Impact of Community Involvement in Development of Secondary Schools in Tunduru District Council

Anthony Nyangarika and Bernadetha .B. Kapinga

Department of Adult and Continuing Education Studies, Institute of Adult Education,
P.O. Box 20679, Dar es Salaam, Tanzania

ABSTRACT

This study concerned with the involvement of the community in the development of secondary schools at the Nakapanya ward, Tunduru district council. The main objective was to analyze the community involvement in the development of secondary schools and provide more insights into how to make community involvement effective and sustainable. The conceptual framework was grounded in school and the community partnership. The study was both quantitative and qualitative approach and it employed 109 participants, 48 communities, 40 students, 16 teachers, 2 village leaders, 2 schools' administrators, and 1 district education officer. Empirical data were collected through questionnaires and structured interviews. The findings indicated that the community in Nakapanya ward secondary schools was aware of the need for being involved in the development of their secondary schools. The study revealed that poor involvement of the community in the development of secondary schools was the major challenge that mainly impacted students' poor academic performance, inadequate and poor schools' buildings, and shortage of teaching and learning materials. The findings also conveyed that, besides poor involvement of the community there were other challenges facing involvement like poor school administration, poor community participation in school meetings, poor cooperation between schools, administrators, and the teachers. It also mentions the importance of government, the community, school's administrators, policymakers, teachers, and other stakeholders like NGOs to dialogue and come up with a sound conclusion and mechanism of sustainable ways towards effective involvement of all education stakeholders, particularly the community. It concludes that poor involvement of the community was a reality in the area under investigation. Indeed, inter-sectoral and collaborative, efforts are needed to help effective involvement to occupy its right place, hence the total development of secondary schools.

Keywords: *Community Involvement; Tunduru District Council; Nakapanya Ward; Secondary Schools; Community Development.*

1. Introduction

Policy makers, educators and other stakeholders involved in education are seeking ways to utilize the limited resources efficiently and effectively in order to provide quality education for children through community involvement in the development of secondary schools. Reinhartz and Beach (2004) observed that, though communities have a notable influence in the development of secondary schools, they have been under represented and underutilized in the American education system in the schools planning and development process. Tripathi (2006) further asserts that, poor involvement of the community in the development of secondary schools in India has resulted to poor school classrooms. Emphasizing this concern, Gestwick (2006) argued that, in poorly planned community involvement situations, a variety of problems may surface; such as conflicts on how to conduct the organizational process, power struggles between the community, confusion about the responsibilities of group members and disagreement over institutional goals which leads to poor schools' buildings.

It is unfortunate that, despite the guidelines provided by the government through the Ministry of education and Vocational Training (MOEVT) regarding the involvement of the community in the development of schools, secondary schools in Nakapanya ward, Tunduru district council had not heeded towards effective involvement when the researcher visited some of these schools. The researcher noted that the schools lacked adequate classrooms, teachers and the academic performance was poor. An interview with community members, teachers and students revealed that, underdevelopment was due to poor involvement of the community. Emphasizing that poor involvement of the community in the development of secondary schools

is a great challenge, URT (2011) affirmed that heads of schools should develop effective communication links between the school and the community for mutual support in matters of formation of school policy and rules, school development projects, maintaining school discipline, protecting school property, scooting the support of stakeholders for the provision of basic services such as water and health, attracting expertise from the community and reporting to them the issues on academic performance, availability of staff progress of various projects done at school, transition rates, dropout rates. It is from this background that the researcher decided to conduct this study so as to come up with some recommendations towards the existing challenges facing the effective involvement of the community in Nakapanya ward's secondary schools.

Communities are not fully involved in the development of secondary schools, which resulted to poor financial position of the schools, poor school's buildings and students' poor academic performance (McNergney and Herbert, 1998). Kindred and Gallagher (1990) assert that, ineffective involvement of the community in the development of secondary schools was the major challenge facing secondary schools and that it had the devastating impacts; such as students' poor academic performance, inadequate instructional materials, shortage of teachers, inadequate school buildings (classrooms, offices, libraries, toilets, kitchen, dormitories, and laboratories), increase misunderstanding between teachers and the community, shortage of funds to meet school expenditures. Poor secondary school's development has caused great concern amongst the community at Nakapanya ward. This study intended to analyze the involvement of Nakapanya ward community in the development of secondary schools, examined the interrelated challenges facing involvement of the community. The study also explained the advantages of involving the community in the development of secondary schools at Nakapanya ward. The study analyzed the involvement of the community in the development of secondary schools at Nakapanya ward in Tunduru District, Ruvuma Region.

