THE EFFECTS OF COMMUNITY PARTICIPATION ON ACCESS TO QUALITY SECONDARY EDUCATION AND POST-ORDINARY LEVEL EDUCATION IN TANZANIA: THE CASE OF BUKOBA MUNICIPALITY

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation entitled "The effects of community participation on access to quality secondary education and post-ordinary level education in Tanzania: The case of Bukoba Municipality" in fulfillment of the requirements of the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date ………………………

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DECLARATION

I, Onesmo Rutasingwa declare that this dissertation is my original work and that it has not been submitted for a degree course in any other university. To the best of my knowledge and belief, this dissertation contains no materials previously published or written by another person except where the reference has been made in the text of the dissertation.

Signature..

Date……………………….……...

DEDICATION

I dedicate this work to my father Dominic Tirugulirwa Benjamin and my mother Antonia Kokugonza Joseph for their exhaustive work of educating, guiding and counselling me in education matters and on how to cooperate with people in the society. Their advice enabled me to be the way Iam now. Also my special dedication goes to my brothers and sisters for encouraging me morally during the whole period of study.

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ABSTRACT

The aim of the study was to find out the effects of community participation on access to quality secondary education and post-ordinary level education in Tanzania with specific reference to community secondary schools in Bukoba Municipal Council. The study employed both qualitative and quantitative approaches. The survey design, particularly the cross-sectional design was used. The instruments that were used to collect data included questionnaires, interview and documentary review. The samples included the heads of community secondary schools, Ward Councillors, Ward Executive Officers, Village Executive Officers, Secondary School Teachers, Students and other Community Members. Purposive, simple random and accidental sampling techniques were used. It was revealed from the findings that in some areas community members participated actively in improving education sector in their respective wards through constructing the school infrastructures. However, in other wards the situation was not so promising because community members' participation was very minimal. This led to insufficient school infrastructures, poor quality education and a few number of students joining post-ordinary level education. The researcher recommended, among other things, the enactment or introduction of by-laws and regulations at the municipality up to village levels to force all community members to give due support to the construction of school infrastructures so as to increase the rate of students' enrolment and improving the quality of education in general.

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ABBREVIATIONS

ESDP   Education Sector Development Plan

MOE   Ministry of Education

SEDP   Secondary Education Development Plan

UPE   Universal Primary Education

URT   United Republic of Tanzania

VEO's   Village Executive Officers

WC's   Ward Councillors

WDC's   Ward Development Council

WED's   Ward Education Coordinators

WEO's   Ward Executive Officers

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

Community participation in education has an extensive history around the globe, beginning long before the 20th century with educational services provided mainly by churches (or the religious organisations) and voluntary agencies (Bray, 2003). Some countries attempted to extend the concept of community-linked schools, where self-financing capability is independent upon close links with communities (Hall,1986).The Delhi Declaration which emanated from an Education for All Summit, stated once again the importance of community participation in education. It is written into the Declaration's Preamble, clause 2.8 (UNESCO, 1994 cited in (Bray, 2003:32).

> *"Education is and must be a societal responsibility, encompassing governments, families, communities and non-governmental organisations; it requires the commitment and participation of all in a grand alliance that transcends diverse opinions and political positions".*

Community participation is all forms which involve the collective body of parents, teachers, local leadership and residents in the school development. Thus, the realization of school development including access to education requires the participation and support from parents and families as well as the community members .These stakeholders participate in various activities including collection and analyzing information, defining priorities and setting goals, assessing the

available resources, deciding on and planning programs, designing strategies to implement the programs and dividing responsibilities among themselves, managing programmes, monitoring progress of the programs as well as evaluating the results and impacts (Uemura, 1999).

Many countries have made efforts to involve communities in education sector. In Ghana, for example, due to problems of poor management and diminishing resources, Ghana's Educational System had become dysfunctional in 1972. Thus, the Ministry of Education (MOE) called for public participation in decision-making process by forming a committee that would discuss the Ministry's proposals (proposals on a new structure and content of education) (West Africa, 1994). They established what they called Community-School Alliance Project which addressed community mobilization in school improvement efforts in 1996.This project was launched in recognition of the MOE and USAID's agreement that communities have an important role to play in enforcing standards, developing and maintaining school property and providing support and encouragement to head teachers, teachers and students.(World Bank,1996).

Ethiopia, on the other hand, considers local-level participation in school operations to be an integral part of recent decentralization and way to increase educational access to quality. Ethiopia's current educational policy calls for greater community engagement as the final, most localized level of the decentralized system and explicitly mandates participation in school operations and management. Communities participate in policy formulating, project implementation and problem

solving as well as construction of new buildings and school maintenance (FDRE, 2002).

Access to education refers to the opportunities available to the target population (URT, 1995). In this study access has been used to mean opportunities to the student to be enrolled or admitted into secondary schools, access to quality education as well as access to post-ordinary level secondary education. Access to secondary education had been limited in Tanzania until when the community secondary schools were built through community participation. This was attributed to the shortage of secondary schools. Even those few schools that were available were relatively less equipped, less cared for and poorly staffed. Thus, the education which was provided was of poor quality and accelerated at a low rate because no more schools would be opened (Ishumi, 1978).

The Tanzanian government put much emphasis on primary school education as compared to secondary education. The large number of standard seven leavers who passed for secondary education did not get chances to secondary school due to limited secondary school chances. The number of children attending schools in Tanganyika (the majority of them going up standard seven) increased from 490,000 in 1961 to 825,000 in 1967 (Nyerere, 1968; 1969). Also the number of primary places increased from 753,114 in 1961 to 848,215 in 1971 (Ruhumbika, 1974).

Due to the limited chances of secondary schools, a large number of pupils who completed standard seven in 1982 did not go to secondary schools. Out of 419,829 pupils who completed standard seven in 1982, only 2.2% were selected to join

form one in public schools and 8,469 pupils were selected to join from one in private schools and seminaries . Thus, only 17,710, (4.2%) of the pupils who had passed the primary school leaving examinations in the same year, were selected to join Form One in 1983 (Makwetta, 1984).

The shortage of secondary schools was due to the fact that the community participation was very minimal as the central management was top- down in approach not fully involving all stakeholders to participate in the decisions affecting them. The local communities were not empowered in the development of secondary education (Galabawa, 2001; Ishumi, 1999). But when primary education was expanded under Universal Primary Education (UPE) Policy there was a need to involve communities as Babyegeya (2011) shows that following the expansion of primary education under the Universal Primary Education (UPE) policy, the pressure for the government to expand secondary education increased, (Samof, 1991). With the declining national economy in the 1980s, the government resorted to the use of local communities to expand state owned secondary schools through the community secondary school system.

This involvement started in 1986 and the local governments were requested to mobilize resources and build at least one secondary school in each district. After the construction, the district authority had to hand the school to the central government to run it by providing teachers and their salaries, teaching and learning materials and other running costs.

Although Tanzania encouraged local communities to expand state owned secondary schools, the shortage of secondary schools still existed. Thus it decided to make changes in 2000s. Community participation became active in 2000s by establishing the Secondary Education Development Plan (SEDP) in 2004. This was a Five Year Plan from 2004-2009 (URT, 2004). The community members were to be actively involved in constructing classrooms at least one community secondary school in each ward , providing fund (through contributions), providing free labour and if possible free land. This could act as a means of increasing resources, improve accountability of the school they serve, ensure a more cost-effective use of resources and importantly be responsive to local needs (Rose, 2003).

During the first year of SEDP, it was proposed to build 1,456 classrooms in existing schools and 458 classrooms in new schools in underserved areas. All these were to be constructed by community members (Mungai, 2004).Community participation increased the community secondary schools. By 2008, the transition rate from primary to secondary schools was 51.6%. Also in 2009, the community secondary schools had increased by 22% making this system to comprise 3191 out 3283 government secondary schools. This achievement has been made possible because the majority join community secondary schools which are constructed at ward level (Babyegeya, 2011).

