

**COMMUNITYIN PARTICIPATION IN FEE FREE PRIMARY SCHOOLS IN  
KIBAHA DISTRICT, COASTAL REGION**

**SAREYO, M. ELISHA**

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT 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, **Community in participation in fee free primary schools in Kibaha District, coastal region**. In partial fulfillment of the requirements for the award of Degree of Masters of education in administration, planning and policy studies (**MED APPS**)

.....  
Prof. Elinami Swai

**(Supervisor)**

.....  
**Date**

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I **Sareyo, M. Elisha** declare that, the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of education in administration, planning and policy studies.

.....  
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.....  
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## **DEDICATION**

This research project is dedicated to my husband Elias K. Loi and my children Upendo E. Loi, Neema E. Loi, Happiness E. Loi and Joshua E. Loi for encouraging and supporting me throughout this study. It is also dedicated to my lovely parents Elisha Sareyo Laiza and Ruth Osaruni Mollel who laid the foundation for my education

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## ABSTRACT

This study examines the participation of community in supporting primary schools in Kibaha district, Coastal region. Specifically, the study examined the understanding of teachers and parents on the importance of community participation for school effectiveness; assessed the characteristics of community participation in primary schools ; and determined the effects of characteristics of community participation in primary schools on the quality of teaching and learning in Kibaha district. The study was guided by the Systems Theory and the information was gathered from 65 teachers and 20 community members -through questionnaire and interviews . The findings reveal that both the teachers and the community members had a correct understanding of the importance of community in supporting schools. It was however found that the community participation in schools was minimal due, in part, the government pronouncements of fee free education. On the effects of characteristics of community participation, it was found that schools were operating in meager resources, which negatively affected teaching and learning. Based on the evidence above, this study concluded that in the context of primary schools in Kibaha district FFP is contradictory to idea of school-community partnership within decentralization policy. In this respect, the study recommended that there is no need for contradiction between decentralization and FEE FREE education policies. The government should review both the FFP and encourage the community to support the development of schools to improve teaching and raise the quality of education in Tanzania. For further studies, it is recommended that more studies should focus on the strategies that the schools can use to encourage community participation in supporting schools' activities.

**Key words:** *Community, participation, decentralized primary schools, fee –free, Kibaha District.*

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**LIST OF ABBREVIATIONS**

MDGs	Millennium Development Goals
MMEM	Mpango wa Maendeleo ya Msingi
NES	National Education Standard
PSLE	Primary School Leaving Examination
TES	Tanzania Education System.

## **CHAPTER ONE**

### **BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

This chapter introduces the thesis. The thesis examines the community participation in supporting primary schools in Kibaha district, Coastal region in the context of fee free education policy. It examines the community participation from the understanding of teachers and parents. As opposed to the parents contribution to the education of their children, fee free education policy stipulates the minimal contribution of parents in their children's education, which in many places, rendered parents' dormancy in supporting the schools, with the pretext that the government has taken over in providing free education to the children of Tanzania. Therefore, central to change in fee policy was the need to encourage the community to support the development of schools to improve teaching and raise the quality of education in Tanzania. Guided by the Systems theory as a theoretical framework, the thesis examines the understanding of teachers and parents about the importance of community participation in enhancing school effectiveness. The chapter constitutes seven sections: the introduction; the background to the problem; and the statement of the problem that focuses on the gap in the literature. This is followed by the objectives and significance of the study. The last sections include the definitions of key concepts, and limitations of the study.

#### **1.2 Background to the Problem**

Community-school participation has existed in the history of modern education time immemorial (Edwards, 2017). This phenomenon has taken on different forms and meanings depending on the context. Within the context of pre-colonial school,

community was part and parcel of the school and any wise community member was asked to participate in the teaching of the children on various aspects of life including the culture of the community, the economy and science (Kimambo 1976).

All in all, community-school participation has been acknowledged as important by international organizations including the World Bank and UNESCO, and is among the strategies that modern countries use to attain school goals (Fitriah, 2010) and Sustainable Development Goals (UNESCO, 2009; World Bank, 2004). While acknowledging the importance of community-school participation,, there still is little understanding of the characteristics of community-school participation in primary schools worldwide (Epstein, 1992; Green & Mercer, 2001; Stephens, 2007) and countrywide (Kiwia, 1995; Babyegeya 2002; Illife 2007). Schools involve the community in part because they want it fast tract the development of its children in school. Some communities support the children financially and materially; communicate on different school-related issues; assume a school governance role; or get involved in the actual classroom teaching. Some schools involve the whole community through meetings and other school events, others engage just a few influential members to do something for the school like to teach on something and others through formal representation such as school boards.

In this line of thought, one would, but understand community-school participation from different perspectives. From a utilitarian perspective, community-school participation is considered as a method to get information and support from the community with a goal to promote certain educational interventions (Green & Mercer, 2001). From an empowerment perspective, community-school participation aims at narrowing the gap

between the community and the school. Here the goal is to empower the community to have a say in the school activities and events (Stephens, 2007).

Regardless of the modality and the extent of participation, I believe that every community-school participation practice is profoundly influenced by theories of participation, whether such influence is witting or unwitting. Furthermore, I assume that some school-community participation practices are better able to address school challenges than others. In fact, I believe certain participation, if not carefully handled are so harmful that they are likely to increase rather than decrease school challenges. Despite this observation, community-school participation is acknowledged as a good practice in the Delhi Declaration, which emanated from an Education for All summit. In that Declaration's preamble, clause 2.8 community-school participation is stated in the following manner,

“Education is, and must be a societal responsibility, encompassing governments, families, communities and non-governmental organisation alike it requires the commitment and participation of all. in a grand alliance that transcends diverse opinions and political positions” (Bray, 2003. p. 32).

In this study, I examine community-school participation in decentralized and fee free primary schools in Tanzania. I hope to alert its weaknesses and point the way to more civically responsible practices.

### **1.3 The Concept of Participation**

The concept of participation comes from the notion that the involvement of more people in decision making is better than not to involve them. In Tanzania, we have a proverb saying: *Penye wengi hapaharibiki neno*, meaning, where there are many people it is hard to go wrong. The concepts and descriptions of participation in the literature also

connote the same meaning. However, the concept of participation emerged from various contexts, such as in decentralisation practices promoted by the government; development projects promoted by the NGOs or in rural development programmes promoted by international agencies such as the World Bank. This study focuses on community-school participation as it is applied in a specific context of decentralisation in fee free primary education in Tanzania.

#### **1.4 Historical Overview of Community-School Participation Worldwide**

The modern concept of community-school participation has its origins in most decentralized countries such as the United States and the Great Britain. The history of community-schools in the United States follows the Great Britain model, where schools were administered by the community through “town meetings.” In these meetings few individuals were selected to manage the schools in intervals (Lane 1968). According to Lane (1968), community-school engagement was mandated by the Massachusetts law of 1642, which also authorized the parents to teach the children. The community had the mandate to supervise the schools, to select teachers and to propose necessary fees to raise the school revenue. In her study on parental involvement in education in the US, Fletke (2007) observed parents volunteering to help out in the lunchroom; others on school committee and in parent-teacher conferences.

This implies that, the community had a clear understanding of their role in school and this gave them the powers to exercise general supervision of the schools and it was a responsibility of the whole community to ensure that teachers are comfortable teaching and students get the best education possible. Within this arrangement that was backed up by The Act of Massachusetts, all schools in the United States were run and

maintained by the local citizens, who had the responsibility to make decisions and administer the school.

In New Zealand, the features are the same. According to Caldwell and Spinks (1998) the characteristic of community-school participation, resemble that of the US and Great Britain, where the whole community appoint few representatives to set goals, formulate policies, plan and approve budgets and evaluate the whole processes of school.

In Africa, Mwanakatwe (1968) reports that Zambia school committee boards follows the British education system, and this started under the Education Act of 1966. The community through the school committee boards is responsible for governing, managing and administering the schools. Unlike in the developed nations where the community has the role to oversee all the school activities, the parents, under the Education Act of 1966, are encouraged to take a more informed interest in the education of their children and the school boards are established by the Minister for Education. The role of a school board is to control the quality, supervision and maintenance of the school. In Zambia therefore, the community-school participation is controlled by the Minister for Education through the appointment of school boards.