2.   Material and Methods

According to Mbiti (2007) community should be informed of important events and activities taking place at the school through their children. He goes on to say, the community feel proud when the school administration keeps them informed of what is going on at the school. Emphasizing the above concern, Gestwick and Tripathi (2006) stated that, most of the community are eager to have voice in their children's schools and that all citizens should be able to clarify the goals and objectives of the school's system themselves. Olembo,Wanga and Karagu (1992) argued that, facilities such as classrooms, workshops and teachers' houses are results of the community involvement in secondary schools. Kindred and Gallagher (1990) affirmed that, knowing the public and being able to keep abreast of the community thinking are the major requirements for today's successful schools. The authors further stress that, the community should be informed about; the needs and the expectations of the community regarding education, opportunities and means of effecting better cooperative relations, the immediate and means of problems that need attention, gapes that should be filled in understanding of education policies and programs, situations to be avoided due to a past history of conflicts. They further specified that, the community is interested in what is being learned in schools, how much it costs, how the school board functions and make decisions.

Reinhartz and Beach, (2004) and Ahuja (2007) pointed out that the community must be actively involved in school improvement and campus planning efforts. The authors further assert that, there should be a close involvement of school with the community which is a great principle of the educational significance and this is the direction in which we should move. Insisting the need for community involvement in secondary schools, Stoll and Fink (1996) contend that, there is a high degree of uncertainty and in some case misinformation about contemporary education and what is going on in schools not only the progress of their children but also in terms of educational issues. Thus the authors suggested that, the community be given the opportunity to provide an input into the education process.

URT (2009) affirmed that, financing education and training is shared among government, parents, community and end-users in order to ensure better delivery of education and Training services in terms of school infrastructure, teaching and learning materials as well as motivation of teachers. Fiore (2004) argued that, understanding the community involvement as developmental phenomenon is emerging as an important issue, therefore research is needed to understand the most appropriate forms of involvement. The communities are poorly involved in the development of secondary schools which resulted to student's poor academic performance, poor financial support for schools and poor school's buildings (McNergney and Herbert*,* 1998). Tripathi (2006) further asserts that, poor involvement of the community in the development of secondary schools in India has resulted to poor school classrooms. According to McNergney and Herbert (1998) the involvement will benefit students in various ways; high test scores, better grades, more consistent attendance to school, more positive attitudes and behavior, greater participation in effective academic

programs. Kindred and Gallagher (1990) argued that involving the community in the development of secondary schools helps to foster student's achievements through the establishment of a positive school climate, involvement and build citizen knowledge and understanding financial support and gain support for schools.

Gestwick (2000) contends that, the advantages of effective parents and the community involvement include the following; security in the environment, sense of self work and knowledgeable and consistent responses for students, feelings of support for parenting, knowledge and skills, and enhancing parental self-esteem for parents. Establish positive feedback and increase confidence, parental resources for enriched learning experiences for the teachers. Ferguson and Mazini, (1989) assert that, when parents and teachers work together with trust, accountability and shared responsibilities majority of children will be successful. The authors further argued that, family and community involvement may contribute to the quality of schools' academic programs and students learning with clear information about all aspect of schools academic programs. Springate and Stegelin (1999) contend that, children's achievement is fostered by continuity of expectations and values between home and school, school personnel should identify the values and practices outside school that contribute to school success, the community should endorse the importance of schooling, reinforce school expectations at home, provide conditions at home that nurture development and support school success and ensure that child meets minimum academic and social requirement. The authors further assert that, the role of parents in supporting the school is through building playground, providing class materials, and preparing food for school parties which typified this model Reinhartz and Beach (2004) observed that, though the community have a notable influence in the development of secondary schools, they have been under represented and underutilized in the American education system in the schools planning and development process.

Fiore (2004), Nyangarika. A (2016c) asserts that, involvement of the community is faced with some challenges such as poor involvement, differing ideas among parents and teachers about what constitutes involvement, poor communication from the school, poor welcoming atmosphere towards parents in schools, lack of parent education and parenting skills, time and job pressures and language barriers. The author further contends that poor involvement is the serious one since it accommodates all other challenges. Kindred and Gallagher (1990) pointed out that one of the most serious challenge facing educational leaders is to gain the community consensus on what the expectations are for the school. The authors further observed that, the community are not fully involved in the development of secondary schools because, few school officials have been prepared to handle community involvement responsibilities and that each entity; board members, administrators and teachers feel that the job of the community involvement in the schools belongs to another group. On the other hand, Gestwick (2006) asserts that poor involvement of the community in the development of secondary schools is due to the fear of criticism from the community, teachers feel intimidated by the community presence, lack of communication skills, lack of confidence, unwilling to admit that they need help, do not want to deal with the community, not sure of parent's expectations, want to retain their authority, power, control, and are afraid of the community Scrutiny.Adelman and Taylor (2007) further affirmed that, poor involvement of the community in secondary schools will arise as long as schools and the community entities function as separate agents and therefore act as islands with no bridges to the mainland.

Furthermore, Kindred and Gallagher (1990) specified that teachers who phone student's parents with positive news, principals who invite small groups of parents for lunch, do much to make people feel good about their schools. As schools move closer to a realization of partnership when they adopt policies providing for the community visits and conference with teachers as a regular part of the educational programs. They go on explain that such policies establish friendly relations, minimize misunderstanding and promote lay-professional cooperation.