1.2 Definition of the Problem

The participation of community members in community secondary schools is very important because it ensures education sustainability and maximum use of limited

resources. Furthermore, community participation in schools increases access to education and accountability because people feel the sense of ownership in the areas of their jurisdiction (Uemura, 1999; URT, 2004).

It was on this ground that in 2004 the government of Tanzania established a strategy/plan to involve local communities in secondary education provision, that is, Secondary Education Development Plan (SEDP). In this plan, each ward was required to have at least one community secondary school fully supported by the community members particularly in the construction of classrooms with assistance from local and central government (URT, 2004).

There have been a lot of quantitative achievements in the education sector following the involvement of community members in secondary schools. The number of students' enrolment in Form One has been increasing year after year. For example, in the year 2004, 401598 students were enrolled in Form One, in 2005 they were 489942, in 2006 they were 630245 and in 2007 they were 967087 students–at national level (URT, 2007). Furthermore, the enrolment rate into Form One in the six selected community secondary schools in particular in Bukoba Municipality, has also been increasing as shown in Table 1.1.

Despite all these improvements concerning students` enrolment, the extent to which community members have participated to facilitate improved enrolment, quality education and access to post-ordinary level education were the concerns of this research. This study therefore, intended to find out more information and provide clear answers to these doubts.

Table1.1: Students` Enrolment in Form One in the Selected Six Community Secondary Schools in Bukoba Municipality from Year 2006-2012

Schools	2006	2007	2008	2009	2010	2011	2012
Bilele	63	70	77	84	90	113	122
Hamugembe	51	70	74	79	83	87	92
Mugeza	112	117	121	127	129	131	160
Rumuli	50	55	67	82	91	93	99
Kashai	53	61	70	93	97	99	103
Kagemu	128	135	150	153	182	187	194

Source: Heads of community secondary schools (2012).

1.3 Purpose of the Study

The purpose of the study was to find out whether community participation in education led to access to quality secondary education as well as advancement to post-ordinary level education in Tanzania, with specific reference to Bukoba Municipal Council.

1.4 Research Objectives

i. To examine how community participation has facilitated schools with required resources and improved enrolment.

ii. To investigate the extent to which community participation has facilitated the provision of quality education in community secondary schools in Bukoba Municipality.

iii. To find out whether community participation has opened the doors for post – ordinary level education.

1.5 Research Questions

i. To what extent community participation has facilitated schools with required resources and improved enrolment?

ii. Does community participation facilitate the provision of quality education in community secondary schools?

iii. Does community participation open the doors for post – ordinary level education?

1.6 Limitations of the Study

Limitations of the study refer to conditions beyond the researcher's control that may place limits on study conclusions and its applications to other situations (Best and Kahn, 1998). Due to financial and time constraints, the researcher concentrated on only six wards out of sixteen wards in the Municipality and only six community secondary schools out of sixteen community secondary schools in Bukoba Municipality.

1.7 Delimitations of the Study

The study was carried out in Bukoba Municipality in six (6) community secondary schools out of 16 community secondary schools of Bukoba Municipality.

1.8 Significance of the Study

The findings from this study are expected to have both theoretical and practical contributions towards the achievement of quality education in Tanzania and in Bukoba Municipal Council in particular. Through this study, new knowledge to education stakeholders will be gained which will act as catalyst towards education development. The study revealed how community members in Bukoba Municipality are involved in constructing school infrastructures in their wards and the effects of their efforts towards access to quality secondary education and post-ordinary level in education

1.9 Organization of the Study

This study is organized into five chapters. Chapter One contains background to the problem, definition of the problem, purpose of the study, research objectives, research questions, limitations of the study, delimitations of the study and significance of the study. Chapter Two provides the review of literature related to the study while chapter three presents the research methodology. Chapter Four provides data presentation, analysis and discussions and lastly, Chapter Five presents the summary, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the Literature Review related to the problem of the study. It is presented under the following sections; theories of community participation, community participation on education development, types of community participation for educational planning and development, reasons for community members' participation and support to education, factors influencing communities to participate in education development, what to consider when promoting community participation, issues and matters in which community members can participate in education development, challenges that may prevent communities from being involved fully in education sector, community participation in school management ,studies on community participation as well as synthesis and knowledge gap.

2.1 Theories of Community Participation

Theories of community participation have received considerable academic attention particularly since the early 1990's but have been a source of debate since at least the 1960's.These theories have shed light on the issue of community participation and they are as follows,

i. A ladder of Participation Theory

This theory was founded by Arnstein (1969). It explicitly recognizes the presence of different levels of community participation ranging from manipulation through to consultation. The use of a ladder also implies that more control is always better than less control. However, increased control

may not always be desired by the community and increased control without necessary support may result in failure.

ii. A Ladder of Citizen Empowerment Theory

This is a modified theory of Arnstein by Burns et al (1994). Under this theory, people are expected to be responsible for them and should, therefore, be active in public service decision- making. This theory essentially treats community participation as a marketing exercise in which the desired end result is 'sold' to the community.

iii. A Continuum of Involvement Theory

This theory was propagated by Wilcox's (1999) who identified five interconnected levels of community participation, that is, information, consultation, deciding together, acting together and supporting individual community initiatives. The notion in this theory is that different levels of participation are acceptable in differing context and settings and it recognizes that power is not always transferred in apparently participative processes but that the processes still have value.

2.2 Community Participation on Education Development

Community participation is a concept that attempts to bring different stakeholders together for problem solving and decision making (Talbot and Verrinder, 2005). UNICEF (1992) views community participation as an aspect that can play a variety of roles in the provision and management of education and learning processes. Thus, community participation can contribute to develop education. Likewise, community

participation is concerned with the development of human beings and increases people's sense of control over issues which affect their lives, helps them to learn how to plan their lives, helps them to learn how to plan and implement and on a broader front, prepares them for participation at regional or even national level. In essence, participation is a good thing because it breaks people's isolation and lays the ground work for them to have not only a more substantial influence on development but also a greater independence and control over their lives (Oakley, 1991 and Warburton, 1997).

It is further argued that without community participation there cannot be partnerships, development or program. Therefore, lack of community participation in decision making to implement educational development can lead to failure in the community development (Miranda, 2007). In fact, community participation is considered necessary to get community support for educational planning and development as it acts as a catalyst for educational development (Cole, 2007).

Furthermore, community participation supports and upholds local culture, tradition, knowledge and skill and creates pride in community heritage. It is one of the mechanisms to empower people to take part in educational development and resolve the educational problems. (Aref, *et al*., 2009 and Lasker, *et al*., 2001) Again, community participation according to Uemura (1999), involves various activities including collecting and analyzing information, defining priorities and setting goals, assessing available resources, deciding on and planning programs, designing strategies to implement the programmes and dividing responsibilities among

participants, managing programmes, monitoring progress of the programs and evaluating results as well as impacts.

Community participation in education development allows for consensus building on solving educational problems and creates the spirit of unity needed for successful implementation of educational plans as well as promoting a sense of ownership of the process and its outcomes by allowing clients and partners to become the plans proponents (Mosha, 2006).

Adam (2005) on the other hand ,states that community participation are all forms which involve the collective body of parents, teachers, local leadership and residents in the school neighbourhood who contribute much to school development. He continues by saying that education development cannot take place unless the communities are at the centre of education change as educators and source of knowledge, partners of government, civil organizations and donors.

Thompson (1981) continues to support these scholars by articulating that the realization of school development including access requires the participation and support from parents and families as well as the community members. Therefore, every member of the community including parents, teachers, students, professional organizations, religious groups, the military business actors, labour and trade unions, political parties and the government at large, should be given a chance to influence the educational reform process. Even though, community participation in education is so important, the level of participation is not uniform or equal. This is because

some members may be arrogant to participate and retard the efforts of other community members who seem to have an interest in community matters. On the other hand, some community members may tend to be superior over others and treat them harshly during the process of, for example, in constructing classrooms. This can as well discourage those who seem to be weak and may lead to failure of education activities

2.3 Reasons for Community Members' Participation and Support to Education

One of the reasons for community participation is to increase efficiency and effectiveness of the education sector. Efficiency and effectiveness of the education sector are enhanced when the community members take part in its development. The community members know better their environment and the type of education that should be provided to fit in their environment than the non-community members. It is very important for them to participate so that the school can reflect the community life in which it is located (Thompson, 1981).

