

CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation entitled: **Involvement of Community in Secondary School Education Management in Selected Community Secondary Schools in Moshi Rural District**, in fulfillment of the requirements for the degree of Master of Education, Planning and Policy Studies in the Open University of Tanzania.

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Supervisor

Date:

DECLARATION

I, Pudensiana Kibona, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

Signature.....

Date:.....

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DEDICATION

This dissertation is dedicated to my late father Michel Kibona who died in 1978 and to my mother Agnes Lenguyana for rearing me. Without them, I would have never been the way I am today leave alone to accomplish what I have gained from their experience and hence to finally complete this work.

ACKNOWLEDGEMENT

I thank God for keeping me alive and healthy to complete this study. The success of this study is a result of teamwork involving a large group of individuals and as such it is not possible to mention in person all of them. However, I would like to express special appreciation to the following:-

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ABSTRACT

The study aimed at examining the involvement of communities in managing community secondary schools in Moshi Rural District. The study threw analytical light on the extent to which power was devolved at local levels in managing secondary education. The study employed both qualitative and quantitative approaches. Data were gathered through questionnaire, interviews and documentary reviews.

The groups involve in this study included Heads of some of community secondary Schools, and School Board Chairpersons, some of the teachers, community members, Ward Educational Officers, Ward Executive Officers, Division Officers, Councilors, village Executive Officers, Village chairpersons and District Educational Officer. This is due to the fact that they were the ones who were to provide the information required as they were among the community members and school management.

The study revealed that leaders at community levels were partially involved (43 percent) in some managerial functions except in implementing school plans. Their involvement was limited to preliminary stages of school planning such as mobilization for direct voluntary and obligatory contribution of funds, materials, labour force as well as donation and allocation of construction sites.

It can be concluded that community involvement in managing secondary schools in their respective areas needed not only the efforts of school management team but also of the leaders at community levels and their respective community members.

The findings in this study will help education planners and policy makers to modify approaches used in the management of community secondary schools to foster community involvement and participation.

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LIST OF SOME ABBREVIATION AND ACRONYMS

CCM	Chama cha Mapinduzi
C.S.S	Community Secondary School
DEO	District Education Officer
EFA	Education for All
ETP	Education and Training Policy
MOEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Programme
SEMP	Secondary Education Master Plan
SDPW	School Development Plan of work
URT	United Republic of Tanzania
VEO's	Village Executive Officers
WC-EFA	World Conference on Education for All
WD-EFA	World Declaration of Education for All
WDC's	Ward Development Committees
WEO's	Ward Development Officers
WEo's	Ward Educational Officers

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

Article 7 of the World Declaration on Education for All (W-EFA) adopted in the World Conference on Education for All (WC – A), held in Jomtien Thailand in 1990 called for strengthening partnerships between government and communities in the provision of education for all. The same message was echoed six years later during the 1996 mid – decade implementation review in Amman, Jordan. The final report of that meeting observed that as governments seek ways to decentralize responsibility for education, equalize educational opportunities, and raise more funds, they need strong and innovative allies (Bray, 2000).

The advocates of decentralization policy assume that decisions made using broad community participation would receive more responses, diverse interests and needs of the respective community than those crafted only by national level decision – makers (Bray and Mukundan, 2003).

In the recognition of the importance of decentralizing powers, the government in its Education and Training Policy, (URT, 1995) observed the following:-

- Powers and decision in management and administration of education and training have remained heavily concentrated at ministerial level.
- Attempts to involve regions, districts and Communities in the management and administration of educational institutions in their areas of jurisdiction were

wanting and effective management of education and training necessitates community involvement in the policy exercise the government, therefore advised that ministries responsible for education and training shall devolve their responsibilities of management and administration of education and training to lower organs and communities.

The government therefore, support for decentralization in the provision of education finds roots on the general belief that the local governments were more in tune with the needs of their constituents and therefore were better placed to deal more diligently with emerging situations; including those of access and equity. It is also believed that local government can easily mobilize nearby communities in the formulation and implementation of policies particularly those regarding the provision of social services. In addition to promoting responsiveness of the communities to education activities in their areas, active involvement is likely to increase accountability and resource mobilization.

The importance of community role in education in Tanzania is clearly captured in the Education and Training Policy (URT, 1995). The policy document provides a historical background and revisits current changes put in place to ensure that education is becoming the right of all citizens. However, the government has realized that unless powers and making decision processes in the management and administration of education and training that formally were heavily concentrated at the ministerial level were decentralized, the country would not improve its educational delivery.

People involvement in the management of community secondary schools in their areas is critical now following rapid increase in enrolment rates in primary schools triggered by the Primary School Education Development Programme (PEDP) and its resultant increase in the pass rate of 40 percent by the year 2003 as indicated in the Secondary School Education Development Programme (SEPD, 2004 – 2009).

Reading a report on the success of the implementation of CCM Election Manifesto of 2005 on primary education, the Prime Minister of that time Mr. Edward Lowassa, was quoted by the media as telling President Jakaya Kikwete in December 2006 that standard seven pass rate had increased from 304,938 (61.7 percent) in 2005 to 4,068,187 (70.5 percent) in the year, 2006.

He ordered the regional administrators to ensure that at least 70 percent of all students who had passed the Primary School leaving Examination (PSLE) to join government secondary schools by January 2007. He emphasized the need for building more classrooms to absorb all those students who had passed Standard Seven examinations but did not get chance to enter secondary schools (Mwananchi newspaper, 12/12/2006).

Efforts to absorb the rapid increase of students who were to join Secondary Schools were seen under SEDP. The programme among other things, aimed at expanding school facilities, especially in underserved areas. This involvement would require doubling of enrolments in lower levels of Secondary education and having at least one Community School in every ward (SEDP, 2004 – 2009).

Nevertheless, having one community school at every ward calls for building strong managerial relationship between different societal organs and academic institutions. As a motivation, they had to make sure that the schools were not only built in their societies but were also run collaboratively in favour of the communities.

Since it was impossible that not every member of the community could be directly entrusted in the management of community secondary schools, the Ministry of Education and Vocational Training chose school boards as the community representatives on school management issues. Nevertheless, what was normally seen was that communities were involved during the construction stage whereby the work relied heavily on government arrangements at both wards and village levels.

Despite government policies and procedures involving communities in managing schools, empirical evidence shows that the level of involvement of the communities was still marginal. The 1972 Decentralization Programme, the 1978 Education and Training Policy seem to have done little to ensure community involvement in the management of community secondary schools (Otieno 2000, Mulengeki 2004).

Reasons behind this scenario could be firstly, the roles of communities in the management of these schools as part of SEDP were not stipulated clearly and secondly, the roles were limited to certain functions and for a certain period only.

1.2 Statement of the Problem

In line with Jomtien proceedings, the study was concerned with decentralization of education and strengthening linkages with rural communities. Within the broad

education sector, the study was mainly concerned with community built secondary schools generally known as community secondary schools.

Many Studies in Education Sector in Tanzania had often focused on the effects, successes and failures of community involvement in various areas of school financing in the primary area. These included; Balwetegile (1991), Lweja (1993), Luyagila (2002), Koma (2003), Lwiza (2004) and Mulengeki (2004), Dachi (1994) and Mosha (2004) who did their studies on devolution of educational management powers to local government while Lyimo (2001), Matekere (2003), Mlaki (2005) and Millanzi (2005) studied academic performances in community secondary schools. However, the above mentioned studies left the area of community involvement in managing the schools unstudied. This has led to a situation that there is paucity of information on how communities are involved in managing secondary education in the aspects of planning, organizing, controlling and communication.

It was my opinion therefore, that the study would, help to bridge the knowledge gap in terms of how much power and decision – making in the management and administration of secondary education has been decentralized to the community level.

In particular the study looked in depth the level of awareness the members of the community possessed about their roles and obligations in managing community schools as stipulated in both the Education and Training Policy of 1995 and the Secondary Education Development Plan (SEDP, 2004 – 2009).

1.3 Purpose of the study

The study aimed at examining the involvement of communities through their leaders at community levels in managing community secondary schools in Moshi Rural District. The study intended to throw some light on the extent to which power is devolved to community authorities in managing secondary education in their areas of jurisdiction.

1.4 Objective of the study

The study was guided by the following objectives to:

- (a) Examine how communities were involved in School Development Planning in the selected area.
- (b) Assess how the communities were involved in organizing school development activities.
- (c) Determine the extent to which communities were involved in the school budgeting process.
- (d) Identify the extent to which the school management facilitated communication between respective of schools and communities.
- (e) Identify some problems or negative factors that affected or hindered the effort.
- (f) Propose some ways of improving the situation.

1.5 Research tasks

The clients were sought to respond to the following research tasks and their subsequent questions.

1.5.1 Task one

If the communities were involved in school development planning.

Research questions:-

- (i) Were the communities involved in identifying school needs? If yes and how? If no, why?
- (ii) Were the communities involved in setting schools objectives and how?
- (iii) How does the school management involve leaders at community levels in the implementation and evaluation of school plans?

1.5.2 Task two:-

The extent to which communities were involved in organizing school development activities.

Research questions:-

- (i) Were the communities involved in defining and determining school development activities?
- (ii) To what extent were the leaders at community levels were involved in assigning duties and activities regarding school development to community members?
- (iii) How did the school management ensure teamwork with the school community members in organizing school activities?

1.5.3 Task three

The extent to which community levels were involved in school budgeting.

Research question

- (i) Were the communities through their leaders involved in school budgeting?
- (ii) In what ways does school management involve leaders at community levels in issues of evaluating the school budget?

1.5.4 Task four

The extent to which the school management facilitated communication between respective schools and communities.

Research questions:-

- (i) What opportunities were in place for face to face discussion between the school management team, teachers and the community for discussing school developmental activities?
- (ii) Justify the responses above?

1.6 The Significance of the Study

The study was important in that the government had decided to devolve or transfer management powers in education from central government to the community levels. Hence, the study will form a formidable reference material for re-assessing the structure, functions and roles of both the government and communities in the management and development of community schools.

The study or the project is an appreciation of what the community schools administration and leaders at the community levels could achieve given the

awareness of their roles and responsibilities. Hence, the study that lacked this recognition of respective roles might have long – term educational implications if not intervened in time.

Lastly, the findings of this study are expected to be used as “building blocks” for other studies in educational management in a decentralized system.

1.7 Limitation of the Study

The study was faced by the following obstacles first, one of the Schools selected was new and had no School Board yet as stipulated by MoEVT regulation. The problem was overcome by collecting all the needed data from the other two school board Chairmen who provided their experiences and roles as they performed their duties in managing community schools in their respective areas.

Another limitation was unavailability of respondents on the scheduled time. This was attributed to the fact that some of the respondents such as school board chairmen were retired workers and had no permanent offices. I overcame the problem by constantly traveling to their villages to meet them at their home places.

There was also a problem of poor record keeping especially on the part of leaders at community levels. The study overcame the problem by applying the triangulation method in data collection in order to get detailed information.

1.8 Scope and Delimitations of the Study

The study was confined community involvement in the management of 10 community based secondary schools in Moshi District namely Tema, Kindi Kati, Marialle, Kimochi, Himo, Maringeni, Sungu, Makomu, Kilimani, and TPC.

1.9 Conceptual Framework

Since Jomtien World Conference on Education for ALL (WC – EFA) in 1990, governments and international agencies have been pressing for decentralization of education as a mechanism for improving education provision in developing countries. An alternative approach to educational administration and management has been that of entrusting management decisions downward in the hierarchy of school administration, often at community levels (UNESCO, 1985).

Rationale for involving the community in planning and decision – making is based on the belief that citizens have a right as well as a duty to participate in determining community needs, in deciding priorities and in selecting the most appropriate strategy for the allocation of community resources. Since people are allowed to participate in decision – making, objectives for the formulated programme become their own aspirations and thus, the urge to implement them successfully is great. (Decker and Decker, 1991).

The importance of the community role in education in Tanzania is clearly captured in the Education and Training Policy (URT, 1995) which stipulates that Urban, districts, town, Municipals City Councils, NGOs, communities and individuals shall

be encouraged and shall be given incentives and opportunity to establish, manage and administer at least one secondary school in each ward in their area of jurisdiction.

The need was emphasized in the Local Government Reform (URT, 2006) and was pointed out in the government policy paper on local government reform published in October 1998 that one of the principles of reforms was to ‘bring public services under the control of the people through their local councils’.

The government realized that unless powers and decision making processes in the management and administration of education and training, which were heavily concentrated at the ministerial level were decentralized, the country could not improve its educational efforts.

Community involvement in the management roles (planning, organizing, budgeting and communication) in secondary educational development is more important now than before. This is due to rapid increase in enrolments rates in primary schools, triggered by the Primary school Education Development Programme (PEDP) and its resultant increase in the pass rate of 40 percent by the year 2003.

However, Mosha (2006) observe that reforms do not occur through directives and circulars from above or from propaganda campaigns by those behind the goals; but that they occur when community members have decided that the changes were worthy of support.