Cotton (2000) , Nyangarika .A (2016b) pointed out some of the validated practices as follows; Conducting vigorous outreach activities especially in culturally diverse school settings to involve parent and community representative from all cultural groups in the community, developing written policies which acknowledge the importance of community involvement and making special efforts to involve the parents of economically disadvantaged, working with cultural minority community members to help children cope with any differences norms noted between the home and the school, communicating repeatedly to the community that their involvement can greatly enhance their children's school performance, regardless of the parents' own level of education, sending home to parents' information about upcoming classroom activities.
William (2011) asserts that, school leaders should encourage caring community involvement to take place if they themselves are caring. School staff and instructors, in fact, should be examples the community of the saliency of healthy communication in the home.

Luhamo (2012) pointed out that, there should be an effective involvement of the community in the development of secondary schools. For instance, in Uganda, community were involved in the development of secondary schools through attending special meetings in every three months as organized by the schools' administrators.

A study conducted in Ukerewe district by HakiElimu in 2002 on "Schools' Development Project Information" such as general information about the school, and physical status of the school, revealed that 125 (82%) out of 153 community members taken in the study in this area lacked information about what is going on in schools, including the SEDP program. A study conducted in Morogoro, Tanzania by Njunwa (2010) on Local Community's Participation in the development of Secondary schools, found that 93% of the 400 community involved in study were not fully involved in the development of secondary schools. Furthermore, the study revealed that, there were number of factors that limit effective community participation in the development of secondary schools; such as poor school's administration and the community officials.

In Ghana, a study conducted by Miller and Yoder (2002) on Community Schools Projects in Africa, found that 78% of the 321 respondents stated that where community involvement is improved; fundraising, accommodation for teachers, renovation of classrooms, building of new classrooms and teaching and learning materials will be adequate. Emphasizing the advantage of effective involvement of the community in the development of secondary schools, Hansen and Underwood (2011) assert that, the community involvement in the development of schools has shown a positive association with academic achievement. Gonzale and Willems (2012) further observed that, the community involvement in the development of secondary schools has been documented as academically beneficial by educational researchers, supported politically, and valued by many educators and individuals in the general public. The authors further revealed that, despite the support for the value of the community involvement they were underutilized as shown in a survey of 307 high school students' community in the San Francisco Bay area, whereby 59% of the community were reported being poorly involved by the teachers. Vuzi Mncube (2009) in a study conducted in South African schools on the perceptions of the community on their role in the democratic governance of schools in South Africa, revealed that about 93% of the community agree that they need to work closely with the schools, 96% of the community agree that have the right to ask schools how they are teaching the national curriculum. Secondary Education Development Program (SEDP, 2004-2009) policy outlined plans to ensure that each ward in Tanzania has at least one secondary school, whereby the community was required to actively participate in the construction of secondary schools in their areas. In Tanzania, such policy was not strongly emphasized as URT (2011) described that heads of the schools should develop effective communication links between the school and the community for the mutual support in matters of; formation of school policy and rules, school development projects, maintaining school discipline, protecting school property, scooting the support of stakeholders for the provision of basic services such as water and health, attracting expertise from the community and reporting to them the issues on academic performance, availability of staff progress of various projects done at school, transition rates, dropout rates.

The literature reviewed regarding the study did not reveal clearly the possible solutions to be taken by education stakeholders like school's administrators, community leaders, teachers, students, NGOs as well as the government to eliminate the challenges facing involvement of the community in the development of secondary schools. In fact, very few authors attempted to recommend on how to make involvement sustainable particularly for the school's administrators, such as sending letters to the community. Therefore, this study recommended more methods to eliminate this problem, hence effective involvement of the community in the development of secondary schools.

3. Research Methodology

The study employed both quantitative and qualitative approaches. Therefore, questionnaires and interviews were used as data collection instruments. A descriptive survey design was used to provides an accurate account of the characteristics, for example opinions, abilities, belief, and knowledge of a particular individual, situation. This design was chosen to meet the main objective of the study, namely to analyze the involvement of the community in the development of secondary schools. In this study the information was collected through self-administered questionnaires distributed to the subjects by both the researcher and the researcher's assistant along with interview sessions The sample size of 109 respondents was used in this study to represent a total population of 2,863. It consisted of 40 students out of 1200, 48 communities out of 1600, 16 teachers out of 50, 2 school's administrators out of 4, 2 community leaders out of 8 and 1 D.E.O (Secondary).