When the government bears all the costs of providing education, it is obvious that the efficiency and effectiveness of providing education will be minimal as the government cannot fully supply human, financial and organizational requirements. (Adam, 2005).Thus, the decentralized approaches to education financing and delivery that limit the role of the state and expand the role of communities in education, partnerships are often promoted as a solution (Galabawa, 1994; Watt, 2001; Davidson, 2004 and Uemura, 1999).

Table 2.1: Types of Community Participation for Educational Planning and Development

TYPES	CHARACTERISTICS
·Empowerment	- Local people have control over all development without any influence (Choguill, 1996 and Dewar, 1996)
. Partnership	- There are some degrees of local influence in development process (Pretty, 1995).
. Interaction	- People have greater involvement in this level. The rights of people are recognized and accepted in practice at local level (Pretty, 1995).
. Consultation	- People consulted in several ways, for example, being involved in community's meeting or even public hearing. - Developers may accept some contribution from locals that benefit their project (Pretty, 1995).
. Information	- People are told about development programs which have been decided already in the community. The developers run the projects without listening to local people's opinions (Pretty, 1995).
.Manipulation	- Development is generally developed by some powerful individuals or government without any discussion with the people (Pretty, 1995).

Source: from field research, 2012

Another reason for community participation is to promote democracy and accountability. According to Morgan (2006) and Adam (2005), community participation and support to education enhance democracy as they encourage people to hold meetings and express their views openly with the aim of making the government accountable and responsible to education issues. Also Rose (2003) argues that community participation and support to education is seen as a means to

increase resources, improve accountability of schools to the community they serve, ensure a more cost-effective use of resources and importantly be responsive to local needs.

Promoting the sense of ownership is another reason for community participation. Through participation, the community members feel that they own the school which can later contribute to their development. That being the case, they are always ready to contribute to the costs of education, get involved in school management, identify the education needs, ensuring the implementation of curriculum, and making sure that the teachers attend the school on time. All these efforts of the community members lead to students' success and thus achievement improves (Morgan, 2006; Adam, 2005; Thompson, 1981).

2.4 Factors Influencing Communities to Participate in Education Development

The desire of the community to achieve an objective is one of the factors that influence participation. The community members always have the objectives that should be met. This then forces them to join their efforts so that they can achieve their objectives that would have not been being met without their involvement. The biggest incentives for community to participate and support secondary education are the promise of access and quality education to their children (URT, 1995; 2004)

The support from other education stakeholders (especially teachers and the government), timely and free flows of information encourage a lot for the communities to participate and support education (Watt, 2001). Again availability of

resources, motivation and togetherness (cohesiveness) of the community members contribute much towards community participation (Adam, 2005).

Galabawa (1994) points out that if the communities have no resources including money, they can not participate fully in cases when financial contributions are needed. Stressing the same point, Uemura (1999) and Adam (2005) observe that poor communities cannot bear added expenses of participatory processes especially in form of finance, time as well as energy required for communities and individuals. Another factor is the common interests and needs among the community members. If the community members have common interests and needs, they will automatically participate to achieve educational goals. Mosha (2006) points out that if the community members having the common interests and needs are given chance to participate, their contributions are likely to promote success for many education projects and reforms due to their useful contributions.

2.5 What to Consider When Promoting Community Participation

In any effort to promote community participation for educational planning and development, it is necessary to access the communities' capacity to carry out what they are expected to achieve in a long run. Community participation itself is not a goal in educational development or a panacea to solve complicated issues contributing to poor educational quality in both developing and developed countries (Uemura, 1999).

2.6 Issues and Matters in Which Community Members can Participate in Education Development

Communities can contribute in educational planning and development through a variety of ways. Some of these ways include:

i. Boosting morale for teachers;

ii. Raising money for schools, constructing, repairing and improving school facilities;

iii. Making decisions about school locations and schedules;

iv. Monitoring and following up teachers attendance and performance;

v. Forming village committees to manage schools;

vi. Actively attending school meetings to learn about children's progress;

vii. Preparing adequate housing for teachers (Uemura, 1999).

2.7 Challenges That May Prevent Communities From Being Involved Fully in Education Sector

Involving the communities in the education sector (through participation) requires facing and tackling a number of challenges. Crew and Harrison (1998) articulate that participatory approaches tend to over look complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups may be physically present during the discussion, they are not necessarily given a chance to express their views to the same degree as others. As a result

community participation may be unacceptable for educational development (Bushel and Eagles, 2007). In attempt to understand the factors that may prevent communities from being involved in formal education, Schaeffer (1992) found that the degree of community participation is particularly low in socially and economically marginal regions. This is because such regions tend to have the following elements.

2.8 Lack of Appreciation of the Overall Objectives of Education

A mismatch between what parents expect of education and what the school is seen as providing; The belief that education is essentially the task of the state; The length of time required to realize the benefits of better schooling; and Ignorance of the structure, functions and constraints of the school (Uemura, 1999)

2.9 Community Participation in School Management

The government through the Education and Training Policy of (1995) and the implementation of the Education Sector Development Programme (ESDP) has called for greater community participation in the management of school programmes and activities. Community micro-projects and their initiatives have been developed to encourage a sense of genuine participatory planning and bottom – up approaches to development. The focus has been on developing and emerging the sense of ownership on households and communities participation in the planning, implementation and monitoring of educational provision (Mchomvu, 1993; Domonko, 2005).

School management as identified by Thompson (1981) is a form of community participation in education. In addition to this, Adam (2005) said that community management is an important block in creating a sense of ownership. It has practical benefits to poor families that may be enabled to make additional financial contributions to education but who are often enthusiastic about being given greater decision – power over the school. Communities can play management role through the development of school improvement plans (Thompson, 1981; Uemura, 1999 and Mosha, 2006). In some countries, the communities have also participated in the school management by providing expertise in areas such as account keeping and learning evaluations (Rose, 2003).

In Tanzania, community members' participation in school management is represented in the school boards. Both the chairperson and other school board members come from the community members to which the school is located. The responsibilities of the school board, according to (URT 2004) include the following,

    i.   To oversee the implementation of the school development plans;

    ii.   To approve school development plans including budgets;

    iii.   To deal with students' disciplinary cases; and

    iv.   To advise the Ministry of Education and Vocational training and Teachers' Service Department on teachers disciplinary case.

Also at the ward level, the leaders have roles and responsibilities which include identification of location for buildings and construction of community secondary schools, mobilization of community members for construction, students' enrolment

and retention, monitoring of school constructions and feedback provision to the district. Furthermore, wards are responsible for coordination and consolidation of requests from village governments about students to be supported under the government scholarship scheme (URT, 2004). However, it is argued by Adam (2005) that some communities especially the poor rural communities lack management and administrative skills required for their contributions to be effective. Usually, some communities in urban areas are highly educated and have the time as well as skills to make major contributions to management requirements. Thus, Thompson (1981) suggests that in such situations where communities lack capacity or skills to effectively participate in school management, additional assistance in form of workshops are organized to effectively equip communities with skills so as to help them define their responsibilities towards school management.

