@mvomerodc.go.tz, tovuti: www.mvomerodc.go.tz