4. Results

The respondents sampled to investigate this study were 48 communities from four villages, 40 secondary school students from four public secondary school, 16 secondary school teachers, 2 village leaders, 2 secondary school administrators and 1 D. E.O The socio-economic characteristics of these respondents were as stipulated on the table 4.1: -

Table 4.1: Respondents socio-economic characteristics

Respondents	Age	Sex	Language	Education level	Occupation	Marital status
The community	35+	Males/ females	Kiswahili	Std VII and form IV (**few**)	Peasants	Married /Singles
Students	17+	Males/ females	Kiswahili/English	Form III-IV	Students	Singles
Teachers	25+	Males/ females	Kiswahili/English	Diploma/Degree	Teachers	Married /singles
School administrator	35+	Males	Kiswahili/English	Diploma	Teachers	Married
Village leaders	40+	Males	Kiswahili/English	Std VII	peasants	Married
D.E.O	50+	Female	Kiswahili/English	Degree	Teacher	Married

Source: Field Data (2019)

For the selected sample of population, the researcher distributed 4 questionnaires to 106 respondents. These included 48 communities, 40 students, 16 teachers, and 2 community leaders. Also 2 school administrators and 1 D.E.O (secondary) were interviewed. Table 4.2 below provided a summary of the rate of questionnaires returned and respondents interviewed, whereby the total percentage of both questionnaires and interviewed was 100% as shown in Table 4.2.

Table 4.2: Respondents' participation scale

No.	Respondents	Number expected	Number participated	Percentage
1.	Parents/community	48	48	44%
2.	Students	40	40	36%
3.	Teachers	16	16	15%
4.	Community leaders	2	2	2%
5.	School administrators	2	2	2%
6.	DEO (Secondary)	1	1	1%
	Total	109	109	100%

Source: Field Data (2019)

The analysis of the need for involving the community in the development of secondary schools aimed to assess the need of involving the above stakeholders in the development of day public secondary schools. Data obtained from parents and the community was analyzed and the results revealed that, 18% strongly agree, 72% agree, 4% were neutral, 6% disagree, and no participants strongly disagree as shown in Table 4.3.

Table 4.3: Community responses analysis on the need of involvement

S/N	Village	Responses									
		1	%	2	%	3	%	4	%	5	%
1.	Kalulu	2	4	10	21	1	2	-	-	-	-
2.	Marumba	1	2	9	19	-	-	2	4	-	-
3.	Mindu	5	10	7	15	-	-	-	-	-	-
4.	Ngapa	1	2	8	17	1	2	1	2	-	-
	Total	9	18	34	72	2	4	3	6	-	-

Source: Field Data (2019)

These findings indicated that, most of the parents and the community in the tabulated villages agreed that there was need to be involved in the development of their secondary schools. Therefore, the study indicated that majority of the community were aware that there was the need to involve them in the development of secondary schools. To further the above findings, Reinhartz and Beach (2004) and Ahuja (2007) contend that the community must be actively involved in school improvement and campus planning efforts. For this concern, the researcher aimed at exploring respondents' views on whether they were effectively involved in the

development of day public secondary schools. For this item the community responded as follows; There was no participant strongly agree, 23% agree, 2% were neutral, 65% disagree that there were not effectively involved, and 10% strongly disagree (Table 4.4).

Table 4.4: The community responses analysis on the extent of involvement

	Village	Responses									
		1	%	2	%	3	%	4	%	5	%
1.	Kalulu	-	-	2	4	1	2	8	17	1	2
2.	Marumba	-	-	-	-	-	-	10	21	2	4
3.	Mindu	-	-	8	17	-	-	4	8	-	-
4.	Ngapa	-	-	1	2	-	-	9	19	2	4
	Total	-	-	11	23	1	2	31	65	5	10

Source: Field Data (2019)

Statistics on Table 4.5 showed clearly that most the community was not fully involved. However, from the above analysis, villages vary in the extent of involvement for instance, out of 12 respondents from Mindu village, 8 chose agree compared to other counterparts' villages. Generally, the findings indicated that the community in this ward was not fully involved in the development of their secondary schools. Though the community has notable influence in the development of secondary schools, they have been under represented and underutilized in the American education systems in the schools planning and development process (Reinhartz and Beach, 2004). Furthermore, Fiore (2004) argued that, poor involvement of the community in the development of secondary school is the serious one since it accommodates all other challenges. For this item, the researcher wanted to investigate whether the community was involved in students' academic performance and financial contributions for school's buildings. The respondents responded as follows; 12% strongly agree, 31% agree, 4% were neutral, 53% disagree, while 4% strongly disagree.

Table 4.5: Involvement of the community in students' academic performance and financial contribution responses analysis

S/N	Village	Responses									
		1	%	2	%	3	%	4	%	5	%
1.	Kalulu	3	6	1	2	-	-	7	15	1	2
2.	Marumba	-	-	1	2	2	4	8	17	1	2
3.	Mindu	3	6	9	19	-	-	-	-	-	-
4.	Ngapa	-	-	2	4	-	-	10	21	-	-
	Total	6	12	13	31	2	4	25	53	2	4

Source: Field Data (2019)

The figures in Table 4.6 show clearly that, the community was not fully involved in academic and financial contributions for the school buildings as they show that only 12% strongly agree. These results were contrary to what was expected, as Kindred and Gallagher (1990) argued that, effective involvement of the community in students' academic performance and financial contributions helps to foster students' academic achievement and stimulates schools financial support. The researcher for this aspect intended to investigate respondents' views, on their willingness to be involved in the development of secondary schools. The responses were as follows; 18% agree strongly, 51% agree, 12% were neutral, 14% disagree, and 4% strongly disagree that they were not happy at all.