The enrolment of community members at various levels of planning and implementation is likely to enhance the community's sense of ownership and accountability as well as contributing to democratization and social cohesion (Watt, 2000). He continues by saying that since the ability of communities to support education varies widely and some may lack social cohesion, there should be capacity building which must focus on creating a sense of community among people who are otherwise unwilling to work together. He suggests this to be done by:-

    i. Implementing programmes that allow for regular personal contact between reform implementers and the community, which gives reformers a better understanding of local conditions, builds trust and establishes clear channels of communication;

ii. Involving teachers, government and education experts in important matters, especially technical issues;

iii. Encouraging flexible, open, responsive behaviour that stresses the need for all stakeholders to work as partners in educational development;

iv. Promoting an orientation toward shared risk-taking as well as shared success;

v. Institutionalizing flexible mechanisms for ensuring accountability; and

vi. Targeting remote and poor communities for additional investment to build confidence and skills for more effective participation

Since the ward education officers and school heads are the management officials closest to the schools and classrooms where reforms take place, they should be assisted in order to be able to supervise their fellow more effectively. According to Nelson and Quick (2000) the ward and school managers need to be skilled at; Eliciting cooperation to bring about desired ends, Striking a balance between setting limits and removing barriers to innovation through teacher creativity and self-direction (Fenwick, 2001); Establishing a flexible charter for teacher teams and then effectively coaching them; Setting criteria for evaluating team and individual performance as well as providing equitable and timely performance feedback.

Also the ward and school managers should be enabled to acquire essential social and technical skills (Blasé and Blasé, 1999) for: Positioning themselves as trusted partners working alongside teachers, nurturing trust through coaching, handholding, cheerleading, and spending significant amounts of time with subordinates; Preparing

realistic goals that improve manageability and lead to greater measurable success; Highlighting teachers' achievements throughout the year; and Refraining from criticizing the directions teachers take, instead providing clear direction and gentle guidance.

2.10 Studies on Community Participation

Some studies have been done /conducted on the involvement of community members to education development. Beyene (2005) made a study to find out what stimulated community participation in primary schools in Ethiopia. The researcher investigated why community participation in Ethiopian schools needed to be stimulated by external resources and the impact of community participation on the quality of school. The research findings showed that in order to be successful as far as the quality of education is concerned, local communities should be actively involved in education planning in the areas of their jurisdiction. The findings also revealed that women were not actively involved in school committees as men.

Adam (2005) on the other hand, conducted a study in Northern Nigeria to investigate the impact of community participation on performance on basic schools in that area. The research findings showed that the school performance and development would be high if the community participated fully in school activities. Seni (2008) carried out the study in Shinyanga Region (Tanzania) to find out how the community members participated in community secondary schools. He examined the relationship between community participation and the quality of education that was provided. The results revealed that the participation of community members in

education was very low and it was in terms of in – kind and monetary support. It was found that the community members did not actively participate because of poverty, negligence and ignorance.

Also there was poor supervision, embezzlement and the residents were coerced to contribute the resources for the construction of classrooms. As a result these schools performed below standard in national examinations and thus the quality of education was very poor in that region. Mulengeki (2004) conducted a research in Kagera Region to investigate how the community participation is related to the access of primary schools. He was looking at among other things, the strategies which were used to mobilize the resources from the communities to increase access, quality and relevance of programmers offered by the schools. He came up with the answers showing that each school had its own strategies in mobilizing and managing the resources and those rural secondary schools were poor in terms of infrastructure, teaching, and learning materials as compared with urban secondary schools. He also found that community participation was poor due to lack of adequate communication between the schools and the communities.

2.11 Synthesis and Knowledge Gap

From the literature it has been revealed that community participation increases access to education as well as quality of education. Many researches have been conducted concerning community participation in relation with the access to primary education and the quality of education (primary education). Researchers like Beyene (2005), Adam (2005) and Mulengeki (2004) fall in this category. Few researchers

like Seni (2008) have tried to deal with community participation on access to secondary education. Also few studies that have been conducted in Tanzania cannot be generalized because they based on specific geographical units which are quite different from Bukoba Municipality in terms of population, economic and social activities. This study emerged as a unique tool in the sense that it focused on the participation of communities on access to quality secondary education and post-ordinary level education in Tanzania, particularly in community secondary schools in Bukoba Municipality. In order to have a general understanding on this issue, studies from varying localities were consulted thus provided new insights or knowledge to the researcher.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology employed in the study, research approach, research design, study area, study population, sample and sampling techniques, instruments for data collection, validity and reliability of the instruments for data collection and data analysis.

3.1 Research Approach

The study employed mixed approach in which both quantitative and qualitative data were collected and analyzed. With quantitative approach the study generated data in quantitative form which were subjected to rigorous quantitative analysis in a formal and rigid fashion (Kothari, 2009).It was used to show the number of students enrolled in the selected six community secondary schools in Bukoba Municipality .Also it showed the number of students who qualified for post-ordinary level education in community secondary schools in Bukoba Municipality. With qualitative approach, the study assessed the attitudes, opinions and behaviours. These included the descriptions of the findings obtained through interviews, questionnaires and documentary reviews (Enon, 1998).

3. 2 Research Design

This is the arrangement for collection and analysis of data in a manner that aims to combine the relevance to the research purpose with economy in procedure (Selltiz, 1962).The study employed survey design which was used to gather information from

a large number of samples at a particular time so as to describe the nature of the problem being investigated (Enon, 1998).

The cross-sectional type of survey design was used where different students, teachers, heads of schools and the communities around the selected community secondary schools were visited. This type of survey design is normally used where the population is spread over a large area. Bukoba Municipality is a large area with scattered community secondary schools. Thus, the method facilitated the collection of data concerning the role played by community members to the increase of students' enrolment, provision of quality education in community secondary school as well as the access to post- ordinary level education.

3.3 Study   Area

The study was conducted in Bukoba Municipality where some community secondary schools were selected and investigated .The findings were used to generalize the information to Bukoba Municipality .Bukoba Municipality lies between latitudes 1o6'0" to 1o8'42" South of the Equator and longitudes 31o16'12" to31o18'54" East of Greenwich. The area has the population of about 128,796 people where 62,521 are men and 66,275 are women (according to the 2012 National Census) residing in an area of about 80km square. The area also lies at an altitude of about 1150M above sea level (Bukoba Municipal Profile, 2011).The area was purposely selected due to the fact that no research of this kind that has been conducted in this area and therefore the researcher wanted to look for more information concerning the study at hand.

3.4 Study Population

The population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study (Frankel, 2000) .The population included community secondary school communities in Bukoba Municipality, students, heads of community secondary schools and secondary school teachers in those schools in those schools. It also included the Ward Councillors, Ward Executive Officers, Village/Street Executive Officers and other community members with no political positions.

3. 5 Sample and Sampling Techniques

According to Cohen, et al (2000), a sample is a subset of the total population understudy and it represents the characteristics of the population. Also, Kothari (2009) defines sampling technique as a process of selecting a sample to represent the population. In this study three types of sampling techniques were used, that is, simple random, purposive and accidental sampling techniques.

3. 5.1 Simple Random Technique

This method was used to get 6 community secondary schools from 16 community secondary schools in Bukoba Municipality. 16 pieces of papers were prepared and numbered 1 − 16. They were mixed up and 6 pieces of papers were picked up as samples. The technique was as well used to get 5 students from each community secondary school of interest. In each school, 14 pieces of papers were prepared and numbered 1 − 14. These pieces of papers were mixed up and then 5 pieces were picked up as samples. Lastly, the method was employed to get two secondary school teachers from each of the schools that were visited by the researcher.

3. 5.2 Purposive Sampling Technique

This technique was used to get the heads of community secondary schools with the purpose that they knew better their schools and could be able to provide the documents showing the number of students' enrolment and the performance of their students in Form Four National Examinations who managed to join post-ordinary level education. Again, the method was also employed in getting the Ward Councillors, Ward Executive Officers as well as Street/Village Executive Officers who were responsible for mobilizing others towards education development.

3. 5.3 Accidental Sampling Technique

This technique was employed to get samples of community members who were mobilized for education development at the ward level. This is a technique in which any respondent a researcher meets, he/she can ask him/her to provide the researcher with the information he/she is looking for. Two community members from each area where the schools were located were approached and interviewed in this way.