Kenya, like other former British colonies, follows the characteristics of Zambia and the community-school participation is done through the school boards. The respected and responsible people are chosen to form members of school boards in Kenya (Anderson 1973). According to Lweja (1983), school board members are appointed by the Ministry of Education's guidelines and coordinated by the chief Education officer. Their role is to monitor and promote better education and children welfare.

It is clear that, the community-school participation is not an alien phenomenon that the community can decide to participate or not to participate. It is a tradition that has been there and is growing with the history of education worldwide. Key in all the reviewed countries is the understanding of the community's responsibility to improve school for better provision of quality education. This is only possible when the community understands the concept and acknowledges its role as the owners of the school.

### **1.5 Community-School Participation in Tanzania**

Community-School participation in Tanzania started long time, even before the colonial encounter and political independence but its functions changed over the time depending on needs of the schools in particular time. In pre-colonial period for example, community was a part and parcel of the school. The community had a role to organize the transfer knowledge from one generation to the other (Illife 2007). In various ways, this knowledge was transferred informally in variation of interactions, at home, in the community and to a larger social settings.

During colonial era when British occupied Tanganyika in 1870s the major roles of the community were to control and monitor discipline within the school such as truancy, revolts and boycotts. According to the British Act of 1870 communities surrounding the schools had the mandate to build or contribute to all development projects in schools. From the community, few members were selected to form school boards, and majority of them were workers from the colonial government (Babyegeya 2002).

After the political independence in 1961, Tanzania continued to use communities according to the British rules and this was made official in Education Ordinance No;- 37 of 1961 (Kiwia 1995). However, after the independence, many education reforms

were made by the government, including what to be taught, how it should be taught, for how long and who to teach. The organization of knowledge from the community was long forgotten and the government had the role to organize the knowledge according to the national development goals. For example in 1967 after Arusha declaration, education was provided to achieve the nation's philosophy of socialism and self reliance. Here the position and roles of the community, directly or through the representation in the school boards was mandated to advise the head of school on matters pertaining to the day to day running of the school; to initiate feasible projects for generating income and initiating projects and programmes for the general progress of the school.

Since 1999, when the government of Tanzania embarked on decentralisation reform policy as a follow-up to social and economic crisis in late 1980s and early 1990s, community-school participation was taken as a mechanism for local communities to have a say in the education of their children on the one hand, and on the other to reduce education expenditure burden from the central government (Reynolds, 2010; Teddlie, 2010). The strongest argument for decentralisation was local community dissatisfaction with the central government failure to deliver the quality education to the children of the country it had promised to the parents. This dissatisfaction was more conspicuous in the education policy of 1995 (TEP 1995) when the government of Tanzania officially instituted school boards to be responsible for the management, development, disciplining and financing of education (URT 1995). This policy was guided by Education Act of 1978. The school board represented by the parents and influential community members had the mandate and duties to work very closely with the teachers

to ensure, not only the provision of quality education but also the issue of discipline.

The role of head teachers was mainly concentrated on ensuring effective teaching.

In recent times, especially after the fee free education policy that started in 2015, community-school participation has become a challenge, especially that the parents were not considered in the development of fee free education policy. Because of this, the community understood their participation in school as obsolete and no longer needed and their role remained that of sending their children to school to learn and all other responsibilities, including school fees, feeding, and protection were left to the government (Goddah, 2018). According to Goddah, these changes, have become more challenging with a large number of children in school and meager resources.

Where there is weak or non support from the community, the schools do not only act conservatively; they often try to mobilize the community to support it (Mattar, 2012). This is because without the participation of the local community no school achievement is possible (Baig & Shafa, 2011). It is obvious that when there are strong ties with local community, schools can solve most of their problems. These ties may be in form of sending a child to school and supporting the out-of-school learning through advocating on behalf of the child, communicating with the school staff and maintaining a presence in the school (Epstein, 1992). Other forms include getting information about the school activities; being requested to comment on school programmes; or an opinions on the programs. Sometimes, community members are involved in making decisions on major school projects and programmes or activities. In more progressive school, communities are given a freedom to set their own agenda and organize for action. In others, they are equal partners in managing the school (Baig, 2011; Alam, 2012).

Indeed, one of the most visible impacts of fee free education was the surge in enrolment in standard one and the peripheralization of community-school participation, while many children from the poor families, who could not enroll, were now able to attend school. For example in 2016 the standard one enrolment was 2,120,667 compared to 1,531,746 in 2015 (TAMISEMI website –Open data). Unfortunately, the data on TAMISEMI only show school effectiveness in fee free education policy by the high enrolment without considering the experiences of the teachers and the students in the soaring number in school and classrooms, which are overwhelming to teachers and the students alike.

Because of sidelining the community, a number of studies indicated that fee free education policy in Tanzania has been accompanied by numerous challenges in implementation of quality education. For instance, Aluko & Adan, (2015) pointed that FFE policy has led to unwillingness by many parents to get involved, or make any contribution to schools which are necessary to help teachers to cater for the increased student enrolment that consequently caused other problems like large classrooms, heavy teaching loads, and inadequate instructional materials (Aluko & Adan, 2015; Kalunda & Otanga, 2015).

Further a study by Onyango (2012) linked students' low achievement with poor education infrastructure, poor teacher emoluments leading to low motivation to teachers, lack of teaching and learning materials in schools and poor training of teachers. Although all these challenges affecting the teaching and learning have been there for some time, I believe, the role of community in supporting the schools could make all the difference.

A review of Tanzania's Basic Education by the United Nations Education Scientific and Cultural Organization's revealed that Tanzanian students perform well below international standards compare to students of the same age group in low income countries UNESCO, (2018) The review indicated lack of competency in teaching among the teachers, a situation that results in teachers teaching from their own isolated experiences and impoverished situation. No wonder in many schools teachers' truancy is as high as half the number of the teachers in that school (see for example Quartz et al 2018), and UWEZA, (2016) on many children completing their primary education with no mastery of basic literacy skills.

I believe that lack of academic competency among the pupils poses a serious challenge for the future development of the students and of the country. While education has long been identified as a backbone for development of any country, if the current trend continues, primary schools in Tanzania are unlikely to achieve their educational goals and the country to meet its sustainable development goals.

As foregone, community participation in supporting the schools is important in raising education standards. The study conducted by Froyd and sympson in USA suggest that school communities can empower teachers to apply their knowledge, instructional skills, and educational tools and resources to meet the needs of individual students. This implies that, community has the role to ensure students' academic performance by supporting the school to improve teaching for the sake of the children (Froyd & Sympon, 2008).

## **1.6 Statement of the Problem**

Most literature concerned with school management does not dwell on how to improve the understanding of the community of their importance in supporting the education of their children for sustainable development. In the decentralized and fee free education policies, it has been taken for granted that the community will understand its role, despite the government's stipulation of taking over the fee responsibility from the parents. Moreover, very little is known about the challenges that the head teachers encounter in trying to attain school goals with very little support from the community. While the literature is full of the role of school and community in raising students' academic performance, not much is discussed on the characteristic of community participation in supporting the school in fee free education policy and the challenges that primary school teachers face with lack of support from the community. This study aims to fill the gap in the literature. It focuses on the understanding of the teachers and the community on the role of community-school participation; the characteristics of community participation; and the extent to which school is mandated to mobilize community in fee free education in Kibaha district.

## **1.7 General objective**

To examine the community participation in fee free primary schools in Kibaha, district Coast region, Tanzania.

### **1.7.1 Specific objectives**

1. Examine the understanding of the teachers and the community on the role of community in supporting primary school in Kibaha district.

2. Assess the extent of community participation in primary schools in Kibaha district.
3. Determine the effects of the characteristics of community participation in primary schools on the quality of teaching and learning literacy in Kibaha district.