Table 4.6: The community responses analysis on their willingness

S/N	Village	Responses									
		1	%	2	%	3	%	4	%	5	%
1.	Kalulu	2	4	8	18	1	2	1	2	-	-
2.	Marumba	1	2	6	13	2	4	2	4	1	2
3.	Mindu	5	10	6	13	-	-	1	2	-	-
4.	Ngapa	1	2	4	8	3	6	3	6	1	2
	Total	9	18	24	52	6	12	7	14	2	4

Source: Field Data (2019)

The statistics in Table 4.7 show that the community was happy when involved in the development of their secondary schools. This indicated that most of the community was willing to participate but not to the anticipated level as only 18% agree strongly that they were very happy when informed to participate in the development of secondary schools. Also from the tabulated figures above, the individual village analysis show that the community from Mindu village devoted to participate in the development of their school compared to

other villages. In supporting the above investigation, Mbiti (2007), Nyangarika. A (2016a) pointed out that the community is happy when informed of important events and activities taking place at the school. He further argued that the community feels proud when the school administration keeps them informed of what is going on at the school. The analysis of the relationship between the variables above was done to assess respondents' awareness about the advantages of the community involvement in the development of secondary schools. The results revealed that 75% strongly agree that there was a great relationship, 12% agreed, 13% responded neutral, there were no participants responded both disagree and strongly disagree.

Table 4.7: The community responses analysis on the relationship of involvement and school development

S/N	Village	Responses									
		1	%	2	%	3	%	4	%	5	%
1.	Nkoasega	10	21	2	4	-	-	-	-	-	-
2.	Marumba	6	13	-	-	6	13	-	-	-	-
3.	Mindu	12	25	-	-	-	-	-	-	-	-
4.	Ngapa	8	16	4	8	-	-	-	-	-	-
	Total	36	75	6	12	6	13	-	-	-	-

Source: Field Data (2019)

These findings indicate that most of the community (75% above) was aware of the advantages achieved as the results of involving the community in the development of secondary schools as the notable stakeholders. From the tabulated figures for individual village, it clearly shows that out of 12 respondents from Marumba 6 was neutral describing that half of the community was not aware of the advantages of being involved in the development of their secondary schools. For instance, a study conducted in Ghana by Miller and Yoder (2002) on Community Schools Projects in Africa observed that, where community involvement is improved; fundraising, accommodations for teachers, renovation of classrooms, building of new classrooms and purchasing of teaching and learning materials were adequate. Hansen and Underwood (2011) asserted that, the community involvement in the development of day public secondary schools has shown a positive association with academic achievement.

The analysis of this item was done to assess the magnitude to which poor involvement of the community was the major challenge in relation to other challenges in the development of secondary schools. For this item the community responded as follows; 18% agree strongly, 58% agree, 18% disagree while 6% responded neutral and there was no respondent strongly disagree. The table below represents general analysis of the above concern.

Table 4.8: The community responses analysis on poor involvement

S/N	Village	Responses									
		1	%	2	%	3	%	4	%	5	%
1.	Kalulu	2	4	8	16	1	2	1	2	-	-
2.	Marumba	2	4	10	20	2	4	8	16	-	-
3.	Mindu	1	2	3	6	-	-	-	-	-	-
4.	Ngapa	4	8	8	16	-	-	-	-	-	-
	Total	9	18	29	58	3	6	9	18	-	-

Source: Field Data (2019)

The Table 4.8 indicate that, most of the community in Nakapanya ward secondary schools was poorly involved in the development of their secondary schools. From the tabulated figures, it shows clearly that Ngapa was faced with severe poor involvement while Mindu community were highly involved in the development of their secondary school as out of 12 respondents (village sample) 8 disagree that poor involvement was not a major challenge in the development of their secondary school. This implies that, generally the community in Nakapanya ward was poorly involved in the development of their secondary schools despite the rate of variation of involvement among villages under this study. Emphasizing the above concern, Fiore (2004) argued that, poor involvement of the community is the serious challenge since it accommodates all other challenges.

The analysis identifies the ways to overcome the challenges facing involvement of the mentioned education stakeholders in the development of secondary schools. The following were the collected and listed common responses.

      i.   Provision of seminars to school leaders on effective involvement of the community
      ii.   Schools administrators should design good ways to communicate with the community.
      iii.   The community should be given education on the advantages of their effective participation in the development of secondary schools.

The findings above illustrated that, the participants were aware about some ways to be employed to enhance effective involvement in their secondary schools. Apart from the above opinions there were more ways to revive the existing challenges which were the focus of this study.