3.6 Instruments for Data Collection

In order to get reliable and valid information, three instruments were employed, that is, interview, questionnaires and documentary review

3.6.1 Questionnaires

A questionnaire involves the use of written down items to which the respondent individually responds in writing. These items are in the form of statements or questions (Enon, 1998).In this study open and closed questionnaires were

administered to the respondents including the heads of schools, secondary school teachers and the students with the aim of collecting a lot of data from many respondents. These are very advantageous because they restrict the respondents to pre-determined responses. Therefore, it was easy for the researcher to collect a lot of information from many respondents within a very short time.

3.6.2 Interview

This is a face to face interaction between the interviewer (researcher) and the interviewee (respondent) which involves oral or vocal questioning or discussion. (Enon, 1998). The researcher employed both structured and unstructured interview. The interviews were administered to the Ward Councillors, Ward Executive Officers, Street/Village Executive Officers and other community members.

3.6.3 Documentary review

Documents are written or recorded materials which are not prepared after the request of the inquirer for the purpose of evaluation (Guba & Lincoln, 1985).The method was used to seek the information from the heads of school about the students enrolment following the increase of community secondary schools, the pass rate of students as well as the number of form four leavers who qualified for post-ordinary level education. Also the researcher obtained some documents concerning education development from other community members.

3.7 Validity and Reliability of the Instruments for Data Collection

Validity refers to the quality of the data gathering instrument or procedure that enables it to measure what it seeks to measure (Best and Kahn, 2004). The

researcher prepared the interview guide questions and the questionnaires in advance. These were administered in one community secondary school before the research activity itself to see whether they were effective for data collection or not.

Reliability of the instrument is the measure of consistency over time and over similar sample (Cohen, *et al*., 2007). Also Best and Kahn (2004) defines reliability as the degree of consistency that the instrument or procedure demonstrates. The researcher employed interview or questionnaire guide questions for each category of people. Also the researcher avoided using leading questions because they could influence answers from the respondents (Morrison, 1993). All these ensured reliability of the instruments.

3.8 Data Analysis

According to Bogdan and Biklen (1992) data analysis is a systematic process involving working with data, organizing and breaking them into manageable units. It is also concerned with systematizing data, searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others, (Cohen et al. 2007). The information (data) that were collected from interviews, questionnaires and documentary review were subjected to content analysis. Content analysis involves identifying coherent and important examples, themes and patterns in data (Patton, 1987).

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents analyses and discusses the findings basing on the research objectives which are the following.

i. To examine how community participation has facilitated schools with required resources and improved enrolment.

ii. To investigate the extent to which community participation has facilitated the provision of quality education in community secondary schools in Bukoba Municipality.

iii. To find out whether community participation has opened doors for past-ordinary level education.

4.2 Community Participation and Students` Enrolment

The findings revealed that the first thing or strategy that could lead to students' enrolment into community secondary schools was the construction of enough school infrastructures including the classrooms, pit-latrines, laboratories and libraries. In this study the discussion put much emphasis on how community members participated in constructing school infrastructures especially classrooms. It was shown that where the community members participated fully to construct a lot of classrooms, students' enrolment rates increased tremendously. The target informants in this study consisted of the heads of community secondary schools and the community members including the Ward Councillors (WCS), the Ward Executive Officers (WEOS), the Village/Street Executive Officers (VEOS) and other

community members holding no political positions in the society.

It was also revealed that all development activities at the ward level were organized by the Ward Development Council (WDC) which was composed of the Ward Councillors (WCS), Ward Executive Officers (WEOS), Village/Street Executive Officers (VEOS), Ward Educational Coordinators (WECS) and some non-governmental representatives in the wards. These were the ones who were responsible for decision – making, planning and organizing various development activities at the ward levels.

Of the visited wards, it was found out that Kitendaguro Ward had done better as far as education support was concerned .The community under the strong leadership of the Ward Councillor, Ward Executive Officer and the Village Executive Officers managed to construct enough classrooms which led to increased students' enrolment at Kagemu Secondary School which is found in that Ward. In the remaining wards community members also tried their best to construct school infrastructures including classrooms but at a low stage. One of those schools (Mugeza secondary school) had the classrooms that were built in the 1980`s and that's why it had somehow many classrooms.

The researcher interviewed the Ward Councillor of Kitendaguro Ward to find out whether the community members were responding to the call for meetings with the aim of constructing the school infrastructure, he responded as follows:

> "*The community members in this ward have been so cooperative in the whole*
>
> *process of constructing the school infrastructures. Most of them have*

*managed to contribute the agreed amount of money which is 10,000/=
Tanzania shillings per family. Those who fail to contribute in terms of cash,
provide free labour during the construction process*."

Also the Ward Executive Officer when responding to the interview on the strategies
that where used to ensure that the classrooms and other school infrastructures were
built, he said:

"*In constructing some classrooms at Kagemu secondary school, our ward
was divided into four (4) 'streets'. Each street was supposed to build one
classroom within three (3) years from 2007 to 2009 through community
members' contributions. We managed to fulfill our plans and that's why at
the moment we have no problem of classrooms at our school.*"

Therefore, availability of enough classrooms attracted the allocation of students in
that school. Table 3.1 shows monetary contributions that were made by the
community members in that ward from 2007 – 2009 in Tanzanian shillings. It was
revealed from the documentary review that due to the availability of enough
classrooms, the number of students' enrolment into Form One in 2009, 2010, 2011
and 2012 was increasing as it is shown in table 1.1.

The head of the school commented that, due to the increase of students' enrolment at
that school, the students were placed into various streams since they had enough
classrooms to accommodate them all. He said:

"*Every year, we are enrolling many students in Form One because we have
enough classrooms. Indeed we have no problem on that side although the*

problem might arise in the future if the rate of enrolment continues to increase."

Table 3.1: Monetary Contributions in Kitendaguro Ward in Tshs from 2007-2009

Year	Street 1	Street 2	Street 3	Stree4
2007	2,158,000	3,000,500	2,500,000	1,997,000
2008	4,759,000	5,800,000	4,328,000	6,983,000
2009	2,930,500	2,000,000	2,172,000	2,115,000

Source: Field data (2012)

While the community members of Kitendaguro Ward showed a high response in constructing enough school infrastructures, the response was not as that of the members of Kitendaguro Ward in the rest of the selected community secondary schools although they were trying to construct some classrooms which facilitated the increase of students` enrolment. It was revealed by one Village Executive Officer in Kashai Ward who was interviewed on whether the community members of that ward were cooperating together to construct enough school infrastructures or not, she said:

> *"It is very rare for community members of this area to participate because most of them are either employed or engage themselves in petty businesses such as trade, fishing and the like. They do leave their homes very early in the morning and come late at night. Thus, they take an advantage of not being at home all the day time not to engage them in education development. This has been a stumbling block towards the establishment of school*

infrastructures at our secondary school."

The same situation was also reported by one community member (with no any leadership position) from Bilele Ward, who said:

"The problem of the residents of this ward is that they don't like to take part actively in education activities like constructing the classrooms, toilets and hostels. They have the idea that the government alone can be able to construct the school infrastructures."

These words concur with (Adam 2005) who says, when the government bears all the costs of providing education, it is obvious that the efficiency and effectiveness of providing education becomes very minimal because the government cannot supply adequate human, financial and organizational requirements. Despite the efforts of some community members, still there were insufficient resources like classrooms to allow full enrolment of all eligible students to join secondary education. In one of the visited schools, the researcher was briefed by the head of the school that the school had no room for the headmaster's office and enough offices for the staff members; instead, one room was being used as an office for the school head together with other staff members. Some students from three community secondary schools when responding to the questionnaires, pointed out that the classrooms were very few to accommodate all the students.

Also one Village/Street Executive Officer in Kashai Ward when responding to the researcher's interview pointed out that:

"The attendance of community members in meetings to discuss development

issues including education depended on the title or position of the leader who had to address the meeting. The attendance was found to be higher when top political leaders like the Member of Parliament would address the meetings."

These findings concur with the community participation model as put forward by Adam (2005) who says that low participation of community members to school affairs occurs when community members fail to sacrifice their time to attend meetings at schools or elsewhere to discuss about school development and where community members believe that the government has the sole responsibility for the school in all aspects.