There is a need therefore, for capacity building to sensitize institutional and community members to the needs for proposed educational reforms.

Having one community school in every ward therefore, calls for strong managerial relationship between different societal organs and academic institutions. In this case therefore, community schools should ensure that schools are not only built for their societies but are run effectively for social benefits.

It is believed that involvement of community in the process of decentralization can substantially improve efficiency, transparency, accountability, and responsiveness of service provision compared to centralized systems. It is also said that decentralized education provision is more efficient, better reflect local priorities, encourage participation and eventually, improve coverage and quality (Faustor, 1995).

However, there is a need to examine the extent to which each of the stakeholders contributes to effective management of these schools. Mosha (2006) observe that the way an institution is organized, will significantly affect the management of that schools, whether implementation of the plan is facilitated or impeded.

Effective management of an institution depends on effective planning of the programmes run in the school. This depends on sound decisions made by different stakeholders and also on the level of transparency, responsibility and accountability of different stakeholders of the community school. Local participation in the school management improves accountability and responsiveness, and fosters resource mobilization (Kihard, 1988).

According to Kihard (1988) collaboration can allow partners to concentrate on the task that they can do best. In this situation, division of labour, partners of all sides stand to gain. When people work together on a task such as construction of classrooms, they are more likely to feel a sense of ownership rather than when someone else performs the task for them.

Literature on this issue for example, shows that community involvement in educational management is limited to those aspects that educational managers feel that rural communities can handle such as construction activities only. The argument is supported by Hape (2005) who argued that school leadership welcomed the community members only in limited aspects of school management and especially those that do not involve educational issues.

In principle, effective involvement of communities in school management organs depends on effective communication within and between all stakeholders of education institution.

Their involvement in managerial functions in the community schools will eventually lead to improved management in the areas of planning, organizing, controlling school developmental programmes as well as enhancing effective communication in an organization, which is a very important element in smooth running of the institution. This elucidation shows that an integrated school community management model is needed, showing how school administration and communities can work together for a common goal.

Figure 1 presents this model, emphasizing joint managerial functions between leaders at community levels and school management teams. Expected outcomes are indicated by set indicators of effectiveness of managerial system in educational organizations: improved accountability, transparency, effectiveness of secondary education service provision in community schools as well goal integration.

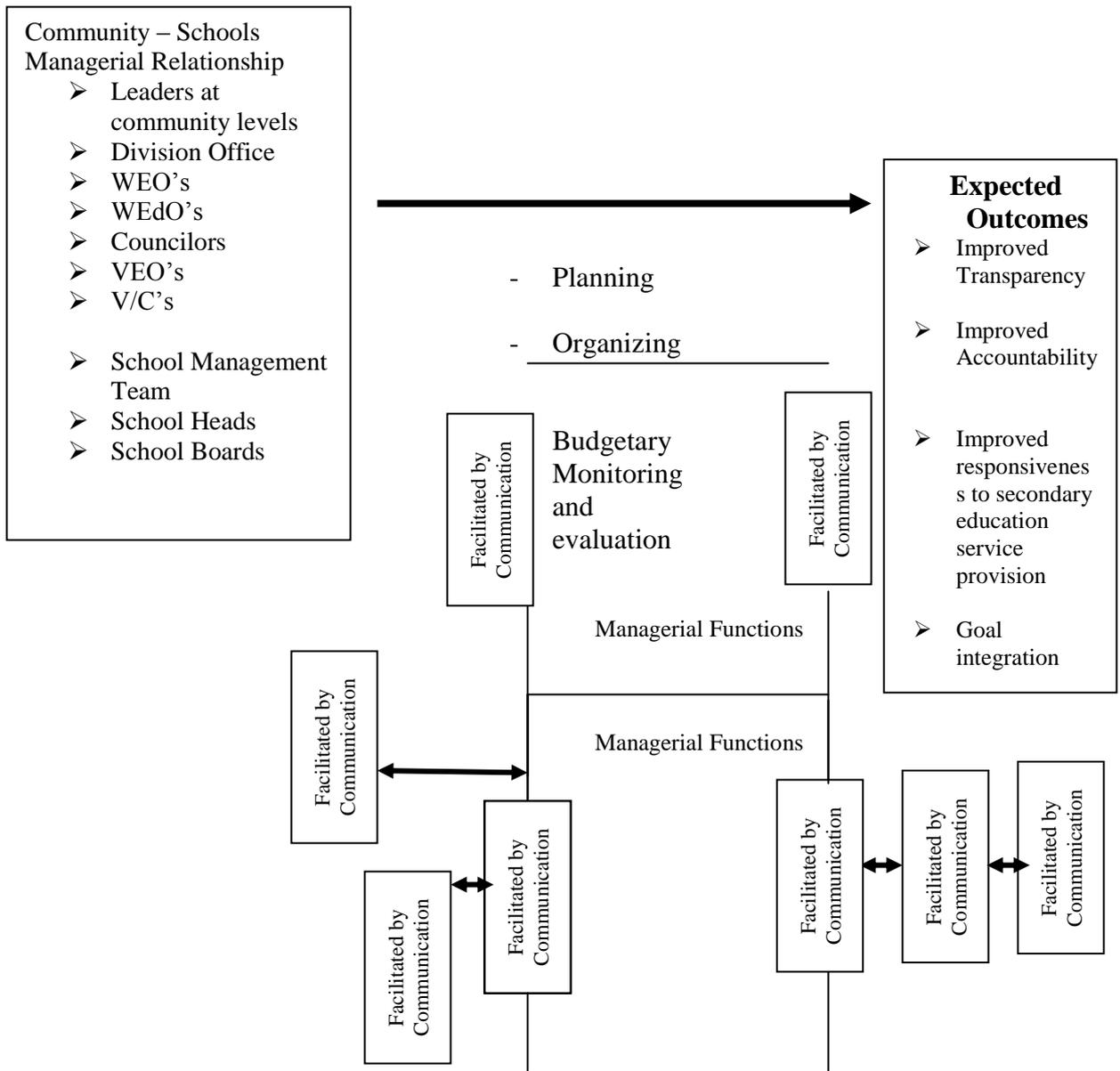


Figure 1: Conceptual Framework Model for Management of Community Secondary Schools

Source: Developed by the Researcher after Literature Review

The model emphasizes close managerial relationship between leaders at community level and community schools in making sure that schools built in their communities are run effectively for social benefits. Communities and their leaders normally initiate school plans, building materials, projects in their vicinity using own resources – human and other resources. These leaders involve community members at the grassroots in all initial stages including identifying education needs, setting determining problems, specifying objectives, goals and, at a later stage implementing the projects or plans.

The aim of this study was to assess community involvement in secondary education management in shaping activities in the community secondary schools with regards to major managerial functions such as planning, organizing and controlling for school effectiveness. The outcome of the involvement of communities in school management will lead to improved efficiency, transparency, accountability, and responsiveness of secondary education service provision of community school.

1.8 Definition of Key term of Concepts.

In this study, the following concepts were operationalised as follows:

Community Secondary Schools. These are secondary schools built locally and owned by rural communities while the government supports them by drawing policies, establishing standards and regulations, giving grants and employing work force.

School Management. Is used in a narrower sense to include only activities of planning, organizing, budgeting, and communication in community secondary schools.

Decentralization. Is used to refer to the amount of power devolved to community members in a system, in this case in the running certain aspects of education system.

Leaders at Community Levels. In this study these represent the Division, Ward and Village leaders at their respective communities.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter deals with review of related literature on decentralization of education provision to community level globally and locally and the effect it has on management of education system, specifically at secondary level. The review covers concepts of decentralization of education, involvement of communities in a decentralized system in management functions of secondary education and their rationale, concepts of management and structure of secondary schools in Tanzania.

2.2 Community Involvement in Educational Management of Secondary Education

2.2.1 Global review

Community activities in education and schools specifically, have a long history worldwide. Indeed, a perspective of centuries rather than decades would generally show role of governments until the twentieth century, as schooling before that time was being mainly provided by churches and other voluntary agencies (Cummings and Riddell 1994). Many colonial education systems in Africa were at least partly based on community inputs (*Okoye, 1986*).

During the period following World War II, the role of governments increased gradually until they were capable to play the dominant and in some countries almost exclusive role in providing education to the citizens. Support for this expanded role was contained in various international resolutions including the 1948 United Nations

Declaration of Human Right the 1959 Declaration of the Rights of the Child, and the 1966 International Covenant on Economic, Social and Cultural Rights. However, in the last quarter of the twentieth century the pendulum swung as the financial and other limitations of government capacity gained wider recognition while advocacy of community participation again became stronger (Tshireletso, 1997).

Communities have significant responsibilities in “creating, construction, financing, and managing the school, recruiting and paying teachers salaries and procuring school materials”. However, community schools differ from government schools in their funding sources, governance, management structure, organization, and often in curricular aspects (*Rugh and Bossert, 1998*).

Evidence about the impact of decentralization on education services is mixed and limited. In Brazil, for example, it has increased overall access (In enrolments) but has done little to reverse persistent regional inequities in access to schooling, per capita expenditures and quality (*Bray, 1999*).

Chilean’s experience also shows that decentralization does not by itself remove inequalities between localities of varying incomes. In fact, quality in poorer communities continues to lag. These results are supported by experiences in Zimbabwe and New Zealand. However, the design of these decentralized systems has been criticized. One shortcoming is that central governments have off-loaded responsibilities to local governments and communities without providing adequate targeted support.

Argentina, for example, transferred education from the national to the regional governments in order to reduce central government fiscal deficits.

Support for decentralization is often based on the general belief that the local government is more in tune with the wants and needs of its constituents and therefore is better placed to distribute resources appropriately. Similarly, it can enhance citizen influence in the formulation and implementation of policies, particularly with regards to basic social services such as education. In addition to promoting responsiveness, local participation in these types of issues is likely to increase accountability and resource mobilization (*MULLINS, 2006*).

In general, advocates of decentralization of service assume that decisions made with greater participation will be more responsive to the diverse interests and needs of local communities than those crafted only by national level decision – makers.

2.2.2 Community involvement in education in Africa

In recent years there has been an increasing advocacy of community participation in education system. This has been particularly a common theme in policy documents, not only for governments but also for international agencies.

In many cases, Govinder(2000) noted that, community input to school systems was a response to lack of government action. Communities in these situations feel that the main responsibility for education lies with their governments. At the same time these communities realize that the governments are either unable or unwilling to

ensure adequate resource allocation and provision for their plans or activities. These communities realize that if they wish to provide schools with adequate resources, they must themselves bridge the gaps.

Furthermore, despite the apparent regional emphasis of its reforms, in 1994, the Ethiopian government released an Education Sector Strategy which emphasized the role of the community the implementation of which has unfortunately been slow. Review of 130 documents UNESCO, 1985, revealed that while decentralization was clearly one of the seven main education reform themes, there was no clear and detailed indication regarding the relationship between the Ministry of Education and the regional, Zones in Ethiopia.

In Nigeria, for example, Primary Schooling is financed mainly by the local government' revenue allocation with some modest amount from the state and, largely ad hoc grant from the Federal government, but it is managed by State Primary Education Boards (SPEBs). In addition, while the SPEBs (which are viewed as deconcentrated arms of the Federal Ministry of Education) and State Ministries of Education (SMoES) officially manage primary schooling as dictated by the Constitution, the local government funds pass through the Federal Universal Basic Education Commission (UBEC). Capacity, authority, and budget control at the state and local level is low, in part because of the Federal recentralization.

Other example of community involvement in education includes Togo whereby 19.1 percent of schools in 1998 / 99 were classified as community self – help. In Zambia,

the first known community school as defined by the Zambia Community Schools Secretariat was founded in Lusaka in 1982 but further developments did not occur until the 1990s. During that decade, many community schools in Zambia were established, particularly in rural areas. In 1998 the Secretariat listed 200 schools serving over 25,000 children (Kelly, 1998,: 23 in Bray 2003). In Tanzania mainland, 42.9 percent of the secondary schools in 1999 were classified as community institutions. Another 38.0 percent were private institutions, and only 11.3 percent were government schools. The remaining 7.8 percent are seminaries run by religious bodies (*Chedié et al; 2000; 65 in Bray, 2003*).

2.3 Emergence of Community Secondary Schools in Tanzania

Emergence of community secondary schools in Tanzania is explained by the URT (1995) as being facilitated by the liberalization of education which was a result of Universal Primary Education (UPE) objectives which in 1974 aimed at making primary education nationally available, compulsory and free to ensure equal access to all children According to Malekela (1995), the situation resulted in an increase in gross enrolment rates up to 100 percent at primary school level in 1980s. The expansion of primary school enrolment rate therefore needed to find appropriate solutions that could absorb a big number of Standard Seven leavers, who had no chance to join secondary education (UNESCO, 1985).