The researcher perceived that Nakapanya ward, day public secondary schools were faced with the lot of involvement challenges simply because school's administrators are not aware on how to handle involvement responsibilities, they do not have the proper ways to communicate with the parents and the community. On other hand, the researcher deduced that most of the community in this area was not fully aware of the advantages of effective participation in the development of secondary thus more education is needed to rectify the situation.

However, McNergney and Herbert (1998) were contrary as they stated that, the school's administrators should send parents' letters, send daily notes to parents, and conducting meeting for the community frequently.

For this aspect the researcher aimed to assess the need of involving the community in the development of secondary schools. To avail the respondent's information researcher set out numbers along with options namely 1- strongly agree 2 – agree 3 – Neutral 4 **-** Disagree and 5**-** strongly disagree and they were required to circle the appropriate choices. The results revealed that, 100% of the respondents strongly agree that there was a great need to involve the community in the development of secondary schools as shown in Table 4.9.

Table 4.9: Teachers responses analysis on the need of involvement

| S/N	School	1	%	2	%	3	%	4	%	5	%
1.	Kalulu	4	25	-	-	-	-	-	-	-	-
2.	Marumba	4	25	-	-	-	-	-	-	-	-
3.	Shintony	4	25	-	-	-	-	-	-	-	-
4.	Ngapa	4	25	-	-	-	-	-	-	-	-
	Total	16	100	-	-	-	-	-	-	-	-

Source: Field Data (2019)

The statistics above indicated that respondents were highly knowledgeable about the need of involving the above education stakeholders in the development of secondary schools. The researcher perceived that, despite of the awareness of teachers about the need of involving the community, they were poorly involving them as described in the previous sections of this study. The analysis of this item was conducted to assess the effectiveness of the community involvement in the development of secondary schools. The results revealed that 25% strongly agree that the above stakeholders were effectively involved in secondary schools, 25% agree, 50% disagree that they were effectively involved while there was no participant responded neutral and strongly disagree The Table 4.10 below clearly illustrated the above analysis.

Table 4.10: Teachers' responses analysis on the extent of involvement

S/N	School	1	%	2	%	3	%	4	%	5	%
1.	Kalulu	1	6	-	-	-	-	3	9	-	-
2.	Marumba	-	-	2	13	-	-	2	12	-	-
3.	Shintony	3	19	1	16	-	-	-	-	-	-
4.	Ngapa	-	-	-	-	-	-	3	19	-	-
	Total	4	25	6	25	-	-	8	50	-	-

Source: Field Data (2019)

Figure 4.1 findings indicate that; most teachers were aware that the community was not effectively involved in the development of secondary schools. The researcher deduced that, the community was poorly involved in the development of their secondary schools. There was the variation of this concern village wise. For instance, most teachers from Mindu secondary school strongly agree that these stakeholders were effectively involved in the development of secondary schools as compared to other schools. Although the importance of the community involvement in secondary schools are widely recognized in education, it is implementation in actual practice is weak (Gonzale and Willems, 2012).

Figure 4.1: Teachers responses analysis on the extent of their involvement in schools
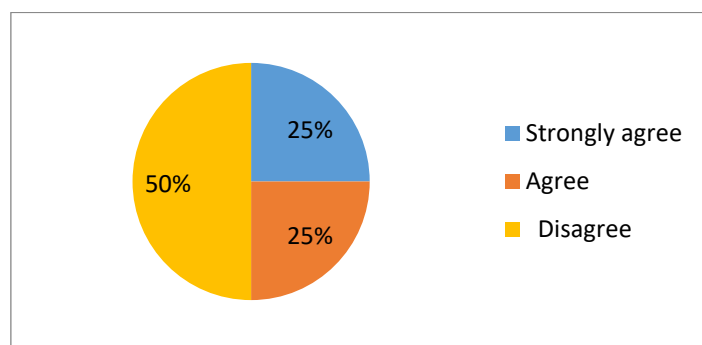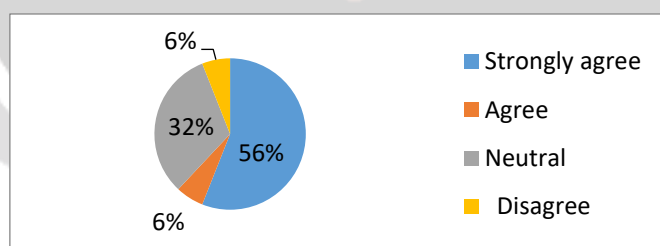

Source: Field Data (2019)

The analysis of this aimed to investigate involvement of the community in students' academic performance and the financial contributions in the development of secondary schools. The results indicated that there were no participants strongly agree, 56% agree, 6% were neutral, 32% disagree and 6% strongly disagree as show in Table 4.11.