It was found out from the findings that poor participation by some of the community members was attributed to various factors including, Low trust to the leaders was among the factors which accelerated low rate of community involvement in the construction of school infrastructures. This was because they were worried that their leaders could use those contributions for their own benefits and not for the intended purposes. It was evidenced from the findings that some political and government leaders at all levels were no longer trusted by community members and this reduced their morale in participating and supporting the construction of school infrastructures. During the interview with 35 Village Executive Officers, 30 of them which are 85.7% revealed that community members had lost trust to their leaders and that's why they responded negatively to the construction of the school infrastructures. This notion was noticed by one of the Village/Street Executive Officers, who said:

"Many community members distrust some of the leaders of Tanzania thinking

that they are all corrupt and that their contributions to education are invisible. This misconception has reduced the morale of community members to participate in ward development activities."

School developments are likely to occur to a community which has an effective leadership from the national to school levels. Adam (2005) and Uemura (1999) point out that the key factor in ensuring effective community participation in secondary education is the presence of effective leadership at local level. Likewise United Republic of Tanzania (2001) argues that community participation and support to secondary education may succeed if there is trust among community members themselves, between community members and their leaders.

The second reason was little knowledge of some community members on the importance of education in the society in which they were living. Six (6) heads of schools (100%), pointed out that community members did not participate fully in the construction of school infrastructures not because they were arrogant but because they had little knowledge on the importance and necessity of constructing those infrastructures. Also this notion was supported by 3 Ward Councillors (50%) at different moments as follows:

"The community members still lack knowledge on the importance of education and that's why their participation in different development activities including education sector is not as active as required. This is a big challenge which we are facing when mobilizing them for development

activities."

These statements concur with the community participation model which states that the low level of community participation to school affairs is likely to happen to the community that hardly recognizes the importance of education (Adam, 2005). Therefore, there is a need to provide special training (national service) to the communities to make them responsible towards attending different community activities (Hargreaves, 1982).

Being unaware of community secondary schools was another reason for them not to participate actively in the construction of school infrastructures. This was because, from the beginning they were not prepared to undertake the responsibilities, they were forced to support without willing because the whole programme was still unclear to them. Sometimes the Municipal Council to village levels received orders from top political leaders to ensure that community secondary schools were built.

All Ward Councillors (100%) showed that the community members were just forced to participate without prior preparation. This is contrary to the community participation model and other literatures like Hargreaves (1982) and Mosha (2006) who argue that, education to community members about different reforms that are likely to affect them promotes greater participation and democracy in implementing such reforms. Hargreaves (1982) continues by saying that, before community members are involved in community activities they have to be equipped with knowledge and skills required for them to participate actively in all community activities. Also, Mosha (2006) argues that the level of community members' participation and support to educational reforms depends much on their

understanding of the whole reform and the community benefits from such reforms.

Another reason was lack of ownership among community members .Some members were not willing to participate because they thought that they had no control over those schools. Out of 6 interviewed Ward Councillors, 3 (50%), argued that those wards had attracted many people from deferent districts outside the Municipality who were searching for various economic activities. These were not ready to contribute in those new wards; instead they were highly committed in supporting education to their homelands. According to Thompson (1981), lack of community identity and ownership among community membership adversely affects them from participating and supporting fully communal activities. Improved community participation will depend on various factors including contextual factors like economic status, educational background, cultural factors and the environment (Adam, 2005).

4.3 Community Participation and Provision of Quality Education in Community Secondary Schools

One of the objectives of introducing community secondary schools in Tanzania and in every ward in particular through the programme known as Secondary Education Development Plan (SEDP) was to increase the proportion of Tanzanian youths completing secondary education with acceptable learning outcomes (URT, 2004). This objective has not been achieved satisfactorily because the big number of students ends up failing in Form Four Examinations.

According to Bukoba Municipal Education Profile (2012) the number of community

secondary schools has increased from 2 community secondary schools in 2004 to 16 in 2012. Despite such a tremendous increase of secondary schools following the participation of communities and the increase of students` enrolment, the quality of education that is provided is still of low quality due to shortage of teachers, teaching and learning materials to mention but a few . Most of the students who complete Form Four Secondary Education do not possess adequate skills as far as competence is concerned. This is because the community members, apart from participating in constructing school infrastructures, have not been contributing money for employing part-time teachers, buying teaching and learning materials like books and pieces of chalks, lack of schools fees and other necessary materials that a student is supposed to have in order to learn comfortably.

Shortage of teachers seemed to be a big problem towards achievement of quality education. Most of the schools that were visited seemed to have shortage of teachers. That being the case the students were simply attending school for the sake of attending but they were in real sense gaining nothing. Almost all the students who were visited told the researcher that they had an acute shortage of teachers and many subjects were not taught.

At Hamugembe Secondary School, the students told the researcher that they had only one physics teacher teaching from Form One to Form Four. This teacher could not manage to teach all the periods required per week and the parents were not willing to contribute money to pay part-time teachers. The availability of teachers in the visited community secondary schools was found not to be uniform. This means,

some schools had many teachers but teaching the same subject while other subjects had no teachers. For example, two of the visited community secondary schools (33.3%) were found to have more arts subject teachers than science subject teachers.

The headmasters of those schools told the researcher that community morale to participate and support community secondary schools was low because the children did not get what they expected to get from those schools. They continued by saying that some parents were transferring their children to other schools outside of the Municipality where there were enough teachers. For example in the year 2009 the school registered a total of 127 students in Form One but in 2010 the school remained with 119 students who entered Form Two. Also the same school registered a total of 129 students in 2010 in Form One but remained with 120 students who entered Form Two in 2011. This situation happened because some parents were not ready to contribute money for employing part-time teachers.

According to Davidson (2004),community members become discouraged from supporting and participating in school affairs when they hear teachers complaining about workload due to lack of enough teachers, low salaries and denial of their rights. It is also argued by Adam (2005) in his conceptual framework model that, community participation and support to school, relates much on the school situation like the quality of education offered by the school, availability of teaching and learning materials at school.

Lack of school fees and other school contributions also contributed to poor quality of education. Some parents were not providing their children with school fees as

required and in due time. This situation has disturbed a lot the students as they are sent back home to collect those contributions from time to time and thus making them miss a lot of classes. Therefore, this kind of poor community participation by community members   has decelerated the quality of education. One of the heads of schools when answering the questionnaire which aimed at investigating whether the parents/ guardians paid the school fees and other school contributions argued that, parents do not value secondary education and think that they are wasting their time for nothing and that's why some parents are not willing to pay the school fees and other contributions for their children in due time. Parents were not self-oriented to secondary education which is believed to be a source of awareness.

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Insufficient teaching and learning materials has also been the cause for poor quality education. Many schools do not have enough teaching and learning materials like textbooks, laboratory apparatus and so many others. This is because the government allocates a small amount of money to the education sector during the budget which does not satisfy the needs of the education sector. Also the parents have not taken appropriate initiatives to provide their children with those materials as one of the students verifies:

> *"We indeed, face a lot of problems during the learning process. We don't have enough textbooks and laboratory apparatus that are necessary in the whole process of learning. One book is shared among thirty students. We really face a lot of problems."*

Teaching processes have also contributed to poor quality of education. Due to large number of students as compared to the available teachers, the students are not given

enough assignments, exercises and monthly tests to enable them get used to ways of tackling and answering questions. Even some exercises/assignments that are provided are not marked by the teachers. On the part of parents, some do not make follow-ups to see whether their children are learning or not. They do not take time to cross-check the exercise books to find out the progress of their children in academic matters. This means, some parents do not participate fully to ensure that their children learn as required. This was evidenced by some students from three of the visited community secondary schools, who said:

> *"Sometimes, our parents should be blamed of contributing to the failure of students in the examinations. They hardly cross-check our exercise books to get informed of what is taking place at school. Some students do not even attend at school knowing that their parents won't make any follow-up against them."*

It is clear therefore to state that to some extent, the parents do contribute to poor quality of education due to lack of follow-ups to their children and this might be one among the strongest reasons of the failure of students in their examinations.