Another factor that contributed to the emergence of community secondary schools was competition among politicians in each ward to establish secondary schools so as to influence people to vote for them during the 2005 general elections (Matekere,

2003). Recently however, establishment of community secondary schools in each Ward have taken more of political MOVE to fulfill the Ruling Part CCM 2005 Election Manifesto, section 61, Sub section 'a' and 'b' that reads:-

.....**CCM** shall direct the government to take necessary measures to promote secondary education in the period between 2005 – 2010 as follows: (a) to supervise the implementation of the Primary Education Development Programme (PEDP), (b) to promote and implement strategies aimed at having at least one Secondary School in each Ward.....

As a response to the ruling party, CCM Election manifesto, each ward has been building its own secondary school. The number increased tremendously and reached 738 (88.8 percent) in 2005 from 44 (33.3 percent) in 1994, (*SEDP, 2004-2009*).

2.4 Community Involvement in Managerial Functions in Secondary Schools

2.4.1 Managerial functions

Kinard (1988) Mintzberg (1989), Hoy and Miskel (2001) and Rugh and Bossert (1998) have indicated that regardless of the type of organization, managers have to perform certain functions. These include planning, organizing, staffing, leading, controlling and communicating.

In a decentralized system, school bodies, on behalf of communities, will eventually become responsible for management and administration of schools. The head teacher becomes accountable to both the school board and the Ministry of Education system authority (*Babyegeya, 2002*).

2.4.2 Community involvement in planning school development activities:

One important task of school management is involving community in decision – making and planning on school matters. It is important to understand that when people are permitted to take part in the formulation of their own school development plans, their morale is boosted (Cole, 2004). It is believed that good school management is characterized by community involvement in problem solving and decision making, usually through community organs or bodies, as it is not easy for all community members to participate.

Decker and Decker (1999) posit that the rationale for involving the community in planning and decision – making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources. As people are allowed to participate in decision-making, objectives for the formulated programme become their own aspirations , hence the urge to implement them successfully is great.

Although it is stipulated under SEDP (2004 – 2009), that Wards will be responsible for mobilizing communities for construction of buildings, enrolment and retention of students, and school board to oversee implementation of school development plans, Lweja (1993) found that boards as well as school committees are just rubber stamps. This being the case, there is a need to involve leaders at community levels in the management position in order to improve efficiency, transparency and accountability in order to accomplish the accomplish school development activities.

Planning is the process of mapping where one is going and how one gets there. It permeates every activity of a successful organization, from product or service initiation to production, selling and distribution. In a world that is ever more complex and uncertain, the adage that “failing to plan is planning to fail” is now truer than ever before. Planning helps them to predict how organization members will behave (*Freeman et al, 2004*).

2.4.3 Community involvement in controlling school activities.

Cole (2004) defines controlling as monitoring and evaluating activities, and providing corrective mechanisms. It is the process of ensuring that actual activities conform to the planned activities. In fact control is more pervasive than planning. Control helps managers monitor the effectiveness of their planning, their organizing and their leading activities. An essential part of control process is taking corrective action (*Freeman et al, 2004*).

One reason why the control is needed is that it helps the managers to monitor environmental changes and their effects on organizations and progress (*Freeman et al 2004*). They further argue that the contemporary trends toward participative management also increase the need to delegate authority and encourage employees to work together as teams. Consequently, the control process at this juncture lets the manager to monitor employees’ progress without hampering employees’ creativity or involvement in the work.

In spite of that, the control has limitations. An enterprise for instance, cannot control the external factors such as government policies, technological changes, and social changes in fashion. Control is an expensive process. Sufficient attention therefore, has to be taken into account in to observe the performance of the subordinates. This requires a lot of time and efforts. Control loses its effectiveness when the standards of performance cannot be defined in quantitative terms. For instance, it is very difficult to measure human behaviour and employee morale.

2.4.4 Community involvement in planning, organizing and development of school systems.

Organizing any system involves creating a way and system of accomplishing set goals. Managers develop a system in which people can perform tasks that lead to the desired outcomes. According to Hersey (2001), once plans have been made, organizing becomes meaningful. This step involves bringing together resources – people, capital and equipment in the most effective way to accomplish the set goals. Organizing, therefore, involves an integration of resources.

It is the process of establishing harmonious authority which involves responsibility and good relationships among the members of the entire enterprise. It is the function of creating a structure of duties and responsibilities. The network of authority – responsibility relationships is known as the organization structure. Such structure serves as the framework within which people can work together effectively for the accomplishment of common objectives.

Organizing is an important element of management because it is through organizing that a manager brings together the material and human resources required for the achievement of the desired goals. According to Fayol in Gupta (2006), to organize a business is to provide it with everything useful to its functioning such as raw materials, tools, capital and personnel.

A Sound organization helps to avoid duplication of work and overlapping of efforts through proper organization of work.

The process of organizing consists of the following steps; determining and defining the activities required for the achievement of planned goals, grouping the activities into logical and convenient units assigning the duties and activities to specific positions and people delegating authority to various positions and people, defining and fixing responsibilities for the performance as well as establishing horizontal and vertical authority responsibility relationships throughout the organization.

2.5 Rationales for Involving Communities in Educational Management

Since the advent of the Jomtien and its successor, the Dakar Framework of Action, governments and international agencies have increasingly been advocating decentralization as a means of improving education provision in developing countries. An alternative approach to educational administration and management decisions downward in the hierarchy, often to community levels (Govinder, 2000). The following are some of the important aspects of involving communities in managing education in their own locale.

2.5.1 Improving transparency

Without transparency, educational reforms planned and implemented, are unlikely to take hold in meaningful way. Publishing and publicizing the amount and purpose of funds transferred to local entities can be a simple, effective and nearly costless accountability enhancer. Just as information on the conditional grants to districts are published in the national press and provided to schools. Schools and sub countries in turn, must publicize their budgets and sources of funds.

School heads and teachers require support and assistance of parents because in most cases, leaders are also the most active parents. Active parents do not only do what they are told to do by school Heads or Directors. Instead, they demand more transparency in decision making, which results in and increase in the flow of information among actors and or an increase in transparency (Winkler, 1989). Mosha (2006) observed that effective managers are good performers, accountable, transparent and responsible for good governance.

2.5.2 Improving Accountability.

One of the potential benefits of decentralization the increased accountability to the citizen / beneficiary; resulting in improved efficiency in the use of school resources.

According to Winkler and Gershberg (2003), most decentralization includes the transfer of financial resources to sub national government or schools. Accountability, he argues, is stronger when the local government or school community provides a share of school financing. When responsibilities are shared by more than one level of government, or when a school principal has only limited

managerial powers, it may be difficult to identify who is responsible for poor performance. If powers are decentralized to actors who are not accountable to their constituents, or who are accountable only to themselves or superior authorities within the structure of the system or government, then decentralization would not likely accomplish its stated aims. It is only when constituents come to exercise the accountability as an intervening power that decentralization likely becomes effective.

2.5.3 Improving responsiveness to service provision

Involving community members in school management would create a sense of responsibility among community members to ensure that enhanced participation and quality improvement in education becomes a reality. Many educational reforms and innovations fail because no one explains to the community members why the changes are necessary (*Mosha, 2006*)

A sound organization helps to avoid duplication of work and overlapping of efforts by bringing together the material and human resources required for the achievement of desired goals and for establishing harmonious authority – responsibility relationships among the members of the enterprise.

Organizing involves creating a way and system of accomplishing set goals. Managers develop system in which people can perform tasks that lead to the desired results. Management has to create job positions with defined duties, arrange positions into hierarchy by establishing authority reporting relationships and determining the number of subordinates each manager should be reporting to him or her (*Kinard, 1988*).

Emphasizing on teamwork in organizing school activities (Koontz et al, 2004) contend that, teamwork spirit is essential in administrative positions at all levels for the reason that it promotes group cohesion. It is the interpersonal glue that makes members of a group stick together, promote a sense of trust and commitment to innovation, which translates into effective implementation (Katzenbach and Smith 1993, in Moshia, 2006) maintains that, when units work as a team, people with complementary skills are committed to common mission, performance goals and strategies for which they hold themselves accountable.

2.6 Gaps in the Literature

Studies that have been conducted in Tanzania, acknowledge the effects, successes and failures as far as community involvement in various aspects of school management is concerned. Makene (2004) investigated the perception of school Heads, teachers and community members on the effects of underfunding on the performance of community secondary schools in Tanzania and revealed there is a significant relationship between poor funding on teaching materials and performance in national examinations.

Matekere (2003) worked on the effectiveness of community secondary schools in Tanzania and came out with the conclusion that schools are ineffective in the provision of education.

Millanzi (2005) did a study on the pattern and causes of dropouts in community secondary schools and attributed that substantial amount of dropouts to households with poor socio – economic backgrounds. Mwampeta (1978) on his side, searched on

positive and negative contribution of decentralization to quality education improvements and revealed that decentralization failed to enhance quality of education.

Other studies on community involvement in education include; Lyimo (2001), on school management in response to a liberalized educational system), local community capacity and primary functioning (Mulengeki, 2005), effect of school board on the improvement of educational practices in Tanzania (Lweja, 1993) as well as devolution of powers from the central government to local levels and to schools, particularly in matters pertaining to financing of school projects (Balwetegile 1991, Dachi 1994, Lyimo 2001, and Hape 2005). Luyagila(2002) Conducted a study on academic performance in relation to the community's responsibilities.

All the above studies clearly show that many efforts dedicated in the past studies on decentralization of educational management in secondary schools have not given attention to decentralization by devolution policy in the management of community public Schools. This has created a gap of information on how communities were involved in managing secondary education in the aspects of planning, organizing, controlling and communication. This study focused on how communities, through their leaders, were involved in managing community secondary school. The next chapter deals with the methods and techniques used to obtain data for the study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, methods used to obtain information for the study are discussed. The chapter covered the area of study, geographical location, target population, sample and sampling techniques, data gathering instruments and data analysis procedures.

3.2 Geographical Location

The Moshi rural district is located in the North Eastern part of mainland Tanzania. It lies south of the Equator between latitudes 3.00 and 3.5, longitudinally; the district is between 37.5 and..... East of Greenwich. It is bordered by the Republic of Kenya to the North, Rombo District to the North East Hai District to the North West, Moshi Municipal to the West, Mwanga District to the South East and Simanjiro District to the South.

3.3 Land and the Administrative Areas

The district is divided into four divisions; Kibosho, Hai East, Vunjo West and Vunjo East. These divisions have 31 wards and 145 villages. The district has an area of approximately 1712 Sq Kms.

3.4 Area of the Study.

This Study was conducted in Moshi rural District, Kilimanjaro Region. The area has population of 401,371 of whom 192,238 were men and 209,133 were women (URT,

2002). Since the study was designed in the form of case study, the researcher selected only ten villages situated in ten different Wards.

3.5 Rationale for the Choice of the Study Area

The Kilimanjaro region was chosen due to its high number of community schools compared to government and other non-government schools in the country or North Zone.

Moshi Rural district was selected for investigation so as to represent other Tanzania mainland rural areas because most of the community secondary schools were built in this district according to the Ministry of Education and Technical records.

3.6 Research Design

Denscombe (1998) defines research design as a systematic planning of research usually includes first, the formulation of a strategy to resolve a particular question second, the collection and recording of the evidence, third, the processing and analyzing of data and their interpretation and fourth, the publication of results.

Patton (1990) points out that there is no single blueprint for planning research. Therefore the study employed both descriptive and analytical study designs that enabled thorough investigation of the subject matter. The need for using the two designs was necessitated by the fact that descriptive study designs establish only associations between variables that exist (Guba and Linkolin, 1994) while analysis is an important step towards finding out solutions of the problem under study through

systematically working out data or applying statistical and logical techniques to describe, organize, summarize, compare data collected and divided them into smaller manageable portions (Denscombe, 1998). The two designs therefore complemented one another.

3.7 Research Approaches and Related Instruments:-

The study adopted qualitative and quantitative research approaches for collection of data in the field. Qualitative research approach was selected basing on the fact that it is highly exhaustive and reliable because it allows deep exploration of respondents to obtain information that is purposively comprehensive (Cohen et al, 2000).

The approach gives room to the researcher to enter the respondents' personal world in order to gain deeper and clear understanding of their knowledge, experiences and feelings (Cresall, 1998). Thus, this approach was earmarked for the investigation on the involvement of rural communities in management of community secondary schools.

Qualitative approach was also selected because its data collection method allows using more than one technique. The use of more than one technique enabled the researcher to counter and strengthen data reliability. Furthermore, the approach was used because sampling was predominantly be purposeful and this enabled the researcher to obtain rich sample in providing information related to the study. Therefore, the qualitative research approach enabled the community members and leaders to describe and narrate their experiences in their own words.

Data collection instruments were mainly interviews and documentary reviews. An interview is a technique in which information is gathered through face-to-face exchange between the researcher and the informant using set of questions, which can either be structured, semi-structured or unstructured in order to achieve an in-depth analysis of the problem (Cohen, Manion and Morrison, 2000).

Cohen et al (2000) further argues that what distinguishes structured, semi structured over the nature and length of responses allowed by the respondents. Interviews were selected as they were much more flexible and give respondents opportunities to react to real world phenomenon according to their own points of views.