### **1.7.2 Research Questions**

- i. What is the understanding of the teachers and the community on the role of community-school participation in Kibaha district?
- ii. What is the extent of community participation in primary schools in Kibaha district?
- iii. In what ways does the characteristics of community participation in primary schools in Kibaha district affect the quality of teaching and learning in Kibaha district?

## **1.8 Significance of the Study**

This research is important because generally school-community participation has been positioned as a mechanism for quality provision of education especially in the decentralization policy. However, only limited research has been done in the area of school-community participation within the current fee free education policy and its effects on literacy teaching. Hence, this study intended to contribute to the existing body of knowledge on the effects of fee free education policy on community participation in supporting primary schools in Tanzania. This provides an opportunity to understand the importance of school-community participation in the provision of quality 3RS (literacy skills) and the appropriate supporting services to teachers for effective implementation of 3Rs teaching skills. Not only these but it help educational planners to assist head-

teachers as they struggle to mobilize the community to support education in fee free education policy.

### **1.9 Limitations of the Study**

Literatures from Tanzania on community participation in supporting schools in fee free education were very limited. The researcher had to read the studies from very few Tanzanian's authors and the rest written papers from the authors outside the county. In addition, once earlier researcher had believed that the participants would provide genuine answers to the research questions, however, many were reluctant with the reason that, community contribution to school was a government hidden agenda. I had to overcome this challenge by assuring all the research participants that, all information was for the study to help me complete my masters degree and their answers were confidential. Lastly, the research participants preferred using Kiswahili as a national language, and thus, all interviews were translated into Swahili language from the English language and their answers were re-translated to the English language. In this process, some meanings may have been missed or misrepresented.

### **1.10 Definition of Key Terms**

**Teaching:** Refers to the process by which knowledge, skills and attitudes that learners' need is facilitated through interaction between teachers, learner, content and the environment concerned (Farrant, 1980). Also The Webster's Dictionary (1986, p. 2346) defines teaching as a "general term for causing one to acquire knowledge or skill with imparting of necessary incidental information and the giving of incidental help and encouragement."

### **1.11 Organization of the Study**

This study is organized into five chapters. The first chapter provides background information, statement of the problem; research objectives research questions, study assumptions scope and delimitation of the study, definition of key terms, significance of the study and organization of the study. The second chapter is about the literature review whereby the gap identified. Chapter three presents the research methodology and research design of the study. Chapter four is about results and discussion. The fifth chapter provides a summary of the study and conclusion as well the recommendation.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of related literature. It begins with the theoretical framework of the study. This is followed by empirical literature. The last part presents the knowledge gap, followed by the conceptual framework of the study.

#### **2.2 Theoretical Framework**

##### **2.2.1 Community Participation Theory**

There have been various theories of participation and many efforts have been made to develop a better understanding of the concept of participation. The origins of participation in education can be traced back to the work of a Brazilian educator, Paul Freire in 1970s when he first popularized the idea of the right of the poor to question their education and other development projects. Freire, in his book, *Pedagogy of the Oppressed* (1970) developed a concept of conscientisation as a process through which the marginalized groups can participate in questioning the mainstream education. The concept of conscientization gained a great deal of attention and exercised significant influence on many areas of thought. He believed that via empowering viz a viz oppressive education, the poor could begin to understand their own oppressive circumstances.

Freire's work has been considered as one of the basic foundational theories of local community participation and empowerment through education. Nevertheless, Rahman (1995), a theorist in participation critiqued Freire's view by claiming that the concept of conscientization as key in Freire's theory presents a radical stance from Marxist vision

of the self- emancipation of the oppressed class. He believed that participation should not be confined to the oppressed and oppressor. Rahman suggested a concept of ‘popular participation’ is more encompassing, where everybody is required to participate regardless of their position (Rahnian. 1995). This concept is increasingly being adopted as a more secure way of achieving community involvement and has gained attention in educational policies worldwide including Tanzania where community-school participation is linked to liberating both the school and the community.

Although many countries have adopted the concept of community participation, including the UN, Botes and Van Rensburg (2000) have critiqued the notion, suggesting that, rather than seeing it as an empowering process, it can also be used to disempower the community for the sake of maintaining power relations and ensuring the silence of the poor. According to Botes and Van Rensburg (2000), community participation does not necessarily benefit local communities as the local leaders may not represent and reflect the views and perspective of the broader community. This theory is useful in this study to assess the relationship between the teachers and the community conception of the role of community in supporting the school, especially in the enhancement of effective teaching and learning.

### **2.3 Cognitive Dissonance Theory**

Cognitive Dissonance is the second theory that frames this study. This theory was developed by Festinger (1957). According to Festinger, human being "alter their behavior" as a result of cognitive dissonance. This implies that, when there is a difference between a desired condition and a perceived condition, human beings tend to

behave differently due to cognitive confusion. In this difference, or disequilibrium, Festinger explains, human beings feel uncomfortable and in need of harmony to offset the disequilibrium and bring about equilibrium. It follows that the policy of fee free education created a discrepancy between the role of the government and of the community in supporting the schools. While the government relieve the parents from school fees, the schools try to encourage the community to assume its role to support the school even in amidst of chaotic situation. Cognitive dissonance theory helps to explain the mismatch between the fee free education policy and the teachers' and the community's understanding of community-school participation.

## **2.4 Empirical Literature**

### **Introduction**

This section presents the literature related to this study. It dwells on the literature based on the two objectives of this study: the understanding of the role of community in supporting the school; the characteristics of community participation in schools.

#### **2.4.1 The role of community in supporting the school**

Community is like a school assistant to help achieve its educational goals. As an assistant, the community has a role to ensure the teaching is done and the students have a successful educational experience. In his book, *Equality of Educational Opportunity* (1966), Coleman, explicitly acknowledges the importance of community for the school to achieve its goal. Likewise, Dykstra (2015) confirmed that community is important for school success. In his book, *Last Chance For Our Children: How You Can Help Save Our School*, Honig (1985), stressed the importance of community involvement in the pursuit for school effectiveness.

In their study, *Community Participation in Enhancing Quality Basic Education Service Delivery in Nigeria*, Olumade and Olatoun (2015) a descriptive survey to study the role of community in assuring quality basic education delivery. These scholars interviewed 150 heads of schools and 150 classroom teachers on the key role of community participation in quality assurance. Olumade and Olatoun found that the majority of the respondents considered the role of the community in the provision of textbook, and providing necessary support to the teachers. They also found that, community participation in school enhances the transmission of skills, knowledge, value and traditions of the community to learners. Olumade and Olatoun suggested that the government of Nigeria needs to acknowledge the importance of community in supporting schools and support community initiatives.

In his study on *Community Participation in the Management*, Aryeh-Adjei (2021) reviewed the literature on community participation in the management of Ghanaian schools. He found that community was important in school management, in terms of ensuring the smooth running of schools and enhancing the implementation of key school objectives by raising funds to support the schools, ensuring students attend schools regularly and complete their studies, and improve school facilities. Aryeh-Adjei suggested that in order to enjoy the benefits that come with community participation in the management of schools, there is a need for both the community and the school to accept the responsibilities that come with this participation. This includes investing time and effort to actively interact to ensure sustained involvement. Further, Aryeh-Adjei suggested to the government to come out with a clear funding structure,

school management structure, and how to hold schools accountable in order to build community trust and promote a sense of community ownership and management.

Apart from supporting the school directly, some scholars have focused on the role of community in supporting the children to succeed in school. A study by Rajabu (2007) shows the problem of early pregnancy among school girls as being associated with the community. In his view, when the community support the children, they act as children's guardians, and thus, act as school administrators in the community.

In the same lines, a study by Manning, et al (2006) suggested that the community is responsible for children to develop self-concept or self-esteem. This is realized when the community sees the children do what is proper according to the expectation of the community. A study by Oloo, (2003) shows that students from strong communities tend to achieve at the highest levels. Oloo further suggests that, children from strong communities had a better statistical chance of participating in higher education. In his study Oloo found the importance of the community's alertness on what the children are doing, where they go and who they talk to.