4.3 Community Participation and Improved Access to Post- Ordinary Level Education

It was revealed from the visited heads of schools of all wards that a big number of students completing Form Four were not selected to join post-ordinary level education due to the fact that their performance in Form Four National Examinations was very poor. Documentary review from 3 of the visited community secondary

schools showed that the number of students who joined the post-ordinary level education was very low as indicated in Table 4.1.

Table 4.1: Students' Academic Performance in 2009, 2010 And 2011

Year	Names of schools	Total No. of Students	No. of students selected	No. of students not selected	Percentage of students selected	Percentage of students not selected
2009	Mugeza	133	49	84	36.8	63.2
2010	Mugeza	131	34	97	26	74
	Rumuli	41	2	39	14.3	85.7
	Hamugembe	86	12	74	14	86
	Kagemu	124	38	86	36.6	69.4
	Kashai	81	42	39	51.9	48.1
	Bilele	57	17	40	29.8	70.2
2011	Mugeza	111	10	101	9	91
	Rumuli	45	13	32	28.9	71.1
	Hamugembe	49	9	40	18.4	81.6
	Bilele	74	5	69	6.8	93.2
	Kagemu	197	31	166	15.7	84.3
	Kashai	100	30	70	30	70

Source: Documentary review from the headmasters

From table 4.1, it is seen that a large number of students do not join the post-ordinary level education because they do not perform to the required qualifications. This situation has been attributed to various factors including shortage of teachers, insufficient teaching and learning materials, inadequate fund allocated to the education sector by the government, inadequate teaching processes and the like.

All heads of community secondary schools told the researcher that many of their students completing Form Four performed poorly to the extent of not meeting the qualifications of joining post-ordinary level education. In order to improve the quality of education in Tanzania there should be joint efforts between the government and the community members in facilitating the provision of necessary learning and teaching materials and making follow-ups on the students` discipline so that they can concentrate on learning and come with the required skills.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of what was investigated; a conclusion and finally the recommendations based on the study "The effects of community participation on access to quality secondary education and post-ordinary education in Tanzania- the case of Bukoba Municipality".

5.2 Summary

The purpose of this study was to examine the effects of community participation on access to quality secondary education and post-ordinary level education in community secondary schools. The study was conducted six wards of Bukoba Municipality. These wards included Kahororo, Kashai, Bilele, Miembeni, Kitendaguro and Hamugembe. The respondents in the study included the heads of schools, secondary school teachers, community members (Ward Councillors, Ward Executive Officers, students and other community members holding no political positions).

The study employed mixed approach in which both quantitative and qualitative approaches were used and survey design was employed particularly the cross-sectional survey design. The sample comprised of a total of 101 respondents whereby there were six (6) Ward Councillors, six (6) Ward Executive Officers, six (6) heads of schools, twelve (12) teachers, thirty five (35) village/street executive officers, 30 students and six(6)community members around those schools.

Purposive sampling technique was used to get respondents who included the Ward Councillors, Ward Executive Officers and the Village/Street Executive Officers while simple random sampling technique was used to get samples of heads of community secondary schools, school teachers and the students. Accidental sampling technique was also employed to get samples of other community members/parents holding no political positions.

The instruments that were used to collect data included the questionnaires, interview and documentary review. It was revealed that in some areas, community members participated actively in the activities which aimed at improving the education sector at their wards. Through their active participation, they were able to construct enough school infrastructures which in turn led to the increase of students' enrolment. However, in other wards, community members were passively participating in the establishment of school infrastructures. This led to insufficient school infrastructures, poor quality education and a few number of students joining the post-ordinary level education.

5.3 Conclusion

From the study, it has been revealed that a high percentage of community members did not take part in the development of education sector as required. Only the residents of Kitendaguro ward tried their best to take part in the construction of school infrastructures and contributing money for paying part-time teachers. In other wards, that is, Kashai, Miembeni, Bilele, Hamugembe and Kahororo, the response of community members to education development was low. This was because some

leaders misused the contributions that were specific for educational development.

Therefore, community members began to distrust them and thus showing a low response towards education development. Concerning the provision of quality education, their contributions were very low and that's why student's performance in their examinations was poor. Some parents did not like to provide their children with necessary resources needed in learning process like books. This affected much their performance. Due to poor participation of community members, the number of students who qualified for post-ordinary level education was very low as it is shown in Table 4.1.

5.4 Recommendations

Basing on the findings regarding the effects of community participation on access to quality secondary education and post-ordinary level education, the following recommendations are put forward;

i. Community members, who are reluctant to contribute towards education development, should be educated on the importance of doing so otherwise serious measures should be taken upon them.

ii. The whole programme of building up community secondary schools should be well controlled by the government. New community secondary schools should not be constructed unless the existing ones in the wards are fully equipped with laboratories, libraries, staff offices and teachers' houses.

iii. Again, the government should employ enough teachers in the existing community secondary schools so as to promote the provision of quality education. Furthermore, the teachers should be given enough salaries and conducive or good working environment so that they can be encouraged to assist the students more effectively.

iv. Again, there should be good governance from local to national levels and use the national resources wisely so as to develop our nation and the education sector in particular. All these will cultivate community members' trust to their leaders and encourage them to participate in various development activities including secondary education in their respective wards and at the national level in general. There should be the introduction of by-laws and rules at the Municipality, wards and village/street levels to enforce the community members who knowingly resist educational development. These will ensure that all community members give due support to the construction of school infrastructures, and as a result more community secondary schools will be constructed and hence an access to quality secondary education will be improved.

v. Furthermore, the parents/guardians should always make follow ups on the discipline and performance of their children so as to discover their weakness and look for ways to help them. If they don't do so their children will continue failing in the national examinations.

5.5 Recommendations for Further Studies

This study was conducted in six wards comprising six community secondary schools in Bukoba Municipality due to time and financial constraints. Other researchers are

encouraged to do similar research in other areas. Also, researchers are   encouraged to find out what causes high community participation in constructing school infrastructures in other districts, municipalities and regions especially in those areas where community secondary schools are many.

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APPENDICES

APPENDIX A: QUESTIONNAIRES TO THE HEADS OF SCHOOLs

Background information.

1. Sex: Male……………….Female………………………………………………..

2. Date………………………………………………………………………………

3. Name of school……………………………………….Ward………………………

Questionnaires

4. What is the total number of students at this school?...

5. What is the number of students enrolled in Form One in the following year?

      (a) 2009………………………………

      (b) 2010……………………………….

      (c) 2011………………………………

      (d) 2012…………………………….....

6. Are all the students enrolled residents of this ward? (YES/NO)(Tick (v) where

appropriate.

If NO why does this situation happen?...

………………………………………………………………………………………..

………………………………………………………………………………………..

What are the effects of this situation to students' academic performance?

………………………………………………………………………………………

………………………………………………………………………………………

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7. Are the community members taking part in the construction of school infrastructures?

(YES/NO)(Tick (v) where appropriate.

If YES explain the extent of their participation.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

If NO what prevents them from participating might be

  (a) Lack of financial ability

  (b) Inadequate knowledge on the importance of education

  (c) Lack of follow up from the local authority

  (d) Not being ready to participate

      Tick (v) all the possible answers.

8. Do the nature of surfaces and size of the areas support the construction of school infrastructures? (YES/NO)(Tick (v) where appropriate.

9. Are the school infrastructures that are available enough to accommodate all enrolled students? (YES/NO)(Tick (v) where appropriate).

If NO what efforts do you make to involve community members to participate in the establishment of those infrastructures?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

10. Are the parents/guardians supporting their children in terms of paying school fees and other school   contributions? (YES/NO)(Tick (v) where appropriate).

If YES do they pay them in time to enable them attend classes as required? Explain in short

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If NO what does the school management do to make them pay in time?......................

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…………………………………………………………………………………………………

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11. Do all enrolled students complete Form Four Secondary Education?