Table 4.11: Teachers responses analysis on the community involvement in academic and finance

S/N	School	1	%	2	%	3	%	4	%	5	%
1.	Kalulu	-	-	2	13	-	-	2	13	-	-
2.	Marumba	-	-	2	13	-	-	1	16	1	1
3.	Mindu	-	-	4	24	-	-	-	-	-	-
4.	Ngapa	-	-	1	6	1	6	2	13	-	-
	Total	-	-	9	56	1	6	5	32	1	6

Source: Field Data (2019)

The figures above indicate that, parents and the community were involved in academic and financial contributions for school buildings. This implies that the above stakeholders were involved but not to the expected level as no any respondent strongly agree that they were effectively involved. The analysis above was summarized below in percentage as shown in Figure 4.2.

Figure 4.2: Teachers responses analysis on the community involvement in academic/ finance

Source: Field Data (2019)

The researcher was interested to assess whether the community was happy when involved in the development of their secondary schools. The results revealed that 12% strongly agree, 70% agree, no participants responded neutral, 18% disagree, while there were no responded strongly disagree as shown in Table 4.12.

Table 4.12: Teachers responses analysis on the community willingness

S/N	School	1	%	2	%	3	%	4	%	5	%
1.	Kalulu	1	6	3	19	-	-	-	-	-	-
2.	Marumba	-	-	2	13	-	-	2	13	-	-
3.	Shintony	-	-	4	25	-	-	-	-	-	-
4.	Ngapa	1	6	2	13	-	-	1	6	-	-
	Total	2	12	11	70	-	-	3	18	-	-

Source: Field Data (2019)

The statistics shown in Figure 4.3 indicates that most of the community was happy to be involved in the development of their secondary schools. From the above findings the researcher perceived that, when the community was effectively involved, they would have effectively participated in the development of their secondary schools.

Figure 4.3: Teachers responses analysis on the community willingness
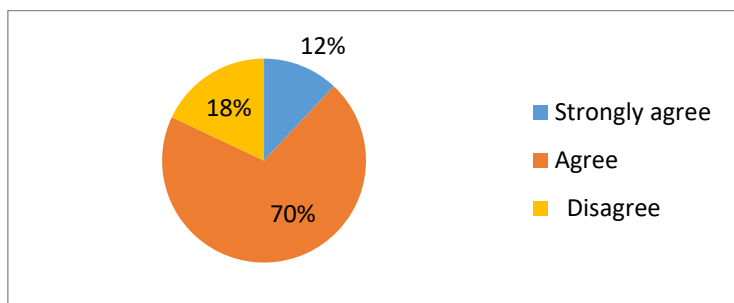
Source: Field Data (2019)

The analysis of the relationship between the above mentioned variables was done to identify advantages of involving the community in the development of day public secondary schools. The results revealed that 81% of respondents strongly agree that student's academic performance, adequate school's buildings and availability of teaching and learning materials were some advantages of involving the community in the development of secondary schools, no participants agree, no responded neutral, 19% disagreed and also no respondents strongly agree as shown in Table 4.13.

Table 4.13: Teachers responses analysis on the relationship between involving the community and school development

S/N	School	1	%	2	%	3	%	4	%	5	%
1.	Kalulu	3	18	1	6	-	-	-	-	-	-
2.	Marumba	4	25	-	-	-	-	-	-	-	-
3.	Mindu	4	25	-	-	-	-	-	-	-	-
4.	Ngapa	2	13	2	13	-	-	-	-	-	-
5.	Total	13	81	3	19	-	-	-	-	-	-

Source: Field Data (2019)

These statistics show clearly that most teachers were aware of the advantages of effective involvement of the community in the development of secondary schools. The strongly agreed teachers implies that they knew advantages of effective involvement of the community, but it indicated that they failed to effectively involve the above influential education stakeholders. From these findings the researcher deduced that though teachers were aware of the advantages of effective involvement, they also failed to involve these stakeholders in the development of the secondary schools. However, Sukon and Janiahir (2005) contended that, schools become successful when a strong and positive relationship among parents, teachers and the community has been established. The authors further argued that the community involvement continue to be the most influential factor in students' academic achievement as shown in Figure 4.4 below demonstrated.

Figure 4.4: Teachers responses analysis on the relationship of involving the community and development of schools
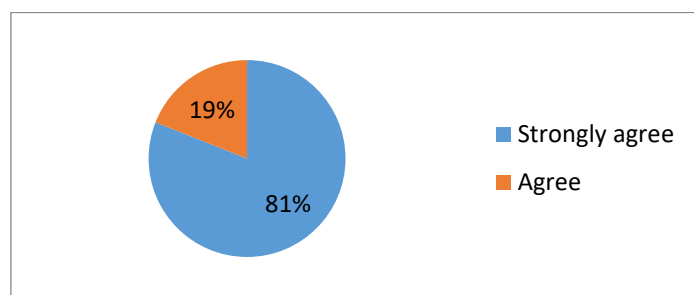
Source: Field Data (2019)

The researcher for this item intended to explore the major challenge facing involvement of the above stakeholders in education. The participants responded that 44% strongly agree the idea that poor involvement

was the major challenge, 38% agree, no responded neutral, while 19% disagree and there was no participant responded strongly disagree that poor involvement was the major challenge facing involvement of parents and community in their secondary schools as shown in Table 4.14.