Quantitative research approach was also used to support qualitative findings. Questionnaires were the major instruments used under this design. According to Kothari (1990) questionnaires are the most widely used instruments for obtaining information from individuals. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. McMillan and Schumpeter (1993) support the use of questionnaire by pointing out that a questionnaire is relatively economical, has standardized questions, can ensure anonymity and questions can be written for specific purposes.

Denscombe (1998) adds that questionnaires are economical in the sense that they can supply a considerable amount of research data for relative low cost in terms of materials money and time. He continues to argue that in using questionnaire, there is possibility of all questions to be answered. Information obtained through

questionnaire can easily be interpreted as they emanate from standardized question given to all respondents.

However, questionnaire has some limitation in data collection. For instance, Some respondents may not have the same understanding of the questions, hence failure to get all the required information (Cohen et al, 2000). Some people may ignore to respond. It is difficult to administer this instrument to people who can not read and write properly. Postal questionnaire offer little opportunity for the researcher to check truthfulness of answers given by respondents because the researcher does not meet the respondent and because the answers are given at distance. The researcher can not pursue a number of clues that an interviewer might be able determine whether the answer is general or not (*Denscombe, 1998*).

3.8 The Target Population

Cohen et al (2000) define target population as all members or individuals or groups or other elements that are expected to be represented in the study. Best and Kahn (1993) observed that population is the entire group of individual, firms, plants or things that have one or more characteristics in common that are of interest the study. In this study, research population consisted of all stake holders of community secondary school in Tanzania Mainland.

The study mainly targeted Community Secondary Schools in Kilimanjaro region. The Population and the distribution of Secondary School in Kilimanjaro Region are shown in Table 1.

Table 1 : Distribution of Government and Non-Government Secondary Schools in Kilimanjaro Region (Number and Status of School).

Ordinary Level Secondary Schools						Advanced Level Secondary School				
Public		Private		Total Public		Private			Grand Total	
G	GC	S	O	G	GC	S	O	-	-	
-	215	10	29	-	215	10	29	39	215	254

Source: URT (2002 – 2006), Basic Education Statistics in Tanzania (BEST),

Key: G – Government, GC – Government Community, S – Seminary, O – Other schools. Ten schools were included in the study with projected 57 respondents including District Executive Officers (WEdO’S), Village Executive Officers (VEO’s), Village Chairpersons, School Board Chairpersons, School Heads, parents and teachers.

The actual number of respondents dropped to 57 as the researcher discovered that members of (Ward Development Committees) were at the same time village chairmen / persons and Village Executive Officers who were included in this research in their capacities. The Division Officers of Vunjo East Kibosho West, and Hai East, were involved because secondary schools were many in these divisions.

3.9 Sample and Sampling Techniques

Best and Kahn (1993) define a sample as a small proportion of a population selected for observation and analysis for special purpose. According to URT data (2002 – 2006), Kilimanjaro Region had a total of 211 ‘O’ Level Secondary Schools in which

197 were community secondary schools. Patton (1990) advises that the choice of the size of the sample depends on the purpose of design, data collection methods and the type of population available for the research problem.

Categories of respondents identified to provide information was as shown in the Table 2.

Table 2: Sample of the Study

Category	Projected Respondents	Actual Respondents
School Heads	10	10
School Board Chairpersons	10	8
Teachers	10	10
Community Members	12	8
Ward Executive Officer	4	4
Ward Educational Officers	4	4
Division Officers	4	3
Councilors	4	3
Village Executive Officers	4	4
Village Chairmen / Chairpersons	4	3
District Educational Officer	1	1
Total	67	57

Purposive sampling was used to get respondents other than community members and teachers. It involved DEO who provided information about educational acts, policies, circulars as well as guidelines for community participation in School management. Councilors, WEO's, from identified wards were incorporated in the study because they are responsible for educational development in their respective wards.

Village Executive Officers (VEO's) and Village Chairpersons, in identified villages were also involved as they were implementers of educational policies at the village levels. They gave information on roles of communities in School management. Three community members from each village where schools were situated were also brought on board for the study. They provided information on how ordinary villages participated in school management roles and how they were made aware of those roles. These were chosen randomly using the village register.

School Board Chairpersons and School Heads from each school were involved because of their major function in the school management. They furnished information on roles played by community members directly or through their representatives in School Management.

Two teachers (One female and one male) in each school formed another group of respondents. They were included in the study because they were concerned with day-to-day managerial activities. They gave information on how community member assisted in accomplishing school objectives.

3.10 Sampling Procedures

Kothari (1990) defines a sample as a small group of respondents drawn from a population which a researcher is interested in getting information so as to arrive at good results. Therefore, the study samples, comprising ten community secondary schools in Moshi Rural area had almost similar characteristics and were all located in the same area. They were day schools largely depending on their immediate

communities for smooth operation. The ten schools were selected on the basis of five being the oldest and the rest being new (community based secondary school) The selection of the ten schools was an attempt to find out if there were other factors besides age of school which motivated community members to participate in managerial roles and functioning of community based schools.

Simple random sampling method was used to obtain sample groups of community secondary schools within the district, after categorizing schools into new and old established schools before they were randomly selected.

At school level, purposive sampling was for the case of professionals such as DEO, board chairmen and heads of community schools. All leaders at community levels at division, ward and village level were purposively selected owing to their community participation roles. Teachers and community members were randomly put into sex categories before they were selected to participate in the study. Village registers were used to select randomly community members who took part in the study just as the staff list is used to select teachers from the school.

3.11 Data Collection Methods

The methods of gathering information were largely interviews, questionnaire and documentary reviews. Closed ended questionnaire were used to collect data from parents who served to verify what heads of schools said concerning their (parents) involvement in managerial functions of the schools. Research instruments used were interview schedules, documentary review guidelines and questionnaire.

Interviews. In this study, interviews were used to solicit deeper information from leaders at community levels concerning their involvement in the management of school community secondary schools in their areas. DEO, school heads, board chairmen and teachers were also interviewed in order to give a clear picture concerning their involvement in the management functions of community secondary schools.

Documentary Reviews. The researcher reviewed primary sources in the field from monthly reports, and minutes of meetings, letters, regulations, directives to seculars that showed interaction between school community and community schools as well as directives from ministerial and district levels on school management. Secondary source material includes books, journals, articles, unpublished thesis and dissertations related to the problem under search.

Questionnaire. According to Kothari (1990), questionnaire is the most widely used instruments for obtaining information from individuals. Questionnaire consists of a number of questions printed, hand written or typed in a definite order on a form or set of forms. In this study Questionnaire was administered to leaders at community levels so as to give the general picture of community involvement in the management of community secondary schools.

3.12 Validations of Instruments

For validity purposes, researcher and supervisor assessed instruments and discussed them with the researcher before pilot study was done. Inconsistencies and ambiguities were corrected before the final production of the instruments.

The research instruments were pre-tested in one of the community school (Mkombole Secondary School) in Moshi rural District in Kilimanjaro Region. This was done to crosscheck the validity and reliability of the instruments.

3.13 Administration of Research Instruments

The researcher administered the research instruments to all respondents in person. This was done so as to enable the researcher to solicit first hand information to gain experience of what happens at the field.

Questionnaire was distributed to leaders at community levels, other community members and teachers. All groups were given enough time to complete them. The researcher conducted interviews with DEO, School Heads and Chairpersons of School boards on the appointed days. The researcher asked the consensus of the interviewees to tape record interview sessions, which was given to them. Short notes were taken during interview session in case the recorder was to encounter technical problems.

3.14 Data Analysis Techniques

Content analysis was the techniques used to analyze qualitative data. According to Patton (1990), content analysis is the technique that involves identifying coherent and important examples, including themes and patterns in qualitative data. Thus, qualitative data collected were classified, categorized and organized according to units of meaning each response generate. Thereafter, the data were discussed before drawing conclusions.

Quantitative data were analyzed and presented in tables showing both absolute numbers and percentages. Best and Kahn (1993) caution that in small studies it is dangerous to use percentages without the association of numbers because the percentages can be misleading by giving the impression that the sample is bigger than it, in fact, is.

3.15 Ethical Considerations

Patton (1990) observed that all social researches share a number of ethical concerns. These are variously defined and differentiated. Thus, taking this into consideration, the researcher put all the questionnaire and brief introductory notes that assured respondents of maximum confidentiality in whatever was written by them. For example, that part of assurance that respondents were not obliged to write their names. On the questionnaire sheet, confidentiality was also extended to interviews in which cases the researcher explained to respondents that whatever was discussed during the interviews was treated as confidential.

Apart from that, documents introducing researcher to respondents clearly showed who is to be contacted in case of any problem.

CHAPTER FOUR

4.0 THE RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

The study sought to find out the extent the community was involved in the management of the community secondary school in Moshi Rural District through the community own leaders and its surrounding members. The findings obtained from the interviews, questionnaire and documentary reviews from the contacted groups are presented in this chapter. Research findings were presented, analyzed and discussed one after another according to the main research tasks and respective questions. The aim was to get as much as possible, clear picture of the degree of involvement of the communities in managing the community secondary schools in their respective areas.

4.2 Involvement of Communities in school Development Planning

The first task examined the level of involvement of communities through their leaders in school development planning. Leaders at the community level in villages, ward and divisions, the parents, school management team (school Heads and school boards Chairpersons), teachers and the DEO, gave views on the level of community involvement in planning school activities. The study used various questions based on important stages of planning processes, namely: identifying organizational needs, setting school, objectives and implementation of objectives and evaluation of school plans.

4.2.1 Involvement of communities in identifying school needs.

The first question drew attention on how communities were involved in identifying school needs.

The data were collected through questionnaire given to leader at community level indicated that the majority (75 percent) were not involved in identifying the school needs. The minority (25 percent) of the respondents indicated that they were involved. Table 3 Summarizes the data obtained through questionnaire filled in by leaders at community levels.

Table: 3: Involvement of Community Leaders in Identifying School needs

	Ward Leaders				Village Leaders			Total	%
	D	WEO's	WEEO's	WC's	VEO's	V-C	P		
Involved	0	1	1	1	1	1	1	6	25
Not involved	2	3	3	3	4	3	3	21	75
No opinion	0	0	0	0	0	0	0	0	0
Total	2	4	4	4	5	4	4	27	100

Source: research findings

DO. = Division officer, **WEO's** = Ward Executive Officers, **WEEO's** = Ward Education Officers, **WC's** = Ward Councilors, **VEO's** = Village Executive Officers, **VC** = Village Chairmen, **P** = Parents

An Interview question as to whether they were involved in identifying school needs, one leader at ward level revealed that formally, they determined everything including

identifying school site, building materials as well as supervising the building process.

In this aspect, regarding the leaders participation at community level he had this to say:

.....the school you see We were the ones who decided that it was to be built in this village. We saw that our children were not attending secondary school due to limited chances, so we decided to build our own school.

However, the findings suggested that leaders at the ward level direct involvement in planning the school development activities receded when school became operational. They find areas for building school i.e. land; collection of contributions such as money, building materials from the community members and supervising the labour force provided by the community members in the site during construction of school infrastructure.

Like leaders at the ward level, leaders at the village level were involved in identifying school sites and the construction stage. One of the leaders in one village said.

.....we were only involved in collection of money to finish classes or toilets and also if there as shortage of tables, desks or in case of community members grazing their cattle in the school compound and to pay the supplier for the building materials ...

The reason given by leaders at community levels for not being involved after the schools became operational was that they were not members of the school board where major decisions on school development were made.

The findings from documentary reviews indicated that leaders at community levels involved themselves in school construction since it was an obligation coming from

the ruling party CCM 2005 Election Manifesto which specified the party commitment to build community schools as it reads in part,

....CCM shall direct the government to take necessary measures to promote secondary education in the period between 2005 – 2010 as follow (a) to supervise the implementation of the Primary Education Development Programme (PEDP) (b) to promote and implement strategies aimed at having at least one secondary school in each ward....(CCM 2005 Election Manifesto, Section 61, Subsections 'a' and 'b') Researcher's translation).

The involvement of the community therefore, was mandated by the political motive of the ruling party.

The study findings also revealed that Heads of Community Secondary Schools involved community leaders in some but all managerial activities of the school. Community members involved in the academic issues were in most cases those who had children studying in respective schools. This was revealed during an interview session with one of the school heads who lamented

*....we involved them (leaders at community levels) when we need more land for expansion or when construction is not going on well. Parents who have their children in this school are also involved in the academic issues concerning their children.....
The school Head said that they refrained from involving leaders at the community levels since these were not conversant with the academic matters. Therefore there was no need to involve them in that regard. The school head then remarked.*

.....”you said you were a teacher yourself. Let us be realistic, how do you expect us to call the villagers and ask them to help us to identify school academic needs. Even if we would like to do so, the ministry did not tell us how to do it. “.....

Another School head remarked as follows

“...We do involve them but the level of involvement is limited since so far we did not have instruction to involve leaders at community level in every school activities....”

The implication of the finding from school heads is that the Education and Training Policy (URT, 1995) emphasizes community involvement in the management of education, there was not such a directive from the Ministry of Education and Vocational Training to emphasize this point.