A study conducted by Chimombo et al (2002) in Malawi found that the community that discouraged children's night activities such as dances and initiation ceremonies had the best performers and higher school graduates than those who left the social and cultural events to take the upper hand.. He suggested that, community interference is an important strategy to ensure children are not lured towards social and cultural influences. Omoregie et al (2009) study supported the idea and suggested that all cultural and traditional practices that are not in support of formal education should be discouraged at all levels. In their study, Omoregie et al (2009) suggested that

community is important to change social and cultural practices to support children's education.

#### **2.4.2 The Extent of Community Participation in School**

The extent of community participation in school has dramatically changed from the history when community members were physically managing the schools (Lane 1968), to supervising and governing (Mwanakatwe 1968) and controlling, monitoring and disciplining (Babyegeya 2002). This change has been partly brought about by the notion that only the government can stipulate what should be done in school and the role of community remains to be more of advisory through school committees. This transformation has created a condition that community assumes a role of sending their children to school to learn, leaving all other responsibilities, to the government (Goddah, 2018).

The current characteristic of community participation in school is weak and non supportive and, in some cases, they only act when mobilized (Mattar, 2012).

In their study, Bush and Oduro (2006) found that heads of schools in Africa face the challenge of working in poorly equipped schools with inadequately trained staff. This implies that, in an effort to support teachers, these school leaders can do nothing but issue directives with no means to tangibly support the teachers in terms of tangible incentives. Bush and colleague argued that, in such a condition, the schools can be successful in creating a culture of teamwork, but this is impossible in the current situation where operate in harsh environment.

In their study, Donald, Lazarus and Lolwana (2004) found many challenges that heads schools face hindering them from maximizing their efforts in supporting their teachers.

McEwan (2003) cites a lack of skills and training among the heads of schools, lack of teachers and various stakeholders' cooperation. McEwan posits that inexperienced head teachers tend to be hesitant to talk with veteran teachers about teaching and thus, the teachers are left to do what they want and in the process, teaching, including literacy teaching suffers.

In his study, Kattan (2006) used surveying tool to collect information to determine the effects of characteristics of community participation in schools in free education. He found that community was reluctant to pay tuition fee, buy text books other educational materials for their children or any charges, such as examination and games fees. Kattan suggested that it is high time that the government educate the community on their role in supporting the schools for the development of the nation.

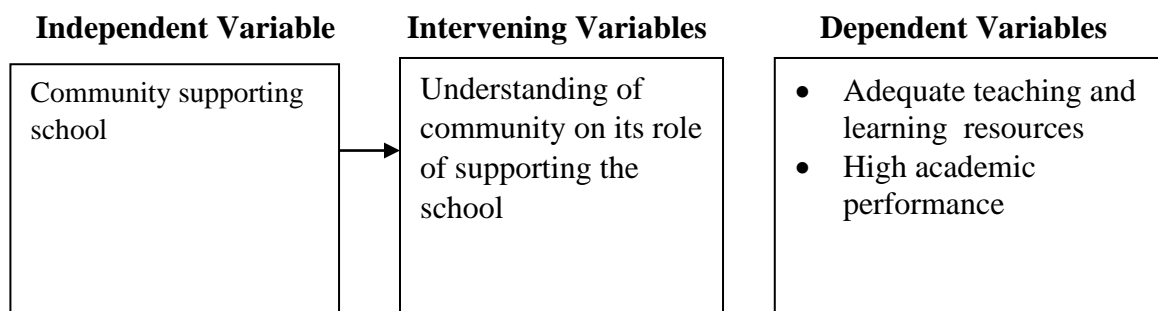
In his study on the impacts of the effects of the current characteristics of community participation in schools in Babati, Etholm (2009) assessed the educational policy goal of 2015 on primary schooling. Etholm found that while the policy opened the opportunities for children to go to school, the schools became a dumping place, flooded with students in the midst of shortage of teachers and classrooms, while at the same time, weak community support. Etholm suggested that it is important for the government to involve community when making drastic changes in schools to ensure quality education.

## **2.5 Knowledge Gap**

Most literature concerned with community-school participation, does not dwell on the participation modalities in the context of government stipulations, such as in a fee free education policies. It has been taken for granted that the community will understand

their demarkation and help the school to attain its goals and positively contribute to the efforts towards the achievement of sustainable development goals. Moreover, very little is known about the challenges that the schools encounter in trying to attain educational goals with very little support from the community. This is a gap that is in the literature and which this study aims to fill. Therefore the rational of this study was conducted on the level of community - school support in the midst of fee free education policy in Tanzania.

## 2.6 Conceptual framework



**Figure 2.1: Conceptual Frame work**

The conceptual framework shows the interrelationship between the community support of school and the adequacy of teaching and learning resources, leading to students' high academic performance.. The framework postulates that the community support influence the teaching-learning. However, this is meadiated by the understanding of the community on its role. In the context of fee free education policy, there has been a miss match between the community understanding and supporting the school and this has created a struggle in many primary schools, where the support from the government is not adequate.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that were employed in this study. The chapter constitutes eleven sections: the introduction; the research approach; study design, area of research and the reason for the choice of study area. Other sections include: study population; sample of the study and the sampling procedures; research methods and research instruments. These are followed by reliability, validity and ethical consideration issues.

#### **3.2 Research Approach**

This research adapted the mixed method approach (Cresswell, 2003), to collect, analyze, interpret and report or present the data. Although the study used both quantitative and qualitative approaches, qualitative approach was dominant, where the report is based more on the data collected through narrative. The quantitative data are presented in numerals with percentages (Creswell & Plano, 2011). The approach is useful because through the narratives, the researcher acquired respondent's inner feelings and opinions on the problem under the investigation.

#### **3.3 Study design**

The study employed Triangulation techniques as means of data collection. Winter (1989) define "triangulation" as the creation of a variety of types of data which imply an information to be investigated by using a number of different methods to converge on one interpretation with great confidence as compared to the findings interpreted by a single of investigation (p. 23)."

The design provided the description of the situation as it was, and of some part of the population. According to Kothari (2004), “a research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Research design is also a conceptual structure within which the research is conducted and the process by which the topic is turned into the researchable project. Hence this study used mixed approach.

### **3.4 Area of the Study**

This study was conducted in Kibaha district of Coastal region. Specifically five primary schools in Kibaha Town Center were used for this study. These include Miembesaba, Kongowe, Bamba, Mwendapole and Jitegemee primary schools.

Kibaha was chosen for the study for several reasons. One reason may be the kind of communities surrounding the schools and their economic activities. Kibaha is dominated by Muslim religion and, unlike their Christian counterparts, the natives prefer traditional ways of life (ngoma) than believing in modern education. This cultural context needs strong intervention in relation to sensitizing the community on the government intentions and the role of the community in supporting the schools. Second, most of the natives’ traditional crops are cashew nut, coconuts, cassava and fruits like mangoes, oranges and pineapple. These are important food and cash crops that need people with high level of education and thus, quality education of the children is important for the sustainable of the community. The third reason for the choice of Kibaha is that, it is a central area that is growing faster than many district centres in Tanzania due to the industrialization policy. As a result, many industries are built in Kibaha area and by the time this research was conducted, there were several projects

under construction stages, such as Standard gauge Railway, Dry port (Bandarikavu), skin industry, pharmaceutical industry, steel nail industry, nondo industry and so many industries and thus, strong education for the children of the community is needed to manage these projects in the future. My personal reasons to choose Kibaha is that, this is my working area so to avoid unnecessary cost like accommodation and long way traveling costs, it was necessary for me to choose this as my study area. Second, Kibaha is an easier way for me to negotiate myself in the data collection process because of my familiarity with the community members and the schools.

### **3.5 Study Population**

Population is any group of individual that have one or more characteristic in common that is of interest of the study. The population may be all the individual of a particular type or more restricted part of that group (Best and Khan, 1993).

The target populations for this study was all the primary school teachers and the parents of the students in primary schools in Kibaha during the time of this study.

### **3.6 Sample size for the study**

The term sample is the specimen or part of the whole (Naomi 1998). Therefore 65 primary school teachers from Miembesaba, Kongowe, Bambo, Mwendapole and Jitegee primary schools in Kibaha district and 20 parents of their pupils are sample of this study.