(YES/NO)(Tick (v) where appropriate).

If NO what is the total number of students who did not complete Form Four

Secondary Education in

     2009……………………………………..

     2010………………………………………

     2011………………………………………

12. How many students qualified to join post-ordinary level education in the

following   years?

     (a) 2009………………………………..

(b) 2010…………………………………..

(c) 2011…………………………………..

13. In your own views what should be done to ensure that the community members participate fully towards learning and teaching processes of their children?................

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

THANK YOU FOR YOUR COOPERATION

Kiambatisho B: Mwongozo wa Hojaji kwa wanajamii

Taarifa za awali

1. Jinsi: Me…………………../Ke…………………….

2. Tarehe …………………………………………………..

3. Jina la shule iliyo karibu na alipo

mhojiwa…………………………………………….Kata…………………………

Hojaji

4. Unaonaje nidhamu ya wanafunzi katika shule hii?

(a) Nzuri sana

(b) Nzuri kiasi

(c) Wastani   (   )

(d) Mbaya

(e) Mbaya sana.

5. Je, inapotokea wanafunzi wakawa na nidhamu isiyoridhisha jamii yenu

inashirikiana kerekebisha hali hiyo? (NDIYO/HAPANA)

Kama NDIYO, jamii inashirikiana nao kwa njia zipi? …………………………….

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Kama HAPANA, ni sababu zipi zinazosababisha jamii isifanye hivyo?

(i)………………………………………………………………………………………

(ii)………………………………………………63……………………………………

(iii)……………………………………………………………………………………

6. Je kwa ufahamu wako vyumba vya madarasa katika shule vinatosha ukilinganisha na idadi ya wanafunzi waliopo? (NDIYO/HAPANA)

Kama NDIYO,jamii inashiriki katika ujenzi wa madarasa hayo?(Eleza kwa ufupi).

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

7. Je,jamii ina mwamko au inaitikia wito wa serikali wa kuhakikisha watoto wanaofaulu kwenda sekondari wanafanya hivyo na kwa wakati?(Toa maelezo).

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…………………………………………………………………………………………

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8. Je, inapotokea mlezi/mzazi ameshindwa kabisa kumpeleka mtoto wake shule kutokana na ukosefu wa mahitaji ya shule anasaidiwaje na jamii…………………….

…………………………………………………………………………………………

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9. Je, Serikali inachukua hatua zipi pindi mzazi/mlezi anaposhindwa kumpeleka mtoto wake shule?………………………………………………………………….

…………………………………………………………………………………………

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10. Je,ufaulu wa watoto katika shule hii ni wa kuridhisha?(NDIYO/HAPANA).

Kama HAPANA,unafikiri hali hii inasababishwa na nini?

   (a) Uhaba wa vyumba vya madarasa

(b) Uhaba wa walimu

(c) Wanafunzi kukosa karo na kurudishwa nyumbani   (   )

Kama NDIYO, jamii imetoa mchango gani ambao umewawezesha wanafunzi

kufanya vizuri?..

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

11. Ungependa nini kifanyike ili kuhakikisha watoto wote wanaochaguliwa

wanapata mazingira tulivu na ufaulu mzuri katika mitihani yao kama

inavyotarajiwa?

…………………………………………………………………………………

…………………………………………………………………………………

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ASANTE SANA KWA USHIRIKINO WAKO

Kiambatisho C: Dodoso kwa wanafunzi

Taarifa za Awali

1. Jinsi: Me…………………./Ke……………………………

2. Tarehe…………………………………………………..

3. Kidato……………………………………………………..

4. Jina la shule……………………………Kata………………………..

   Dodoso

5. Je, miundombinu ya shule hii (vyumba vya madarasa,vyoo,n.k) inatosha kwa matumizi yenu? (NDIYO/HAPANA)

   Kama HAPANA, hali hii inawaathiri kivipi pindi mnapokuwa darasani na ufaulu katika mitihani kwa ujumla? Toa maelezo

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   Je, jamii nzima inayowazunguka wakiwemo wazazi/walezi wenu inaelewa hali halisi ilivyo,yaani, hali ya upungufu wa miundombinu?

   (NDIYO/HAPANA)

   Kama NDIYO,wanachukua hatua gani kuhakikisha wanatatua tatizo hilo?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

7. Je, wazazi/walezi wenu wanawapa mahitaji muhimu kwa ajili ya masomo yenu kama vile mkebe wa vifaa wa hisabati na vitabu?(NDIYO/HAPANA)

   Kama HAPANA, mnawezaje kujifunza kwenye hali kama hii?

   (a) Mnaazima

   (b) Mnaacha kabisa kuja shule

(c) Mnasoma hivyo bila zana hizo.   (   )

Kama NDIYO,je vifaa hivyo vinatosha au bado mnapungukiwa? Toa maelezo

………………………………………………………………………………………

………………………………………………………………………………………

8. Je, wazazi/walezi wanawalipia karo na michango mingine ya shule na   kwa

wakati muafaka? (NDIYO / HAPANA).

Kama NDIYO,je vifaa hivyo vinatosha au bado mnapungukiwa?Toa

maelezo………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Je, hali hiyo inawaathiri vipi kisaikolojia na kimasomo? Eleza

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

9. Je, huwa mnafanya mikutano ya pamoja ikiwahusisha ninyi,walimu pamoja

na wazazi/walezi   wenu?(NDIYO/HAPANA)

Kama NDIYO,ni mara ngapi kwa mwaka?

(a) Mara moja

(b) Mara mbili   (   )

(c) Zaidi ya mara mbili

10. Ikitokea mwanafunzi amerudishwa nyumbani kutokana na utovu wa

idhamu , je wazazi/walezi wenu huwa wanakuja shuleni ili kujadiliana na

walimu pamoja na uongozi wa shule juu ya mienendo ya mtoto huyo?

(NDIYO/HAPANA)

11. Katika shule hii wapo wanafunzi walioacha shule?

(NDIYO/HAPANA)

Kama NDIYO,sababu ya (za) kuacha kwao ni :-

(a) Ukosefu wa karo na michango mingine   (   )

(b) Mimba

(c) Vifo

=ASANTE SANA KWA USHIRIKIANO WAKO=

Appendix D: Questionnaires to the teachers

Background information

1. Sex: Male…………………….…Female……………………………………

2. Date………………………………………………………………………………

3. Name of the school…………………………………Ward…………………..

Questionnaires

4. For how long have you been teaching at this school?

(a) Less than a year

(b) One to three years   (   )

(c) More than three years

5. Have you ever seen community members participating in the construction of

school infrastructures? (YES/NO)(Tick (v) where appropriate).

Explain in short what you have observed regarding either the participation or non-

participation of community members……………………………………………………

…………………………………………………………………………………………

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6. How do you find the situation in the classrooms when you compare the number of

students and the size of classrooms?...

…………………………………………………………………………………………

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…………………………………………………………………………………………

7. Does the increase of students' enrolment go hand in hand with the increase of

teachers? (YSE/NO)(Tick v) where appropriate)

If NO, how do you manage to teach them keeping in mind that you are very compared with a large number of students……………………………………………….

……………………………………………………………………………………………

8. Do you get any cooperation from the parents/guardians once their children are suspended due to indiscipline cases? (Tick (v) where appropriate).

If NO, what do you do to ensure their cooperation?...

……………………………………………………………………………………………

……………………………………………………………………………………………

9. When it happens that the students have failed the examinations, do the parents/guardians take any initiative to visit this school and discuss with you concerning their failures? (YES/NO)(Tick (v) where appropriate).

If YES, what are their views?...

……………………………………………………………………………………………

……………………………………………………………………………………………

10. Do all your students have necessary learning materials needed in the classrooms like mathematical sets and books? (YES/NO)(Tick (v) where appropriate) ………….

……………………………………………………………………………………………

……………………………………………………………………………………………

11. In which aspect would you like the community members to participate so as to ease the learning and teaching processes?..

THANK YOU FOR YOUR COOPERATION