Furthermore, Local Government reform in Tanzania, emphasizes decentralization of public services to bring closer the provision and management to end users, while increasing quality of services in the Country (URT, 2006).

However, according to response in Table 3, it is not reflected in the findings, as the majority of Ward Executive Officers, Village Executive Officers who are the representing the center and local government at community level responded that they are not involved. As community elected leaders, councilors and village chairmen who are community representatives likewise responded to be marginally involved, according to their reflections shown in the same table.

The findings therefore, are an indication that although one of the achievements of the local government (UTR, 2006) has been to strengthen democracy at grassroots or community level, the leaders at community level either have not been given adequately the power to manage education development in their areas of jurisdiction or are not given opportunity to exercise their power when it comes to manage the community secondary schools affairs.

Teachers on the other hand, indicated that communities elected leaders were not committed to help school heads in identifying school needs. One of the heads commented as follows:-

“.....school head may be discouraged because many times, leaders at community level were active when there was general election. When the elections were over, they relaxed and even building activities slackened”

Interview responses from School Board Chairmen showed that the extent of involvement of leaders at community level in identifying school needs was determined by school Heads. This was reported by one of the board chairmen, who had this to say;

“.....most of the school decisions were done by the school Heads and school board. Therefore leaders at the community levels that attend school board meetings get chance to give their views on school development plan and needs.....”

DEO commented that weak school boards are one of the factors that made involvement of community members' difficulty. Complaining on the board structure that is used to manage community schools, DEO pointed out plainly as follows:-

“.....the structure of the board is bad. It does not help the school, the village as well as the district. All board members were not resident of the respective villages; they stayed in the town, far from villages. The leaders at community levels in the village were not adequately educated and so did not qualify to be elected as board members...”

The DEO explained that the government motive behind community involvement in the schools was to enhance community ownership of the school (Kasandiko, 2005)

The findings from DEO and the school board chairperson indicated that the board's major function was to manage the community schools, but it seemed that the school heads were given the full mandate. This was probably so because board members

were not adequately educated and hence they believed that school heads had to be on the lead.

Documentary review of regulation indicated the current format used to select composition of the secondary school board. The selection reads as follows:

.....every school board for government school shall have the following members: one member representing the voluntary organization if that school was originally established by that voluntary organization, the REO or his representative who shall be a senior education officer in the region, the head of school, one member representing the academic staff: Not more than five member appointed by the Regional Commissioner, the region concerned on recommendation of the Regional Education Officer on recommendation of the School Head and two member co-opted by the Board during its first sitting.....(URT, 2002).

This system however, hardly fits into quasi – government school such as the community schools that are situated in remote rural areas where the major activities are run the community. For the community schools, there was need to have representatives from the community at local level who have been there since the inception of the idea of building the school in that area.

Furthermore, the findings indicated that the board members did not understand their roles although they were living just in the neighborhood of the school site. They felt less concerned with what was going on in the school and merely waited to be invited to the meetings.

The general picture obtained from this observation was that leaders at community levels were marginally involved in identifying the needs of the community schools.

Their involvement, if there was any, was probably limited to basic activities e.g. collection of building materials, preparation of building site parents meeting and graduation ceremony. Leaders at community level were not involved in academic issues. School heads did not involve leaders at community level in identifying school needs because there were no instructions from the relevant ministry. However, experience shows that accountability was attained more efficiently when different stakeholders work as a team toward a common goal than when all managerial activities are done by school heads and his staff alone

Emphasizing on teamwork in organizing school activities, Mintzberg (1989) contend that teamwork spirit is essential in administrative position at all levels for the reason that it promotes group cohesion, the interpersonal glue that makes member of a group stick together, promotes sense trust and commitment to innovation, which translates into effective implementation. Katzenbach and Smith (Mosha, 2006) observed that when units work as a team, people with complementary skills become committed to common mission as well as performance goals and strategies for which they are holding themselves accountable.

4.2.2 Involvement of communities in setting school objectives.

The second research question in task one was on whether on not there was any the involvement of communities in setting school objectives.

Illustrations in the Table 4, clearly show the opinions by various community members on how they were involved in identifying school needs. Table indicated

that (43 percent) of the community member often met with school management to discuss and set school objectives pertaining to school welfare. The response also indicated that (7 percent) said that they were involved less often, ranging between once and twice annually. The rest (50 percent) of leaders at community level said they were not involved at all.

Table 4 : Involved of Communities in Setting School Objectives.

	Ward Leader level				Village Leader Level			Total	%
	D	WEO's	WE do's	C's	VEO's	V-C	p		
Involved	0	1	0	2	0	0	9	12	43
Not involved	1	0	0	1	0	0	0	2	7
No opinion	0	3	3	0	2	3	3	14	50
Total	1	4	3	3	2	3	12	28	100

Source: research findings

KEY:

DO. = Division officer, WEO's = Ward Executive Officers, WE do's = Ward Education Officers, WC's = Ward Councilors, VEO's = Village Executive Officers, VC = Village Chairmen, P = Parents

Ward Executive Officer and Councilors responded that they were often involved in setting school objectives. Responding on how they were involved WEO's explained that they were involved through Ward Development Committees which were made up of WEO, VEO's Councilors and village Chairman. This was reported by one of the WEO's who had this to say :

“.....when the District Officer or District Commissioner sends us letters to build a new school or expand our school, the WDC mobilizes and directs resources for implementation. We set our own objectives including building strategies and setting budget for the tasks...”

One councilors indicated that there were invitees to the school boards meeting. One of the interviewed councilors put it as follows:

....He was normally invited whenever there was a School Board Meeting. We were not permanent member. This gives us a chance to be involved in setting annual school objectives....

On the other hand, leaders at the village and ward levels said, that they had never been to the school management to set out school objectives.

The study findings from the community leaders indicated that nearly half of the leaders at community levels were involved in setting school objectives while the remaining ones were not. This could probably be due to the virtue of the positions held by each member in relation to school activities. Ward Councilors were the community level representatives in school boards, and so they were automatically invited to attend all board meetings.

The findings further revealed that leaders at the village and the wards level were not directly involved. This could be due to the fact that the leaders (at village level) were seen as insignificant to school management. Furthermore, the structure of secondary school as management and the community school in particular, does not provide for the role of the Ward Education Officers. Ward Education Officer role is restricted to management of primary school only in their wards.

The information from the board Chairman was that the community in general met the school management and the leaders (school heads) were consulted whenever there was a problem in school through parent meetings or the school board. It was therefore the leader who attended the meetings to tell the public about whatever was discussed by the school board. In one instance one of the boards Chairperson responded.

".....the school board has representatives who are the representative leader at community level. The ward councilor is normally an invitee to board meetings. If he or she does not inform his people on what is going on during meetings, then that is his or her own problem.... "

The findings also revealed that WEOS and Councilors were involved in identifying school objectives since they had chance to attend school board meetings while were not. However, councilors were mere invites to such meetings.

The findings further indicated that the school board had less representation from the communities which built the schools. Councilors and WEOs lacked any say as they were mere invitees to the board meetings. The rest of the board members were not necessarily from the school vicinity. This was probably due to the fact that the R.E.O. who then made final selection of board members. Thus, the school heads determined the composition of the school board but it is unfortunate that the school heads did not involve leaders at community level resulting into most members being people staying far from the community.

The researcher learnt from the DEO that one of the reasons that made school heads not to involve leaders at community level in setting school objectives was that most

of the Heads of school in community school had no managerial training. Responding to interview the DEO had this to say,

“....management need experience, schools are mushrooming. We don't even have enough teachers to start with. We are just picking anybody without experience to become school head, which leads to lots of problems. Any competent school head does not need to be told to work closely with community members. He needs to know that he is supposed to involve them. MoEVT should find a way of training these newly appointed school heads especially those new ones, on how to lead community secondary schools, in order to improve the situation...”

This observation was supported by Mosha (2006) who suggested that school heads should receive formal management training in order to help them to perform their duties effectively. He further argued that the Ward Officer and school heads were management officials closest to the school and classrooms where reforms would be enacted. Building management capacity at these levels was therefore important to eliciting cooperation to bring about desired ends.

Generally, the findings revealed that there was a need to rectify and alter the current format of selecting board members of community schools in order to involve leaders at community level who in fact managed the construction stages of their schools.

For this to be effective, the leader at community level need to be educated. On the part of school management teams, the management function should be transparent so as to encourage community member's participation / effectively.

4.2.3 Involvement of communities in implementation and evaluation of school plans.

The third research question concerning the first task was the involvement of communities through their leaders in implementing and evaluating school plans. Questionnaire responses indicated that the majority (58 percent) of the leaders at the community level and community members were often involved in implementing and evaluating school plans. The minority (42 percent) responded that they were less involved. Opinions shared by leaders at the community level are summarized in Table 5. Response criteria used were often, not often and not at all.

Table 5: Involvement of communities through their Leaders in Implementing and Evaluating School Plans

	Ward Leaders				Village Leaders			p	Total	%
	DO	WEO's	WEdO's	C's	VEO's	V-C				
Often	0	2	0	3	2	3	6	16	58	
Not often	1	1	3	0	1	0	6	12	42	
No at all	0	0	0	0	0	0	0	0	0	
Total	1	3	3	3	3	3	12	28	100	

Source: research findings

KEY:

DO. = Division officer, **WEO's** = Ward Executive Officers, **WEdO's** = Ward Education Officers, **WC's** = Ward Councilors, **VEO's** = Village Executive Officers, **VC** = Village Chairmen, **P** = Parents

The findings from Ward Executive Officers and leaders at village levels revealed that they were involved although the involvement was limited to construction of staff houses, Classrooms and provision of desks. WEO's said school board did not involve them in the evaluation of plans except through their own ward meetings.

Teacher's revealed that leaders at the community level were mainly involved in implementing what was decided by the school management but not in the evaluation process. One of the teachers had this to say during the interview session.

“.....parents mostly deal with construction related activities such as fetching water, collection of sand gravels, and building itself. All these are due to directives given to them by the district or school management...”

Head teachers said that they did not involve leaders at community levels in implementing and evaluating school plans except those which were related to school construction because leaders were too slow to act. The teachers added at

....even if we call them (leaders at community level), do you think these people will help us anything? First, of all they do not come. These are all political leaders. I once called a leader at the ward level and asked him what was their progress concerning the construction of this hostel. I was discouraged. Each student contributed two thousands shillings which again roused a bitter dispute with the leader at the ward level, which accused me of collecting money for building and using it without consultive them. They wanted me to report to them on what I do with the money when we fail to finish the hostel within eight years since the idea was conceived. It is very difficult to work with these people. You

are one of them; help us to educate them when you go round in your survey....

The findings from school heads and teachers therefore, revealed that lack of teamwork spirit between leaders at community level and school management in implementing and evaluating school activities.

On the other hand, Okoye (1986) observed that effective management is about teamwork activity and group communities, which should be involved actively in support of implementation of educational plans. Concerning the need to have efficient management that would enhance effective implementation of school plans. Mosha (2006) explains how an institution or organization can significantly inform one whether implementation of plan will be facilitated or impeded.

The findings from the school board chairman indicated that the decision whether or not to involve communities in any school activity lied on the hands of the school heads.

“...As a Board Chairman my role is that of advising the head on what is to be done. Otherwise everything else is under the headmaster/headmistress, “This was disclosed by one of the Board Chairmen of the community secondary school interviewed...”

Furthermore, the study revealed that Board Chairmen complained of having no orientation in their roles, policies and procedures including important documents and circulars to guide their function. Documentary reviews showed there were no circulars concerning their duties as Board Chairpersons.

Conversely, the study finding in (URT, 2002) claim to have several circulars issued to education institutions. These include twelve (1998) five (1999) three (2000) fourteen (2001) twenty five (2003), twelve (2004) three (2005) and nine (2006). Thus 88 circulars were issued between 1998 and 2006.

The findings revealed that there is a need for the government to make sure that distribution of circulars reached the target group and were intended to improve educational management practices.

The remarks of the District Education Officer as to why school heads avoided mechanism provided by the ministry showing who was who and who should be responsible to whom when it came to implementation of project, in school the DEO retorted,

“The ministry should draw a clear line of responsibilities for each stakeholder when it involved issues concerning community schools.”

Arguing on the importance of involving stakeholder in the inter planning process; Mosha (2006) contends that participation is necessary at all stages of planning. This is the most important aspect at the implementation stage where it enables various tasks to be carried out effectively instead of single individual or group to be the only source of good ideas.

The general picture shown by the findings in this question was that the leaders at that community level were involved in implementing school plans though they were hardly involved in the aspect of evaluation.

The findings further revealed that although schools were the major governing bodies of the community schools, there were weaknesses on the side of the school board. The chairperson who was to ensure that community leaders were effectively involved in school development planning, lacked proper management training once they were selected to join the boards.

4.3 Involvement of Leaders at Community Level in Organizing School Development Activities.

The second examined involvement of community in organizing school development activities applied to leaders at the Village, Ward and Division levels. School management team (school Head and school board Chairpersons), teachers and DEO also gave their views.