### **3.7 Sampling procedures**

The sampling procedure started by identifying the primary schools in Kibaha district council. Here stratified sampling was used to get schools that were in urban areas and

sub urban areas. 3 schools from sub urban and four from urban were selected. The second step was to random sample the teachers in each school. Here stratification was used to get an equal number of males and female teachers. The headteachers from the same schools were selected through a purposive sampling technique.

### **3.8 Data collection Methods**

As a triangular method was applied, where the questionnaire and Interview schedules were the instruments used during data collection.

#### **3.8.1 Instruments for Data Collection**

##### **Interview**

Interview is a conversation of two people or two groups of people, whereby questions were asked and answers were given, it is between interviewer and interviewee. Interviewer is the one asking questions and interviewee is the one who responds. Interview is the best way of collecting information because first it is economical; it may provide large amount of information with a low cost. Secondly, Its responses can be easy to converted to qualitative data (than just counting the numbers of 'Yes' or 'No' answers) Also it save time, it is quickly done than other methods (Saul McLeod 2018). Interview was used to collect data from. The interview was used to collect data from the head teachers.

##### **Questionnaire**

A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents. The questionnaire was invented by the Statistical Society of London in 1838 (Gault. 1907).

Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users as the possible answers may not accurately represent their desired responses. OECD Economic Surveys (2019). This instrument was used to gather information from the teachers and parents.

### **3.9 Reliability**

Reliability is the extent to which a measurement instrument or procedure yields the same results on repeated trials (Carmines, 1979). Therefore in this study the developed tools for data collection, questionnaires, observation and interview guides were checked if they were able to produce expected results across schools. This has given the researcher a power shelf of the use of different tools to the respondents which helps to triangulate the truthiness of data.

### **3.10 Validity**

Validity is the ability of the research tools to measure what is required to measure. A measurement procedure cannot be valid unless it is reliable. Without reliability and validity it would be very difficult to decide which research should be trusted and which should be completely disregarded (Mattick, 1998). In order to check for validity the tools for this research was piloted using a different segment of the research participants to see if the instruments would collect the expected data and measure the information of what was expected.

### **3.11 Ethical considerations**

Ethics relate to moral choices affecting decision, standards and behavior. In this study, I tried to ensure that no party suffers any adverse consequences from participating in this study. This was ensured by making all the names and responses confidential. Where necessary, I used pseudo names and I told my research participants upfront that they had a freedom to respond or not respond to any question they were asked. To do this research, I got a permission from Postgraduate office at the Open University of Tanzania and followed all the necessary protocols.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1 Introduction

In this chapter, the researcher analyzed and presented data obtained through questionnaires and interview. The quantitative data obtained was analyzed and presented in form of frequency tables and bar graph. The interviews were analyzed and recommendations given based on the outcome of the responses.

#### 4.2 The Questionnaire Return Rate

The study involved administration of questionnaires to 65 research participants who included the teachers and the parents. Five head teachers were subjected to interview. All the questionnaires that were sent out were fully filled and returned. This is because I was keen to make a follow up and agreed to wait for the respondents to take their time to fill the questionnaire. Further, all the targeted head teachers agreed to respond to my interview. This is because I agreed to be available at their convenient time. Response rate is shown in Table 4.1

**Table 4.1: Questionnaire return rate**

<b>Respondents</b>	<b>Number issued</b>	<b>Number collected</b>	<b>Return rate</b>
Teachers	50	50	100%
Community members	20	20	100%
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Source:** Field Data (2021)

The results from Table 4.1 show a high number of questionnaire return rate. Respondents participated in the study which provided (100%) of both the head teachers

and the teachers. This was taken as a good response for analysis of the variables under study. According to Mugenda & Mugenda (1999) it is high enough to provide the required information.

### 4.3 Demographic information of head teachers and teachers

A researcher sought it was important to look on the demographic characteristics of the respondents participated on this study; The general information considered in this study was on gender, years of experience, and class they teach.

#### 4.3.1 Gender of the respondents

Gender was a factor to be considered among the respondents because it would enable the researcher acquire information from both gender. The responses are shown in Table 4.2

**Table 4.2: Respondents' Sex**

Type of respondents	Sex Frequency		Sex %	
	M	F	M	F
Head teachers	5	10	33.3	66.6
Teachers	20	30	33.3	66.6
Community	10	10	50	50
<b>Total</b>	<b>30</b>	<b>50</b>		

**Source:** Field Data (2021)

From Table 4.2. 5 (33.3%) of head teachers were males and 10 (66.6%) were females, while 15 (33.3%) of the teachers were male and 30(66.6%) were females. On the part of community members, there was a balance between sex.

#### 4.4 The Understanding of the Role of Community in Supporting Schools

The first specific objective was aimed at exploring the understanding of the teachers and the parents on the concept of community participation in supporting schools activities and development. Questionnaire and interview schedules were used to solicit this information. The question was: What is your understanding of the role of community in supporting the schools? This question was responded to by all (70) respondents including 5 head teachers, 45 teachers and 20 community members. To obtain the answers for this question, Likert scale that ranged from strongly disagree, disagree, agree to strongly agree was used to respond to 7 question including: Designing curriculum; financial and material support; building infrastructure; school governance; mobilizes resources for the school; student support; and teacher support - as shown in Table 4.3.

**Table 4.3: Role of Community Participation in School**

Item	Type of Respondents	Responses							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%
Designing curriculum	Head Teachers	6	40	8	53.3	1	6.6	0	0
	Teachers	30	60	10	20	10	20	0	0
	Community members	20	100	0	0	0	0	0	0
Financial and material support	Head Teachers	0	0	2	13.3	10	66.6	3	20
	Teachers	0	0	10	20	15	30	25	50
	Community members	0	0	0	0	5	25	15	75
Building school infrastructure	Head Teachers	0	0	2	13.3	10	66.6	3	20
	Teachers	0	0	16	32	20	40	14	28
	Community members	0	0	0	0	15	75	5	25
School governance	Head Teachers	2	13.3	5	33.3	4	26.6	4	26.6
	Teachers	0	0	10	20	10	20	30	60
	Community members	0	0	0	0	15	75	5	25

Mobilizing resources for the school	Head Teachers	6	40	2	13.3	5	33.3	2	13.3
	Teachers	12	24	10	20	8	16	20	40
	Community members	0	0	0	0	15	75	5	25
Student support	Head Teachers	0	0	2	13.3	10	66.6	3	20
	Teachers	0	0	10	20	10	20	30	60
	Community members	0	0	0	0	15	75	5	25
Teacher support	Head Teachers	0	0	2	13.3	10	66.6	3	20
	Teachers	0	0	10	20	10	20	30	60
	Community members	0	0	0	0	15	75	5	25

**Source:** Field Data

Table 4.4 shows that all the community members disagreed with the statement that designing curriculum was among the role of the community members. Likewise, the majority of the head teachers 83.3 were of the same opinion. Also the teacher 80% did not agree with the statement that designing curriculum was a role of the community members. Likewise, all the community members agreed with the statement that financial and material support was among their role. This statement was also supported by the head teachers, 86% and 80% of the teachers were of the same opinion. Equally, all the community members agreed with the statement that building school infrastructure was the role of the community, while 86% of the head teachers and only 68% of the teachers had the same opinion. On the statement, 'school governance,' 46% of the head teachers did not consider this as among the roles of the community, while all the community members agreed to the statement. 40% of the teachers also did not consider school governance as among the roles of the community. It was also interesting to find that, all the community members agreed to the statements that mobilizing resources for the school, students support and teacher support were among the community responsibility abut not all the head teachers or the teachers considered

these statements as true. From the responses in Table 4.4, it looks like the community members found it their responsibility to support the school in all aspects. However, although the majority of the head teachers and the teachers were of the same opinion, not all of them thought that way.