Table 4.14: Teachers responses analysis on poor involvement as major challenge

S/N	School	1	%	2	%	3	%	4	%	5	%
1.	Kalulu	3	19	1	6	-	-	-	-	-	-
2.	Marumba	-	-	4	25	-	-	-	-	-	-
3.	Shintony	-	-	1	6	-	-	3	19	-	-
4.	Ngapa	4	25	-	-	-	-	-	-	-	-
	Total	7	44	6	37	-	-	3	19	-	-

Source: Field Data (2019)

The Figure 4.5 statistics indicate that poor involvement of the community in Nakapanya ward day public secondary schools was the major challenge facing involvement. This implies that the community was poorly involved in the development of secondary schools. Furthermore, from the individual school findings, the researcher deduced that, 3 teachers out of 4 from Mindu secondary schools disagree that poor involvement was the major challenge. These indicate that Mindu secondary school to some extent channeled it is efforts towards effective involvement as compared to other schools. The findings were contrary to Ahuja (2007) views, as stressed that practicing involvement of parents and the community by school administrators must be acknowledged as an essential ingredient in quest for better schools

Figure 4.5: Poor involvement of the community as the major challenge
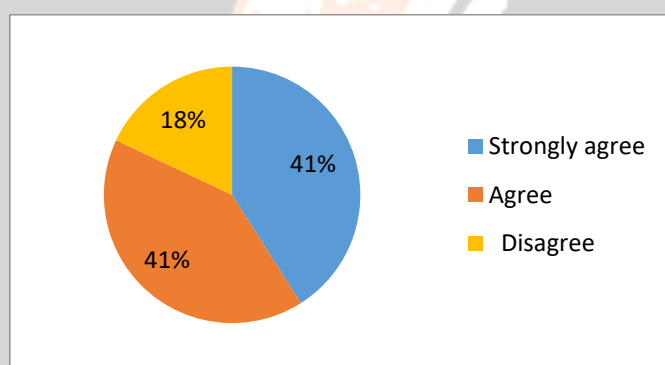
Source: Field Data (2019)

The analysis identifies the causes of the challenges facing involvement of the above stakeholders. The following responses were the common reactions from the respondents as collected by the researcher and listed as follows: -

i) Poor knowledge of schools' administrators about involvement matters
ii) Mismanagement of school's funds
iii) Community income poverty
iv) The community ignorance on the advantages of their effective participation in the development of secondary schools.

These responses indicated that schools' administrators in the area under investigation were not knowledgeable about the involvement of the community in the development of their schools as essential education stakeholders. Furthermore, the researcher perceived that, parents and the community were not fully involved in the general development of secondary schools as the respondents mentioned that school's funds were poorly managed which resulted to poor school's buildings and students' academic performance. The researcher also deduced that the community did not have enough education about their effective participation in the development of secondary schools and they were faced with income poverty. These were inferred as majority of parents and the community was farmers with low education status. Emphasizing on poor involvement of the community, Kindred and Gallagher (1990) observed that the community are not fully involved in the development of secondary schools because few school officials have been prepared to handle involvement of the community

responsibilities as each entity; board members, administrators, teachers and feel that the job of involving these notable and education stakeholders belongs to another group.

5. Conclusion

The Nakapanya ward secondary schools in Tunduru district council were prone to poor involvement of the community in the development of secondary schools which was mainly accelerated by the poor school's administrators and the researcher recommended some possible methods to eliminate such challenge at Nakapanya ward secondary schools. Based findings highlighted in the study, the researcher wishes to make the recommendations that could help in improving effective involvement of the community in the development of day public secondary schools in particular. In the light of this study it is of great importance to formulate possible directions, ways and extra efforts towards effective involvement of the community in the development of secondary schools, hence total success in education arena. The input to halt the existing challenges facing effective involvement of the community in different levels of administration, notably the government, the schools' administration, the community and other stakeholders like NGOs. At the government level especially through the ministry of education, should provide more ways through which the community are effectively involved in the development of secondary schools and make frequent follow up of its implementation. Furthermore, has to make sure that all secondary schools administrators are given special training on schools' management in collaboration with the community involvement before and after being appointed in such position. Also the government has to put much effort at introducing various income sources particularly for the rural communities rather than depending on agriculture only. Furthermore, government has to provide seminars and workshops to the community, teachers, students and village leaders on the advantages of effective involvement and participation of all education stakeholders in the development of secondary schools. Education policy makers should develop clear strategies on how to effectively involve the community in the development of secondary schools. Also policy should state ways of involving various categories of education stakeholders. The school administrators must effectively involve the community and teachers in the development of secondary schools and failure to do so they must be penalized and the district education officers have to make frequent follow up. At the village level, there is a need to have a small committee to ensure that the community are effectively involved in the development of secondary schools, particularly by school's administrators. NGOs and churches working in social and community development should put much of their efforts in the area of effective involvement of the community in schools through conducting seminars, and workshops in collaboration with the district, ward and village leaders.

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