The author used three questions based on important stages of organizing school development activities, namely, determining and defining the school development activities, assigning the duties and activities and existence of teamwork between the school management and leaders at community levels in organizing development activities.

4.3.1 Involvement of community leaders in determining and defining school development activities

In this question, it was observed that all the responses showed that the communities were not involved in determining and defining the School development plan.(Table 6)

Table 6: Involvement of Leaders at community level in Determining and Defining the School Development Activities.

	Ward Leaders				Village Leaders			Total	%
	D	WEO's	WE do's	WC's	VEO's	V-C	p		
Involved	0	0	0	0	0	0	0	0	0
Not involved	1	3	3	3	3	3	12	28	100
No opinion	0	0	0	0	0	0	0	0	0
Total	1	3	3	3	3	3	12	28	100

Source: research findings

KEY:

DO. = Division officer, WEO's = Ward Executive Officers, WE do's = Ward Education Officers, WC's = Ward Councilors, VEO's = Village Executive Officers, VC = Village Chairmen, P = Parents

When probed through the interview on whether or not they wished to be involved in determining and defining school development activities, the leaders at the community level showed interest in being involved. In fact one of the community leaders expressed his views as follows:-

....if we were involved, it would make us know what is actually taking place in school and this would put us in a better position to motivate community member in case of intervention need.....”

The findings indicated that leaders at the community level would like to be involved in determining and defining school activities.

Teachers responded to the interview question that normally, school activities were organized by school heads and their management team while the ward leaders

organized activities which had no goal integration. One teacher explained the situation as follows:

“.... you know what is happening here is that school management defines and determines its own activities through its management channels. Leaders at the community level also have their own committees which determine and define their own activities, one of them being strategies to expand school they have started building.....”

The study findings as observed in Table 6, revealed that school heads did not involve leaders at the community level in defining and determining school planning activities because they were not instructed by the Ministry to do so.

Responding to the interview question on how they involved community in determining and defining school development activities, one of the heads of community school reported as follows:

....school programs were organized as directed by the ministry of Education and Vocational Training and not otherwise. We have the School board and other committees that do the task as a per the ministry directives...”

However, the Education and Training Policy stipulated that urban dwellers, district, municipal and city councils, NGOs, communities and individuals should be encouraged and be given incentives to establish or manage and administer at least one secondary school in each ward in their of jurisdiction (URT, 1995).The statement implied that leaders at community level who built the schools were entitled to determine and define school activities. This aspect, however ,is not considered when it comes to implementation. The situation may be attributed to lack of managerial training on the part of school heads.

The need to involve different stakeholders in defining and determining school development activities was emphasized by Hersey et al (2006) who argued that defining and determining organization plans brings together resources – people, capital and equipment in the most effective way in order to accomplish the goals. This helped to avoid duplication of work, overlapping of efforts by bringing together the material and human resources required to the desired goal and thereby to establish harmonious authority and responsible relationships among the members of the enterprises.

4.3.2 Involvement of Leaders at Community Level in assigning the activities to community members.

The second research question was how communities were involved in assigning themselves through their leaders, duties and activities regarding school development. Data collected through questionnaire indicated that, all community members were not involved.

Table 7 summarizes the findings on criteria used to involve, not involve community members.

Table 7 :- Involvement of Community in Assigning the Duties and Activities

	Ward Leaders		Village Leaders				P	Total	%
	D	WEO's	WEEO's	WC's	VEO's				
Involved	0	0	0	0	0	0	0	0	
Not involved	1	3	3	3	3	15	28	100	
No opinion	0	0	0	0	0	0	0	0	
Total	1	3	3	3	3	15	28	100	

Source: research findings

KEY:

DO. = Division officer, WEO's = Ward Executive Officers, WEdO's = Ward Education Officers, WC's = Ward Councilors, VEO's = Village Executive Officers, VC = Village Chairmen, P = Parents

The findings indicated that the leaders at the community level were not assigned the duties and activities regarding school development. When probed through interview question on how they could be of assistance, the leaders said orientation package (education) was imperative. One of the leaders at community level drew on the Primary Education Development Programme (PEDP) experience.

....if we were educated as it was in PEDP, it could be possible for us to be of assistance since we know every village member, where they stay and their level of income. We can help here....

The findings proved that leaders at community level were ready to be trained as it was the case with PEDP so as to be more active in school development activities. Conversely, the study findings proved that Heads of Community Secondary Schools were reluctant to involve community member in organizing school development activities due to their low level of education.

However, heads of secondary schools differed in the opinions from the leaders of Community Secondary Schools on the issue of training. They said that the approach used during the Primary Education Development Program (PEDP) could not be replicated in running secondary school. One of the heads of school had this to say;

.....PEDP made it because every community leader must have passed in the system, the situation is different with secondary education group which, unlike primary education, many community members have not gone through secondary education...

Responses from teachers and school board chairmen on why community members were not involved in duties assigned to them, their replies were that all secondary school teachers were directly answerable to the Ministry of Education and Vocational Training and that community member's role ended with the construction projects only. One of the board chairpersons responded as follows;

"....School Heads are directly answerable to the Ministry of Education and Vocational Training. This makes it difficult for them to involve community members in every thing since most of the things come down as directives form above (MoEVT)..."

Study findings from DEO further revealed that involvement of community in assigning duties was hindered by low level of education of most community leaders.

Responding to interview question the DEO reported this way:

....it is possible for leaders at community level to help school Heads in various managerial functions. However, the problem is that village communities in this District do not value education. Communities around this place (Moshi rural) are very slow in contributing finance assistance for their development. But I believe that if they are given seminars, the leader can be very helpful to school development..."

The implication of these findings is that the managerial structure of these schools needed to be altered in order to slot in community members if this group was to be actively involved in managerial function. This modification is desirable since establishment of community Secondary School differed from other public schools.

The findings further revealed that more capacity building seminars and workshops needed to be lead to enable leaders at community level to contribute towards school development in their area of jurisdiction.

4.3.3 Existence of team work between the School Management and Community in organizing school activities.

Responses from questionnaire on the existence of teamwork between school management and local communities in organizing school activities indicated 100 percent non existence of teamwork (tables 7 and 8).

Table 8 : Existence of teamwork between School Management and Community in Organizing School Activities

	Ward Leaders				Village Leaders			Total	%
	D	WEO's	WEEdO's	WC's	VEO's	V-C	p		
Often	0	0	0	0	0	0	0	0	0
Not often	0	0	0	0	0	0	0	0	0
Not at all	0	3	3	3	3	3	13	28	100
Total	0	3	3	3	3	3	13	28	100

Source: research findings

KEY:

DO. = Division officer, **WEO's** = Ward Executive Officers, **WEEdO's** = Ward Education Officers, **WC's** = Ward Councilors, **VEO's** = Village Executive Officers, **VC** = Village Chairmen, **P** = Parents

Response from the interview with why school management revealed that they did not work closely with leaders at community level. Heads of school claimed that at community level they were not committed to school development but only on issues related to money. One the school head said as further elaborated;

....do you think these people (leader at community levels) will help anything? First of all when you invite them to the meetings they do not attend. These are all political about our hostel, which was under construction for 8 years. They discouraged me; Actually, I decided to take my own initiative. I asked each student to contribute Tanzania shillings 2,000/=. It aroused a dispute as the community leader accusing me of collecting money and spending it without their knowledge. They wanted me to produce a report while they themselves failed to complete it in time...

Another school Head said:

“...Even if they were called to participate, do you think their contribution could be significant? Their main interest would be how much the school gets from SEDP and how it is spent...”

The findings pointed out lack of cooperation between school management team and leaders at community level. Such attitude led to lack of transparency and accountability among two conflicting parties.

Study findings from documentary review in school management files and visitors' books did not provide evidence of formal communication between leaders at the community level and school management. This further illustrated lack of teamwork between community members and school management.

The findings also revealed that School Board was unaware of their role of enhancing teamwork spirit between school management and community. From the findings it

was revealed that School Board depended on few leaders at the community level who attended the School Board meetings to disseminate to wider communities information of what was discussed during the School Board meetings. Responding to interview question on the role of Board Chairman in enhancing teamwork spirit between school communities, one of the board chairpersons responded;

“...the School Board has representative from the leader at community level and the Ward Councilor is normally a member to meetings. It is expected that he informs his people on what was discussed in the meetings...”

The implication in this study finding is that the system of selecting board members for the Community Secondary Schools needed to be revisited. More leaders at the Community level needed to be increased since these schools were built and owned by the communities themselves.

School heads responded to have no problem in working as team with leaders at community levels, although at present the two groups seem to work independently of each other

School Heads also complained that leaders at community level, normally, wanted to be involved in auditing school funds from the ministry grants , while the funds they (leaders at community level) collected from community members for school construction was neither accounted for nor given to school management to verify. They argued that the Ministry did not direct them to send the report to leaders at the community level on the use of SEDP funds. One of the school Heads reported as follows:

....directives from the MoEVT is that school management will be responsible to make sure that SEPD money is directed to the user. So we remit funds, we buy materials and send report to the ministry. Leaders at community levels want us to send report to WDC on how we use the money while they do not want us to question them how much money they collected and has been used. When you ask them you become their enemy. I asked do how the money was spent to complete the hostel; he rebuffed me if I was the only one who knows how to eat money...

The findings implied lack of transparency on the whole issue of funds between community school management team and leader at community levels.

DEO observation confirmed that the current secondary school managerial structure created loopholes for heads of respective school to act independently of community members. Responding to an interview question DEO had this to say.

.....it is possible for the communities to work hand in hand with school Heads. The problem is that currently, there is no law that forces school Head to work closely with leader at the ward levels. Many things have to be done such that the Heads become answerable to leader at community levels as well....

Kilpatrick et al (2002) argues that effective leadership is one that allows collective decision which makes school and community collectively develop and chart out shared vision that reflect their collective needs. The study suggests the establishment of capacity building programmers for both school management and leader at community level on how they can work together to improve management of community school in their areas.

4.4 Community Involvement in Monitoring and Evaluating School Budget

The third task assessed the involvement of communities in monitoring and evaluating school budget. Leaders at community level in the village, ward and division, parent, school management team and the Board were required to give their views.

The author used two questions for data collection community involvement in school budgeting and involvement of leader at community level in evaluating school budget.

4.4.1 Community Involvement in School Budgeting.

The first question in this task was how involvement of community in school budgeting. Response from questionnaire indicated that all of the community members were not involved in school budgeting. **Table 9** contains data collected from community member on involvement of leader in school budgeting. The response criteria used were involved, not involved and no opinion.

Table 9 . Involvement of Communities through their Leaders in School Budgeting.

	Ward Leaders				Village Leader			Total	%
	D	WEO's	WEdO's	C's	VEO's	V-C	p		
Involved	0	0	0	0	0	0	0	0	0
Not involved	1	3	3	3	3	3	12	28	100
No opinion	0	0	0	0	0	0	0	0	0
Total	1	3	3	3	3	3	12	28	100

Source: research findings

KEY:

DO. = Division officer, WEO's = Ward Executive Officers, WEdO's = Ward Education Officers, WC's = Ward Councilors, VEO's = Village Executive Officers, VC = Village Chairmen, P = Parents

The findings from the leaders at community level concerning their involvement in school budgeting revealed that they were not involved. Leaders at the community level said that they were not involved because the school heads used their treasurers and school board to budget school needs. One of the leaders at the community level responded as follows,

“.... We were not member of the school board. Headmaster does not give report to WDC. So we are nothing of what is going on concerning in the community Secondary School “

Responses from school heads and board chairmen were that school budget was done as directed by the MoEVT. School management teams prepared the budget and presented it to the School Board for approval.

Commenting on the nature on the of school budgeting one school head said.

....Ministry has auditor who check if the funds were used as directed or not. Some of these things (meaning budgeting) were clearly started by the ministry and can not be done otherwise. Even if we wanted to involve community member if the Ministry has not said so we can not do it

The findings concurred with Hape (2005) who observed that community member were not involved in school budgeting and could not therefore engage in interview with the group since they were uncertain of their responsibilities.

4.4.2 Involvement of leaders at the community level in evaluating school budget.

The second question in task three was the involvement of community in evaluating school budget. Responses from the question regarding the involvement of communities in evaluating school budget in the Community Secondary School indicated that all the community member were not involved hence they had no comment to give. It is important to involve the community leaders in school budgeting as it probably builds trust among the community members and school management term.

The criteria used whether the respondents were involved or not involved and resulting responses as shown in table 10.

Table 10 : Involvement of Communities in Evaluating School Budget.

	Ward Leaders			Village Leaders				Total	%
	D	WEO's	WEEO's	WC's	VEO's	VC	Parents		
Involved	0	0	0	0	0	0	0	0	0
Not involved	1	3	3	3	3	3	12	28	100
No opinion	0	0	0	0	0	0	0	0	0
Total	1	3	3	3	3	3	12	28	100

Source: research findings

KEY:

DO. = Division officer, WEO's = Ward Executive Officers, WEEO's = Ward Education Officers, WC's = Ward Councilors, VEO's = Village Executive Officers, VC = Village Chairmen, P = Parents

The findings concurred with Lyimo's (2001) which revealed that community member were not involved in evaluating school budgeting process. When we asked her to inform us first about how the former contributions were used she (Headmistress) refused buying that there was no time to go through it again" Lyimo (2001).