In order to triangulate these data, interview was used. The question was: *What do you consider to be the role of community participation in primary school in the current policy of fee free education?* The following were some of the responses from the head teachers:

- Head teacher 1: In the current education policy of fee free education, the role of the community is no longer clear. Although the schools are in a very bad situation in terms of finances, the community members are not allowed to contribute money to school. To me this is like to tell them you are not a part of the school.
- Head teacher 2: Personally, I believe the community has a role to everything, including building the school infrastructure and paying for the food, the cook and the guard. However, in current policy the community is not allowed to support the schools in anyway.

On the part of the teachers, some had this to say.

- Teacher 1: I think the role of the community remains the same as it has always be, giving their labor and resources to school. The problem is that, many community members as well as the teacher are confused with the government statement of fee free basic education....I think the role of the community to school is still the same...
- Teacher 2: It is hard to know...The government said it pay the school fees, but sometimes it also tells the parents not to contribute anything. So the role of the community in primary school, even in secondary school is no longer clear as it used to be.

Some of the community members also were interviewed and some of their responses were as follows:

- Community member 1: I think the role of the community is to support the school and to ensure that the students are taught properly.

Although there are rumors that the community should not contribute to school, I don't think this is right.

Community member 2: Some people think the role of the community in supporting the school has changed. I think this is just politics. We support the school in many ways. Even if we no longer pay the school fees, the parents buy everything else for their children, uniforms, books, and even the food and transport. The idea that only the government is supporting the school is politics.

From the above, it seems that all the respondents in different degrees and from different angles, understood the role of the community participation in school. Their views are in line with the ideas of Olumade and Olatoun in Nigeria who found that the role of the community included providing textbook, and necessary support to the teachers. Likewise, a study by Aryeh-Adjei (2021) in Ghana found that community was important in school management, in terms of ensuring the smooth running of schools and enhancing the implementation of key objectives of the school. In Tanzania however, although the respondents have put into practice due, in part, the government contradictory statements on the same.

#### **4.5 Characteristics of community participation in primary schools**

The second specific objective was aimed at assessing the characteristics of community participation in primary schools. Questionnaire and interview schedules were used to solicit this information. The question was: *What are the characteristics of community participation in primary schools?* This question was responded to by 90 respondents including 15 head teachers, 50 teachers and 20 community members. To obtain the quantitative data for this question, Likert scale that ranged from strongly disagree, disagree, agree to strongly agree was used to respond to 7 questions including: physically managing the schools; supervising and governing

Controlling; monitoring and disciplining; advisory through school committees; sending their children to school to learn; Weak supporting of the school; Strong supporting the schools - as shown in Table 4.4.

**Table 4.4: Characteristics of community participation in primary schools**

Item	Type of Respondents	Responses							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%
Physically managing the schools	Head Teachers	6	40	9	53.3	0	0	0	0
	Teachers	40	60	10	20	0	0	0	0
	Community members	20	100	0	0	0	0	0	0
Supervising and governing Controlling	Head Teachers	5	33.3	2	13.3	10	66.6	3	20
	Teachers	15	30	10	20	15	30	0	0
	Community members	0	0	5	25	10	50	5	25
monitoring and disciplining	Head Teachers	0	0	2	13.3	10	66.6	3	20
	Teachers	0	0	16	32	20	40	14	28
	Community members	0	0	0	0	15	75	5	25
advisory through school committees	Head Teachers	0	0	5	33.3	10	66.6	5	33.3
	Teachers	0	0	10	20	10	20	30	60
	Community members	0	0	0	0	15	75	5	25
Sending their children to school to learn	Head Teachers	6	40	2	13.3	5	33.3	2	13.3
	Teachers	12	24	10	20	8	16	20	40
	Community members	0	0	0	0	15	75	5	25
Weak supporting the schools	Head Teachers	0	0	0	0	5	33.3	10	66.6
	Teachers	0	0	0	0	20	10	30	60
	Community members	0	0	0	0	15	75	5	25
Strong supporting the schools	Head Teachers	10	66.6	5	33.3	0	0	0	0
	Teachers	30	60	20	40	0	0	0	0
	Community members	2	10	2	10	10	50	6	30

**Source:** Field Data 2021

Table 4.5 shows that all the respondents including the head teachers the teachers and the community members did not agree with the statement that the community physically

manage the schools. Also, all the respondents agreed with the statement that weak supporting the schools was the characteristic of the community. The rest of the statements were agreed and disagreed within the groups. In order to triangulate these data, interview was used. The question was: *What do you consider to be the characteristics of community participation in primary school in the current policy of free education?* The following were some of the responses from the head teachers:

Head teacher 1: To me the community participation in supporting the school is very weak. Most of the parents just bring their children and the schools are expected to do everything. This has affected the teaching of the students as the school cannot do everything....

Head teacher 2: It is like the community is there watching, and the schools over there doing their things, no communication and the community participation in school activities is very minimal. I cant blame this situation, we broke the relationship ourselves.

On the part of the teachers, some had this to say.

Teacher 1: Very weak....very weak indeed. Even if you call a meeting, you see very few parents coming and when they come, the argument is, the government is supposed to pay everything and we are not supposed to contribute anything. This is a problem...

Teacher 2: The characteristic is weak, The support from the community is very minimal and the school has no right to send the students home for failure to have the necessary items like text books, pens or uniform....This is a problem.

Some of the community members also were interviewed and some of their responses were as follows:

Community member 1: How can I say this...It is there but not the same as it used to, say, ten, twenty years ago. Now that the government has taken over, the community participation in school activities is minimal, but in private schools, you find parents contributing to everything, even for tuition, which they have already paid.

Community member 2: It is the same, only that the parents do not contribute that much....the government is paying, at least in primary

schools. But I think the characteristics of community participation is still the same, only that it has changed with the current policy that the school fees is paid for by the government.

From the above, it seems that all the respondents in different degrees and from different angles, had a view about the characteristics of the community participation in school. Although most of their views are in line with the ideas of Mwanakatwe (1968) and (Babyegeya 2002) who suggested that the characteristic of community participation in schools has changed from physically managing the schools to just sitting and watching, many believed this change is political and not real. Despite the contracting views, many still believe that all the responsibilities towards the school are on the shoulder of the government (Goddah, 2018).

#### **4.6 The Effects of characteristics of community participation in schools**

The third specific objective was aimed at examining the effects of characteristics of community participation in primary schools. Questionnaire and interview schedules were used to solicit this information. The question was: *What do you consider to be the effects of the current characteristics of community participation in schools?* This question was responded to by 85 respondents including 15 head teachers, 50 teachers and 20 community members. To obtain the answers for this question, Likert scale that ranged from strongly disagree, disagree, agree to strongly agree was used to respond to 5 question including: meager teaching and learning resources; failure to provide quality education; the rise of the level of stress among the teachers; low morale among teachers; and fewer sports and games in schools.

- as shown in Table 4.5.

**Table 4.5: Effects of characteristics of community participation in schools**

Item	Type of Respondents	Responses							
		Strongly Disagree		Disagree		Agree		Strongly Agree	
		f	%	f	%	f	%	f	%
Meager teaching and learning resources	Head Teachers	0	0	1	6.6	8	53.3	6	40
	Teachers	0	0	5	10	15	30	30	60
	Community members	0	0	0	0	10	50	10	50
Failure to provide quality education	Head Teachers	0	0	2	13.3	10	66.6	3	20
	Teachers	0	0	10	20	15	30	25	50
	Community members	0	0	0	0	5	25	15	75
Rise of stress among the teachers.	Head Teachers	0	0	2	13.3	10	66.6	3	20
	Teachers	0	0	10	20	20	40	20	40
	Community members	0	0	0	0	15	75	5	25
Teacher low morale	Head Teachers	0	0	1	6.6	7	46.6	8	53.3
	Teachers	0	0	0	0	20	40	30	60
	Community members	0	0	0	0	15	75	5	25
Fewer sports and games in schools	Head Teachers	0	0	0	0	5	33.3	10	66.6
	Teachers	0	0	0	0	20	40	30	60
	Community members	0	0	0	0	15	75	5	25

**Source:** Field Data 2021

Table 4.6 shows that all the respondents were in agreement with all the statements, that, the current characteristics of community participation in schools has an effect on school operating in meager teaching and learning resources; failure to provide quality education; the rise of the level of stress among the teachers; low morale among teachers; fewer sports and games in schools. From these responses, it looks like the school and the community members hold school-community relationship as important in the smooth running of the school. However, although nearly all the respondents agreed to

those effects, there are some small pockets of disagreement and in order to iron this, the data were were triangulated through interview.

The question was: *What do you consider to be the effects of the current characteristics of community participation in schools?* The following were some of the responses from the head teachers:

Head teacher 1: As I said before, the current characteristic of community participation in schools is very weak. This means that the schools are not getting, for example, the support, in terms of materials and physical labor as they were used to and this is a big blow in the infrastructure and in teaching and learning. In the building for example, the government cannot pay for everything, we can use free labor from the community..... the schools are not allowed to use the community members to build the school and this is making the management of school too difficulty.

Head teacher 2: Personally, I believe the lack of support from the community has all the negative effects in school. For example, where the community used to be a part and parcel of the schools and contributed their time, labor and materials, the schools are now left to wait for the government to bring the money that is too meager to run the school. You find the cooks, and the guards go three four months without getting their salaries and this makes it too difficult for them and for the management to tell them anything. This effect is really a problem.

On the part of the teachers, some had this to say.

Teacher 1: I think some people exaggerate the current situation and the earlier. For me, I don't think there is much that has changed. The community has been reluctant to support the schools, since colonial times, and if you have read the history, the colonial masters used to can them to support the school. The current situation is the same, I don't think it is because the government is paying the school fees. I think the government is helping the poor to bring their children to school, who were not allowed before the current fee freed education intervention.

Teacher 2: I know there are a lot going on in schools in terms of meager resources and teacher morale. But I think this has always been the case, especially in primary schools. Resources have always been scarce and the teachers have always been having low morale and this has nothing to do with the school-community relationship. We need to find a different witch...

Some of the community members also were interviewed and some of their responses were as follows:

- Community member 1: I think the current situation in schools cannot be directly linked to lack of community support. The low morale and few, dilapidated buildings have been with us for a very long time. Even the times that the communities were forced to support the schools, the buildings have never been better. I think it is more of a historical and cultural thing than economic....
- Community member 2: As I said, the current situation in schools more of politics than reality. No one has ever told the parents not to support his children's education. If the government is paying for school fees, it just means the government had decided to provide education to its citizens and has nothing to do with the community support...

From the above, it seems that there is a mismatch between the views of the teachers and those of the community members on the effects of the current community participation in school. While some of the views of the teachers are in line with the ideas of Pellicer, (2008) and Bush and Oduro (2006) who suggested that the heads of schools in Africa face the challenge of working in poorly equipped schools, the community members believed that this situation has nothing to do with the community. Specifically, the community's views are contrary to those of Kattan (2006) who suggested that the community was reluctant to pay tuition fee, buy text books other educational materials for their children because of ignorance.

In this chapter, I have presented three broad areas where community needs empowerment in order to improve the quality of its participation in supporting the schools. The majority of the responses revealed that both the teachers and the community had a clear understanding of the role of the community in supporting the school and there is not evidence of lack of knowledge on this. On the characteristics of

community participation in supporting the school, all the respondents agreed with the statement that community-school participation was weak and the effect of this in teaching and learning was suggested to be the meagre resources, leading to high level of stress among the teachers and the dwindling of games and sports in schools.

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction and summary of the study**

The general aim of conducting this study was to explore the understanding and practicing community-school participation in the context of decentralized and fee free education in Kibaha District of Tanzania. In the investigation, I focused on the characteristics and the extent of community-school participation to ensure schools attain their educational goals. The literature ( Epstein, 1992; Green & Mercer, 2001; Stephens, 2007; Kiwia, 1995; Babyegeya 2002; Illife 2007) has shown that community has the capacity to support the children financially and materially; communicate on different school-related issues; assume a school governance role; or get involved in the actual classroom teaching. Similarly, the data in chapter four has revealed different understanding of the role of the community in supporting the school, the characteristics and the effects of the current community characteristics on school effectiveness. In the proceeding of this chapter the results are discussed according to the objectives of this study. At the end, a discussion of the methodology used and the implications of the study with suggestions for further research are presented.

#### **5.2 Understanding of the role of the community in supporting the school**

The support of the community in schools is as important as government support within fee free education policy in decentralized mode of governance in Tanzania. On the one hand the community has the people with passion to see their community develop through education of their children (Aryeh-Adjei (2021). The community participation in supporting the schools therefore, is an important link in Tanzanian education and its

quality needs to be reviewed and improved from time to time. As discussed in chapter two, the role of community in supporting schools is described in terms of a helping hand to ensure the schools achieve their goal. This role include raising funds to support the schools, ensuring students attend schools regularly and complete their studies, and improve school facilities (Aryeh-Adjei, 2021; Rajabu 2007; Manning, et al 2006). This has also been the case in this study, as the results have revealed varying conceptions towards understanding the role of the community in supporting education in fee free education policy in decentralized mode of education. Majority of the teachers conceived the role of the community as no longer clear. However, they believe that the community has a big role to play in terms of contributing money to school, building school infrastructure and paying for the food, the cook and the guard. On the part of the community, the notion that their role has changed is considered as politic and not reality. They believe that by buying for their children, uniforms, books, and even the food and transport is enough a role to support schools.

The analysis has shown that both the teachers and the community had a notion that community participation in supporting the school was a right thing. In this case, both the teachers and the community members easily explained the role of the community from their experience and understanding. This study therefore, is in line with Rahnian's (1995), who suggested a concept of 'popular participation' the community, regardless of the position is required to participate.

### **5.3 The Extent of Community Support of Schools**

Worldwide, the characteristic of community participation in school has changed from the physically managing the schools (Lane 1968), to supervising and governing

(Mwanakatwe 1968) and controlling, monitoring and disciplining (Babyegeya 2002). This change has pushed the community away from the everyday school activities. In some countries, including Tanzania, the community has been pushed to advisory position through school committees (Goddah, 2018). As discussed in the literature, the current characteristic of community participation in school is weak and non supportive and in some cases (Mattar, 2012). The data in this study supports a study conducted by Mattar, (2012), which revealed that most of the communities were non supportive and in some cases, they only act when mobilized.

In this study, both the teachers and the community members agreed that the community participation in supporting the school was minimal and weak. This brings the sense that despite decentralized mode of education that required full community participation the in every day, within the fee free education policy, the characteristic of the community has remained that of an outsider look inside.

#### **5.4 Effects of characteristics of community participation in schools**

The weakened community participation in school can be seen in different areas including in the school management, in classroom teaching and learning, in children's behaviour and their success in education. These originate from the fact that the support that the schools used to get from the community is damaged or cut (Pellicer, 2008; Simon and Newman 2003; Bush and Oduro 2006; Donald, et al 2004). In this sense it is important that the effects of characteristics of community participation in supporting schools be viewed in terms of the challenging situation that the schools are undergoing. In this study therefore, the results show due to minimal support from the community, the teachers have been left to use their own creativity in running the school with meager

support from the government (Pellicer, 2008). The results revealed that the schools are not getting the support, in terms of materials and physical labor as they were used to and this is a big blow in the infrastructure and in teaching and learning and the government is not able to do everything needed in school.

Conversely, the current characteristic of community participation in supporting schools is affected negatively by the current fee free education policy. The results show that where the community used to be a part and parcel of the schools and contributed their time, labor and materials, the schools are now left to wait for the government to bring the money that is too meager to run the school. Comparative studies conducted in Tanzania have also revealed similar results (Donald, et al., 2004; McEwan 2003; Kattan 2006; Etholm 2009).

### **5.5 Discussion on methodological issues**

My study can in a way be characterized as a case study because it studies understanding from a selected few numbers of teachers and community members, and the characteristics of selected communities in one district of Tanzania. Because of these and the fact that this is a qualitative study it cannot be generalized. However, it offers deep insights into the understanding and practice of community participation in primary schools in Kibaha district. Therefore the knowledge generated is relevant for viewing the Tanzania education policy in order to rectify the current community-school partnership beyond Kibaha district.