Responding to the interview question on how the School Heads involved communities in evaluating school budget, School Heads argued that the budget and purchasing of building or resources were done by the school management team (headmaster, deputy headmaster and the treasurer) and not by community members

as this was directed by the Ministry of Education and Vocational Training in its instructional manual.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter has three subsections; the summary, conclusion and recommendations of the study. The summary provides an overview of the entire research report (study aims and objectives, literatures used, data collection methods and techniques, and research findings), while conclusion and recommendation ties together the research findings in a coherent whole.

5.2 Summary of the Study

The study aimed at investigating the level of involvement of communities in the management of Secondary Education in Moshi Rural District. The study threw some light on the importance of involving community members in day-to-day functioning of community secondary schools and, at the same time, suggested ways and means of improving management practices of the secondary schools under study.

The study sought to

- (a) Examine how communities were involved in school development planning.
- (b) Assess how the communities were involved in organizing school development activities.
- (c) Determine the extent to which communities were involved in the school budgeting process.
- (d) Identify the extent to which school management facilitated communication between the school and community.

The study made use of the system approach in analyzing the degree of involvement of leaders at community levels in managing community schools. The research was conducted in ten community secondary schools in Moshi Rural District whereby, school heads, board chairpersons, leaders at ward and village levels, community members, teachers and DEO gave their views. In terms of study coverage, the study confined itself to the involvement of communities in educational management.

Data were collected through questionnaire, interviews and documentary reviews. Through the interviews, it was possible to extract deeper and detailed information from head teachers, board chairpersons, teachers and DEO. The selected research tools enabled researcher to collect information with minimum inconveniences.

The supervisor ascertained the validity of the data collecting instruments before they were used in the research process. After that the pilot study was done at Maringeni Secondary School.

This study used purposive sampling procedures as Creswell (1994) notes that purposive sampling helps to decrease the generalization of findings. The confinement of the area of study, therefore, would translate the findings would not necessarily be generalizable to other similar schools.

The review of literature showed that scores of authors consulted had a lot to offer to the problem at hand. Background information on school community in Tanzania and in other countries globally received an in depth review. However, there was no

study conducted specifically on the involvement of leaders at wards, divisions or villages in managing community secondary schools. In this area, a review of literature concerning the processes of management, especially on a decentralized system of education as stipulated by ETP (1995) was very informative and fairly adequate for the information needed for the work.

5.3 Summary of Research Findings

1. The research findings revealed that: leaders at community levels were involved in identifying needs in community schools though when schools opened and classes were in full operation, their involvement being limited to basic activities such as the shortage of desks, and acquisition of more land for school expansion. It was noted that leaders at community levels were hardly involved in evaluation processes.
2. Leaders at community levels were, not involved in the academic issues either because there were no instructions from MoEVT to direct so. School heads also, were not confident enough to involve community members in planning believing that these leaders were not professional enough, especially when it came to discuss academic matters.
3. Leaders at community levels were not committed to help school heads throughout, except during the time of elections. This tendency probably discouraged the school heads.
4. School board chairpersons did not understand their roles and given the fact that they were living outside the villages, they felt less concerned on critical issues concerning the schools and waited only for crucial matters during board

meetings. Furthermore, communities had little representation in the school board. Councilors and Ward Executive Officers attended the meetings as invitees. The rest of the Board members were not necessarily from the school vicinity.

5. One of the reasons that made school heads to avoid involving leaders at the community levels in setting school objectives was probably that most of these heads of schools of community schools had no proper managerial skills.
6. There was weakness on the side of the school Board Chairpersons to ensure that leaders at community levels were effectively involved in school development planning.
7. Community members were not involved in organizing, monitoring of and evaluating of school activities and budget, hence set objectives could hardly be met through the community involvement because leaders who were important in effecting implementation were left aside.
8. District Educational officers knew little of what was going on in community schools and only got information when they happened to visit the schools. School Heads were answerable only to the Ministry and not to district levels, so even the funds given by the ministry went straight forward from treasure to sub treasures where School Heads buy materials for the school development. This structure leaves out District officials with less power to make any meaningful interventions.
9. School Heads were minimally performing the task of maintaining effective communication with leaders at community levels. Board chairpersons, on the

other hand, were not helping school heads in creating effective communication links between community schools and leaders at the community levels.

10. Involvement of parents in school management was in the form of parents meetings. However, leaders at the village or ward levels never had an opportunity of holding face - to - face discussion with the school management on how to organize school activities. Ward councilors were merely invitees to school board meetings so they attended the meetings to discuss various schools developmental programmes.
11. There was lack of harmonious atmosphere between the school Heads and leaders at community levels; lack of openness and involvement led to hatred and lack of trust between the school members and school management teams.
12. There was no clear-cut division of responsibility between various levels of decentralization in managing community schools between leaders at community levels and school management.
13. There was no capacity building programmes for both school management (school Heads) as well as community leaders on how they can work together to improve management of community schools in their areas. Community members were ready to be trained as it was the case with PEDP so as to be able to help in school management activities.
14. There was no participatory budget formulation, hence accountability, efficient public expenditure and transparency could not be guaranteed. There was no regional / district internal auditing systems and procedures on funds collected from local community for school construction purpose as well as on funds disbursed from the ministries to the schools.

5.4 CONCLUSIONS

From the aforesaid findings, it can be concluded that community involvement in managing secondary schools in their respective areas needs not only the efforts of the school management but also the leaders at community levels and the general public. There is a need, therefore, to change the attitude of both the school management teams and the community as a whole so that they know more about what is to be done in managing schools and the communities that built the schools.

Harmonious school community relationships will not only ensure accountability, cooperation, transparency and responsiveness of the community members to educational services and provisions, but will enhance teamwork; hence improve the whole management processes in the community secondary schools as well. The researcher was of the opinion that the findings would help education planners and policy makers to modify approaches used in the management of Community Secondary Schools to attract more community involvement and participation.

5.5 RECOMMENDATIONS:-

In the light of the research findings and conclusion of the study therefore the following is recommended for action and for further studies.

5.5.1 Recommendations for Action.

1. The findings revealed that involvement of community members in planning aspects was 58 percent. 42 percent of the Community was not involved. It is therefore recommended that the involvement be extended to other managerial

processes and functions such as planning, organizing, budgetary control, and enhancing effective communication between community and their leaders and school management. This put in place, the respondents said, would allow both the leaders at community levels and school management teams to work together as a team for school development.

The benefits of community leaders participation in education management in community secondary schools will help to improve quality of education and access to education, to improve relevance of school curriculum to societal needs, improve school attendance and promptness of both teachers and students, increase school infrastructural facilities and renovate measures, and speed up to the process of social change, improve school environment and increase government - community relationship and partnership. This is also supported by Asiayai, (2008)

2. The findings further revealed that school Heads did the entire budgeting without involving community leaders. It is therefore recommended that the involvement of leaders at community levels in school budgeting is important as it will probably build trust among the community leaders and school management team. In case there was any deficit of anything needed by school, the community members would be ready to offset through their private or community contacts. Taking an example of the case of desks and chairs, if the head of schools and his / her staff decide themselves to buy the school desks and chairs for their schools without involving the community leaders it will not be easy to get the contribution to get those costs from the community without involving them in the process in the first place. Community members now days

believe that transparency is essential in their leaders including from the heads of schools and their staff.

Involving community leaders in school management will increase accountability in all matters concerning derailment of the schools because they contribute their time, money, labour and materials to build the school. This will make the leaders and the Community that led that school as their effort and hence they will continue to support it.

3. Due to the weaknesses observed in the functioning of School Boards, It is suggested that Board Chairpersons needed some orientation (seminars, workshops) on capacity building for them to perform their tasks effectively.
4. From the findings, the community leaders and school management did not work together due to lack of directives from the Ministry. It is recommended that the Ministry should set a clear cut division of responsibilities between various levels of decentralization in managing community secondary schools, school board Members, community leaders and other staff members.
5. The study revealed that some of school heads were newly appointed officials, hence did not have experience in the management of schools, due to the fact that they did not undergo any seminar concerning school management. It is recommended therefore that there should be frequent capacity building programmes on how they can work with communities to improve the management of community schools in their areas.
6. The hierarchical managerial structure of secondary education by the Ministry was meant solely for public schools and did not represent the quasi – government schools such as the community school in which majority of

activities were run by the community. It is therefore recommended that there is a need to consider the system and include the community members to be in the managerial function of those schools.

The community school structures in formation is community based and so the managerial structure should as well involve the community itself by their leaders as representatives; this can be done as I have recommended the managerial structure. (Fig. 2).

7. The findings suggest the need for the current system selected board member to be revised to allow more representation from the community members. This further implies that the Ministry of Education and Vocation Training need to strengthen the use of funds given by the communities and grants from the government.
8. The hierarchical managerial structure of secondary education does not fit to quasi-government schools such as the community schools whereby majority of the activities were run by the community. The structure has to be altered if community members were to be effectively involved in the managerial functions in community secondary school because these schools had different establishment from the public schools.

Figure 2 illustrates the current structure of the public schools and **Figure 3** recommends a managerial structure for community secondary schools.

MINISTRY EDUCATION AND VOCATIONAL TRAINING.

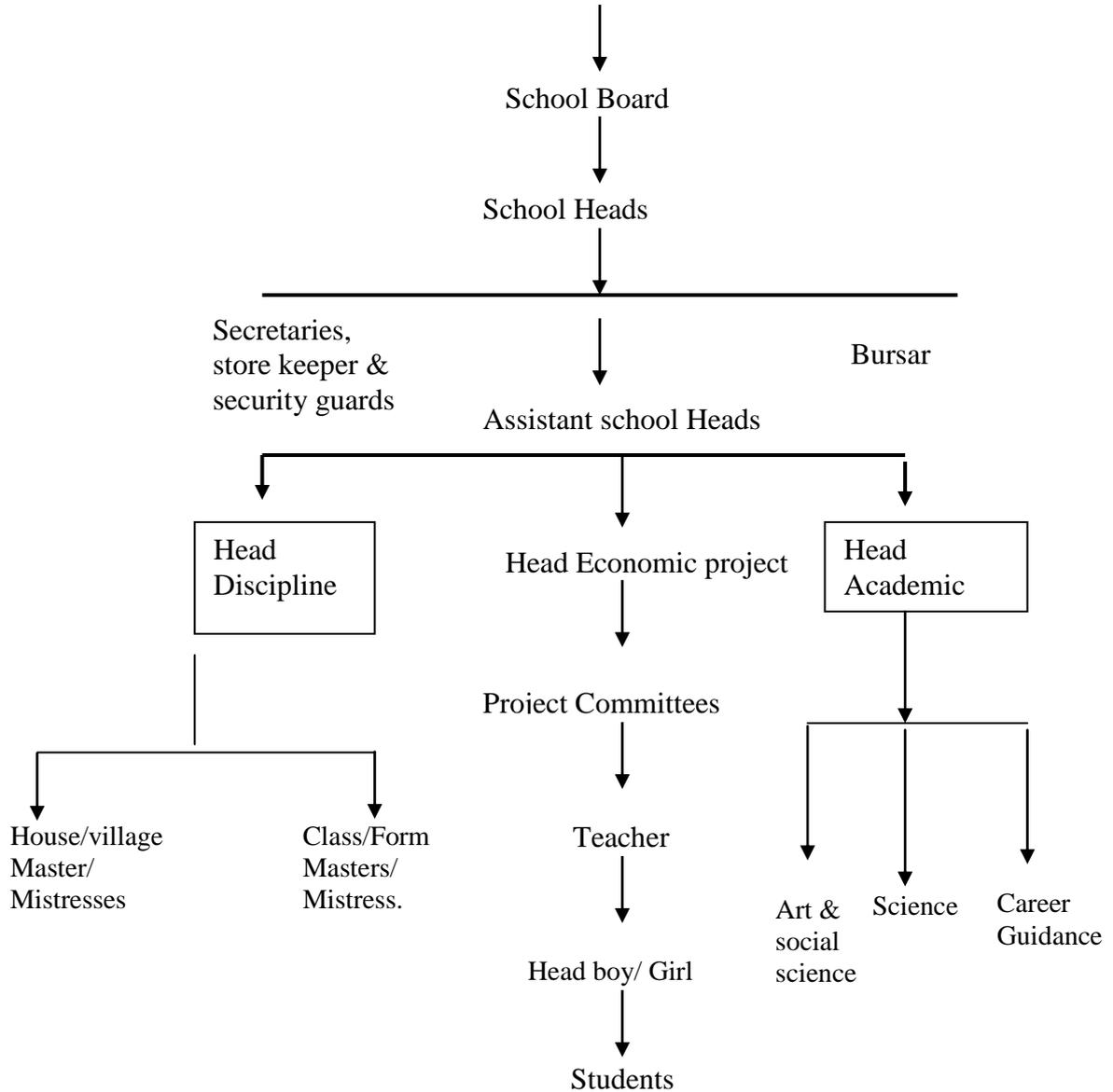


Figure 2: Existing secondary education management structure

Source: Ministry of Education and Vocational Training

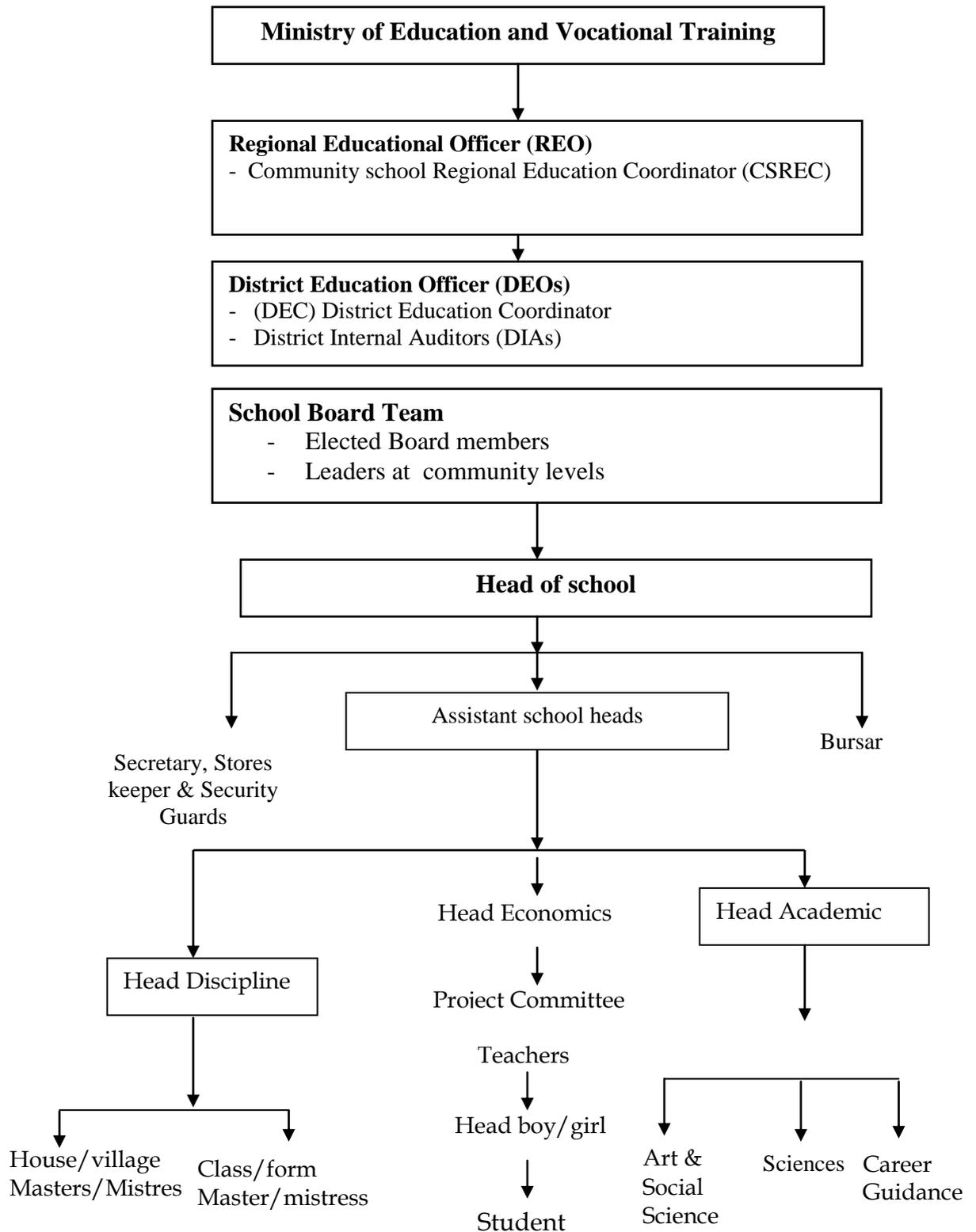


Figure 3: Recommended community secondary school management structure

Source, A.M. (1992)

Special Note on the modified management structure for Community Secondary Schools (Fig.2.)

Most problems facing the education sector evolve from structure factors. This study is illustrative of the assertion whereby the current structure of secondary school does not augur well for effective management in the community schools settings. With this presumption the researched recommends alteration of this structure (Figure 2) from regional to school level so as to allow accountability transparency and responsiveness to education service provision for decentralization to be meaningful.

The recommended structure (Figure 3) recommends that while the ministry continues to be the main custodian of policy formulation, the structure of community school should be altered at regional, district and school level. This will invariably bring in the coordinator in both the regional and district level to monitor community school and promote linkages with government and non government secondary school. The community school District Coordinators (CSDC's) would work closely with and be answerable to DEO's who together, will together will be answerable to community school regional coordinators (CSRC's) who in turn will report to the ministry.

At the district level the recommended model suggest there should be District Internal Auditors, responsible for ascertaining expenditure of funds from the Ministry and those collected from communities for construction and maintenance of the school infrastructure. It is also recommended school board to have both elected members as per the regulations (URT, 1995) and those who will be selected at the community level. Having such a composition, is believes it will ensure a working representation

in decision making processes. The researcher is of the opinion that unless the managerial structure of the community school is altered, the decentralization of education will be difficult to be realized. Altering the managerial structure would enable every actor to take active role of managing the schools.

5.5.2 Recommendations for further studies.

- (a) The study was conducted only in community secondary school in rural setting, therefore, it is suggested that a study be conducted in urban setting to get a clear picture on the involvement of community in managing community secondary school in Tanzania.
- (b) The study revealed that both leaders at community level school heads and school board chairpersons did not have the educational managerial skill. It is therefore suggested that study be conducted on deficiencies resulting from lack of capacity building in managerial skill to managers at community and schools.

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APPENDICES

Appendix I

Questionnaire for the Ward and Village Leaders

Village **Date** 2012

Sex

F	M

Dear ward and Village leaders.

You are involved in a study that investigates on the roles of community in managing community secondary schools in Moshi rural District. The findings of this study will help the society to improve education provision in community based secondary schools in Tanzania.

The information you provide will strictly be confidential and will be used for this research only.

Background information

Name of the ward / village Location

District

For the following questions put a tick where you think the response is appropriate to you.

1. Are you involved in identifying school needs in the community secondary schools in your Ward / Village?
 - a. I am involved
 - b. I am not involved
 - c. I have no opinion

()

2. Is your office involved in setting schools objectives of the school in the community secondary schools in your Ward / Village?
 - a. Involved
 - b. Not Involved
 - c. No opinion ()

3. How often does the school management involve Ward / Village leaders in the implementation and evaluation of school plans?
 - a. Often
 - b. Not often
 - c. No opinion ()

4. Ward/village leaders are involved in assigning the duties and activities to specific positions and people in community secondary schools.
 - a. Agree
 - b. Disagree
 - c. No opinion ()

5. There are opportunities and methods for meaningful face to face- discussion between Ward / Village, teachers and the School board members and school administration.
 - a. Agree
 - b. Disagree
 - c. No opinion ()

6. The School board and school administration inform Ward / village leaders and community members on the schools development and progress
 - a. Agree
 - b. Disagree
 - c. No opinion ()

7. The School management as well as Ward / Village leaders work as a team in running community secondary school in your ward.
 - a. Agree
 - b. Disagree
 - c. No opinion ()

8. Is your office involved in school budgeting in community secondary schools?
- a. Every time
 - b. Sometime ()
 - c. Not at all
9. School management and school board members communicate with community through Ward / Village leaders
- a. Agree
 - b. Disagree ()
 - c. No opinion
10. There are opportunities and methods for meaningful face to face discussion between the school board members, Ward leaders, Village leaders, teachers and the school administrators.
- a. Agree
 - b. Disagree ()
 - c. No opinion

Appendix 2

Dodoso kwa wazazi (Parents questionnaires)

Shule (School) Tarehe (date

Jinsia (Sex)

KE (F)

ME (M)

Tafadhali weka tiki unapoona panafaa. (Put tick (☑) in the correct answer)

Na. (No)	Swali (Question)	Ndio (Yes)	Hapana (No)
1.	Huwa unamtembelea mwanao shuleni (Do you visit your child at School?)		
2.	Huwa unapata muda wa kuangalia madaftari ya mwanao? (Do you get time to check your children exercises book?)		
3.	Je, unahusishwa katika mipango ya maendeleo ya shule? (Are you involve in school development planning ?)		
4.	Je, unahusishwa katika utekelezaji wa mipango ya maendeleo ya shule (Are you involve in school implementation program?)		
5.	Huwa unachangia katika maendeleo ya shule? (Do you contribute the school development activities?)		
6.	Unafahamishwa juu ya matumizi ya fedha unazochangia? (Are you informed on school expenditure which you contribute?)		

N. Ninakubaliana (I agree)

S. Sikubaliani (I disagree)

Na.	Swali (Question)	N (a)	S (d)
1.	Uongozi wa shule unawatia moyo wazazi kujihusisha na mipango ya maendeleo ya shule (The school management team encourages parents to participate in school development programme?)		
2.	Uongozi wa shule huwahusisha wazazi katika kuunda sera na sheria za shule (Do school management involve parent in formulating school policy and laws?)		
3.	Wazazi hujulishwa mapato na matumizi ya shule (Do parents are informed about school expenditure?)		
4.	Wazazi hujulishwa maamuzi mbalimbali yanayofanywa na uongozi wa shule kuhusu maendeleo ya shule (Do parents are informed on discussion on made by school management concerning school development?)		
5.	Wazazi hujulishwa maendeleo ya watoto wao kila muhula (Do parents being informed about students progress in each term?)		
6.	Wazazi hualikwa kwenye hafla za shule na hasa siku ya wazazi (Do parents invited in school ceremony especially parent's day?)		
7.	Wazazi wanajulishwa kuhusu kubadilishwa kwa mitaala shuleni (Do parents informed about curriculum changes in school?)		
8.	Wazazi wanahusishwa kuangalia nidhamuni ya wanafunzi (Do parents participate in their child discipline?)		
9.	Wazazi wanaitwa kwenye vikao vya shule (Do parent invited in school meeting?)		
10.	Kuna mijadala ya ana kwa ana na uongoza wa shule (Is there any face to face between parents and school management		

	team?)		
11.	Wazazi wanajua michango yao ni kiasi gani na imetumikaje (Do parents understand the amount of money they contribute and how is spent?)		
12.	Wazazi wanaelewa umuhimu wa kuchangia maendeleo ya shule (Do parent understand the importance of school contributions?)		
13.	Wazazi wanahusishwa katika miradi ya shule (Do parents are involved in school project?)		

Appendix 3

Interview Schedule for Community Leaders at Community Level

1. How are the Ward / Village leaders involved in identifying needs of the community secondary schools?
2. Are the Ward / Village leaders involved in setting schools objectives in the community secondary schools? How?
3. How does the school management involve Ward / Village Leaders in the implementation and evaluation of school plans?
4. What type of activities do the school and community jointly do?
5. Are the Ward / Village leaders involved in determining and defining the activities required for the achievement of planned goals in community secondary schools? How?
6. To what extent are the Ward/Village leaders involved in assigning the duties and activities to specific positions and people in community secondary schools?
7. How do the school management as well as Ward/ Village Leaders ensure teamwork in running community schools?
8. Is the school financial report exposed to the Ward / Village Leaders?
9. Are the Ward / Village leaders, involve in school budgeting?
10. Does the school management involve community institutional arrangements in cost saving projects?
11. Does the school management involve community leadership in the issues of evaluating of the school budget?
12. Are there opportunities face-to-face discussion between the school management team, teachers and the community for discussing school developmental activities?

Thank you for participation

Appendix 4

Interview Schedule for the School Heads and Chairmen of the School Boards

1. How does the school management involve community in identifying needs of the community secondary schools?
2. Are the Ward / Village leaders involved in setting schools objectives in the community secondary schools? How?
3. How does the school management involve Ward / Village leaders in the implementation and evaluation of school plans?
4. What type of activities do the school and community jointly do?
5. Are the Ward / Village leaders involved in determining and defining the activities required for the achievement of planned goals in community secondary schools? How?
6. To what extent are the Ward / Village leaders involved in assigning the duties and activities to specific positions and people in community secondary schools?
7. How does the school management as well as Ward / Village leaders ensure teamwork in running community schools?
8. Does the school management expose financial report to the Ward / Village leaders?
9. Does the school management involve community leaders in school budgeting?
10. Does the school management involve community institutional arrangements in cost saving projects? How?
11. Does the school management involve community leadership in the issues of evaluating of the school budget?
12. Are there opportunities face - to - face discussion between the school management team, teachers and the community for discussing school developmental activities?

Thank you for participation.