In the study, a sample of 50 primary schools; 15 head teachers and 20 community members from one district were purposely selected to include rural and urban contexts. The purpose was from the assumption that the understanding of a phenomenon can be

obtained from the experiences of the people in the local community (Kiley and Mullin, 2005). Thus, the selected schools and communities constituted people with different experiences and understanding of the role of community in supporting the schools. To study understanding and to ensure triangulation, responses from questionnaire were complemented with semi-structured interviews for capturing both quantitative and qualitative data. These research instruments were appropriate because they enabled the researcher to get the deep insights,, including the meanings, attitudes and intentions (Cohen, Manion and Morisson, 2007). The findings have increased my knowledge of the community practice in supporting the schools, and the meanings attached to this practice by the teachers and the community and I confidently developed evidence-based arguments from the data.

## **5.6 Recommendations of the study**

The study recommended that there is no need for contradiction between decentralization, FEE FREE education policies and community participation in supporting the schools. The government should review both the FFP and decentralization policy and encourage the community to support the development of schools to improve teaching and raise the quality of education in Tanzania.

For further studies, it is recommended that more studies should focus on the strategies that the schools can use to encourage community participation in supporting schools' activities.

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## **APPENDICES**

I Sareyo M. Elisha A student of Open University of Tanzania Faculty of Education Mwanza Region taking a Masters of Education in Administration, Planning and Policy Studies. I conduct a research on Role of Head teachers in supporting the promotion of literacy in primary schools in Kibaha District in Coastal Region.

The information collected will be only used for the purpose of education and not otherwise

Please do not write your name

### **Appendix 1: Questionnaire for Teachers**

#### **SECTION A: BACKGROUND INFORMATION**

1. What is your sex

- a) Male (       )
- b) Female (       )

2. What is your Teaching Experience

- a) Less than 1 year (       )
- b) 1-5 Years (       )
- c) 6- 10 Years (       )
- d) 10-15 Years (       )

3. What classes do you teach

- a) Pre primary (       )
- b) STD 1-2 (       )
- c) STD 3-4 (       )
- d) STD 5-7 (       )

**SECTION B:**

1. What is the understanding of the teachers and the community on the role of community-school participation in Kibaha district?
2. What are the characteristics of community participation in primary schools in Kibaha district?
3. In what ways does the characteristics of community participation in primary schools in Kibaha district affect the quality of teaching and learning literacy in Kibaha district?

**THANK YOU FOR YOUR TIME**

### Appendix III: Research Clearance

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES**

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101  
 Fax: 255-22-2668759,  
 E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

**30/08/2020**

TO WHOM IT MAY CONCERN

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you SAREYO, M. ELISHA **REG NO-PG201609572** who is a Masters student at the Open University of Tanzania. By this letter, **MS. Elisha** has been granted clearance to conduct research in Kibaha District. The title of his research is **“ROLE OF HEAD TEACHERS IN SUPPORTING THE PROMOTION OF LITERACY IN PRIMARY SCHOOLS IN KIBAHA, DISTRICT COAST REGION”**. The period which this permission has been granted is from **1/09/ 2020 to 31/10/2020**.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

Yours sincerely,

**Prof Hossea Rwegoshora**

**For: VICE CHANCELLOR  
 THE OPEN UNIVERSITY OF TANZANIA**

## APPENDIX IV: RESEARCH CLEARANCE

THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telagrams: "REGCOM COAST"  
Tel. No. 023-2402287/2402066  
Fax No. 023-2402358/2402151  
E- Mail: [ras@pwani.go.tz](mailto:ras@pwani.go.tz)  
[ras.pwani@tamisemi.go.tz](mailto:ras.pwani@tamisemi.go.tz)



Regional Commissioner's Office,  
Coast Region,  
P.O. Box 30080,  
**KIBAHA.**

In reply please quote:  
Ref. No. FA.221/265/01"D"266

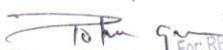
06<sup>th</sup> October, 2020

District Administrative Secretary,  
P. O. Box 75130,  
**KIBAHA.**

**RE: RESEARCH CLEARANCE**

Please kindly refer to the subject above.

2. I would like to introduce to you **SAREYO, M. ELISHA** who is A Masters student at the Open University of Tanzania.
3. At the moment she has been given a permission to conduct a research titled **"Role of Head Teachers in Supporting the Promotion of Literacy in Primary Schools in Kibaha District"**.
4. The period for which this permission has been granted from **1<sup>st</sup> September, 2020 to 31<sup>st</sup> October, 2020.**
5. You are requested to provide necessary assistance which will enable her to complete the research study successfully.

  
Simon J. Biginagwa

For: **REGIONAL ADMINISTRATIVE SECRETARY**  
P.O. Box 30080  
KIBAHA

Copy to: Vice Chancellor,  
The Open University of Tanzania  
P. O. Box 23409,  
**Dar es salaam.**

" **SAYERO, M. ELISHA,**  
**Researcher.**

## APPENDIX VI: RESEARCH CLEARANCE

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

KIBAHA DISTRICT  
Tel No. 023 - 2402012  
Fax Na: 023 - 2402012  
email: das.kibaha@pwani.go.tz



District Commissioner,  
S.L.P. 30175,  
KIBAHA.

*In reply please quote:*

Ref. No. AB.123/202/01B/436

09<sup>th</sup> October, 2020

District Executive Director,  
Kibaha District Council,  
KIBAHA.

Town Director,  
Kibaha Town Council,  
KIBAHA.

**RE: RESEARCH CLEARANCE**

Refer to the heading above.

2. I am writing to introduce to you **Ms. Sareyo, M. Elisha** who is a Masters Student at Open University of Tanzania.

3. The mentioned Student has been given the permission to conduct a research titled **"Role of Head Teachers in supporting the promotion of literacy in Primary Schools in Kibaha District"**.

4. A research will be conducted from **1<sup>st</sup> September, 2020 to 31<sup>st</sup> October, 2020.**

5. With this letter, please provide necessary assistance for the effective completion of her research.

Asumpta M. H

**FOR; DISTRICT ADMINISTRATIVE SECRETARY**  
**KIBAHA**

Copy to:

Ms. Sareyo, M. Elisha,  
**RESEARCHER.**

**HALMASHAURI YA MJI KIBAHA.  
BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MJI**

S.L.P 30112  
SIMU Na: 023 - 2402886  
FAX Na: 023 - 240 2007



**OFISI YA MKURUGENZI  
KIBAHA MJI**

Kumb. Na. KTC/E.40/3/VoL VII/123


15/10/ 2020

**WALIMU WAKUU SHULE ZA MSINGI,  
HALMASHAURI YA MJI KIBAHA.  
SLP 30112.  
KIBAHA.**

YAH: KUMTAMBULISHA KWAKO MS. SAREYO M.ELISHA MWANACHUO WA CHUO  
KIKUU HURIA ANAYESOMEA SHAHADA YA UZAMILI KUFANYA UTAFITI KUUSU  
JUKUMU LA WALIMU WAKUU KUSIMAMIA NA KUENDELEZA USOMAJI KATIKA  
SHULE ZA MSINGI KIBAHA MJI.

Tafadhali rejea somo hilo hapo juu.

Napenda kukujulisha kwamba ofisi ya Mkurugenzi wa Mji Kibaha imepokea barua ya tarehe 09/10/2020 yenye Kumb.Na. AB 123/202/01B/436 Kwa barua hii napenda kukufahamisha kuwa mtajwa hapo juu amerusiwa kufanya utafiti katika shule yako kuanzia tarehe 01.09.2020 hadi tarehe 31.10. 2020 .Mada ya utafiti wake ni kama inavyojieleza katika kichwa cha habari hapo juu.Unaombwa umpe ushirikiano ili aweze kufanikisha utafiti wake kama sehemu ya kozi yake anayosoma.

  
**SIPORA H.TENGA  
K.N.Y MKURUGENZI WA MJI  
KIBAHA**

