

ST JOHN'S UNIVERSITY OF TANZANIA



**ASSESSMENT OF THE INVOLVEMENT OF THE
COMMUNITY IN IMPROVING PRIMARY EDUCATION IN
BAHI DISTRICT**

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MASTER OF ARTS IN COMMUNITY DEVELOPMENT

2015

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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by St. John's University of Tanzania a dissertation entitled "an Assessment of the Involvement of the Community in Improving Primary Education in Bahi District" in fulfillment of the requirements for the Master of Arts in community development.

.....

Dr. Francis Njau (PhD)

(Supervisor)

Date.....

DECLARATION

I, **Pendo Jones Maiseli**, declare that this dissertation is my own work. It has not been and will not be presented for any other course of study. I confirm that appropriate credit has been given where reference has been made to the work of others.

Signature

DEDICATION

This work is dedicated to my family which I never had enough chance to be with them during the whole period of study. I appreciate for their patience, kindness, understanding and all the support they gave me throughout my studies at St. John's University of Tanzania.

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LIST OF ABBREVIATIONS

ADP:	Area Development Program
CSOs:	Community Based Organizations
DCT:	Dioceses of Central Tanzania
DED:	District Executive Director
EQUIP-t:	Education Quality Improvement Program Tanzania
FBOs-	Faith Based Organizations
FGD:	Focus Group Discussion
HPSS:	Health Promotion and Systems Strengthening
LGAs:	Local Government Authorities
MAMADO:	Maji na Maendeleo Dodoma
NECTA:	National Examination Council of Tanzania
NGOs:	Non-Government Organisations
URT:	United Republic of Tanzania
VEO:	Village Executive Officer
WEC:	Ward Education Coordinator
WEO:	Ward Executive Officer
WFP:	World Food Program (WFP)

ABSTRACT

This study assessed the involvement of the community in improving primary education in Bahi district. Specifically, the study aimed to assess methods employed by the community in improving primary education, identify strategies used by schools and education partners to involve the community, determine challenges encountered in the process of community involvement and suggest appropriate measures to improve community involvement in the program. 100 respondents were sampled through simple random sampling from the total population of 27,947 and 6,210 households in Chipanga and Bahi wards. A cross-sectional research design with a mixed method that includes both qualitative and quantitative research approaches was used. Data were collected using structured questionnaire, focus group discussion and key informant interview. Data analysis was done using the Statistical Package for Social Science (SPSS) computer software. Frequency tables and bar charts were used to present the findings. Results indicate that 96% of community members were involved in primary school programs although the extent of involvement differs among them. They assist their children to pursue primary education, and help schools with various activities. Mostly, their involvement is based on non-academic activities. The study also found out that primary education partners available in the study area are Local Government Authorities from sub-village to the district; schools and Civil Society Organizations. They involve the community by emphasizing on policy implementation; contribution of cash, labor and materials; representation in school committee; inviting them in meetings; and conducting trainings and

information meetings. Challenges identified include less attention to academic activities; lack of commitment by community members; too many contributions in terms of cash, labor and materials; and poor attendance in meetings and others. Some measures suggested include awareness creation, attention to academic activities, encouragement and motivation for active involvement. The study recommends building the capacity of the community, and emphasizing on involvement in academic activities and decision making.

CHAPTER ONE

INTRODUCTION

1.1 Chapter overview

This study intended to investigate the community involvement in improving primary education in Bahi district. This chapter gives a brief introduction of the study. It begins by providing the background information of the study, statement of the problem and conceptual framework. It also presents the research objectives, the research questions, definitions of key terms and significance of the study.

1.2 Background to the study

Community involvement in education is recognized as a vital force in the effort to remove barriers to achieving quality education for all. It is important in improving quality of primary education: It leads to increased accountability, increase resources & ensure cost effectiveness. It leads to pupils' better attendance, performance & more positive behavior. The importance of involving communities in education programs has come to the forefront as governments worldwide strive to reach their commitments to education for all goals by 2015. Governments are increasingly recognizing the value of working with communities in educational systems in order to share responsibility and ownership (Taylor and Adelman, 2007).

Tanzania has a long history in participatory development in almost all sectors. Since independence, the government has been struggling to involve

the community in various development projects and programs. Efforts to promote peoples' participation and involvement were reflected in various policies and projects that were adopted during that time. This include establishment of Local Government System (United Republic of Tanzania, 2006). Community involvement and participation is a principle that is accepted by all spheres of government in Africa and globally. The notion of community in international development discourse is commonly used to refer to involvement of local people in decision-making process and evaluation of development projects and is associated with empowerment and the respect for and use of "Local knowledge"(Marsland, 2006).

Tanzania like any other government in the world has initiated efforts to widen the scope of community involvement and participation. A number of measures that engage community in development activities including education have been taken. Decentralization by Devolution policy and decentralization Acts are examples of these measures whereby the Local Government Authorities (LGAs) were re-established by Act No 7-10 of 1982. This was in accordance with the constitution of the United Republic of Tanzania of 1977 under Articles No 145 and 146 which allow the establishment of Local Government Authorities to facilitate transfer of authority to the people. The government of Tanzania decided that Local Government Authorities had to be the main vehicle to deliver quality public service to the citizens (United Republic of Tanzania, 2006). These Local Government Authorities, including Bahi district Council, have the right and

power to participate and to involve the people in different development projects and programmes including education within their jurisdiction and generally throughout the country (United Republic of Tanzania, 2006).

There are efforts and initiatives taken by the government to ensure effective community involvement and participation in different aspects including the aspect of primary education. Involvement of people usually results in ownership and sustainability of education programs (Marsland, 2006).

Communities are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. There are several ways through which communities can contribute to the education delivery. Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education. Pauline, (2003) pointed out various ways which included educational finance whereby the community can play a great role in financing education. They can contribute money, labor and materials especially with regard to sharing in the cost of buildings and their maintenance, transport to schools, food, uniforms, desks, learning materials, as well as teacher salaries.

Other ways of community involvement according to Uemura, (1999) are advocating enrollment and education benefits; boosting morale of school staff; raising money for schools; ensuring students' regular attendance and

completion; recruiting and supporting teachers. Also making decisions about school locations and schedules; monitoring and following up on teacher attendance and performance; forming village education committees to manage schools; actively attending school meetings to learn about children's learning progress and classroom behavior; providing skill instruction and local culture information. Communities help children with studying; gathering more resources from and solving problems through the education bureaucracy; advocating and promoting girls' education; providing security for teachers by preparing adequate housing for them; scheduling school calendars and handling the budget to operate schools. Furthermore they identify factors contributing to educational problems such as low enrollment, high repetition and dropout. Last but not least they prepare children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

Heneveld and Craig, (1996) identified five categories of parent and community support that are relevant to the region and these are (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction. Nat and Perkins (1995) illustrate various forms of community participation to include (a) research and data collection; (b) dialogue with policymakers; (c) school management; (d) curriculum design; (e)

development of learning materials; and (f) school construction. Where Government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank, 1995b).

Community involvement and participation in education programmes is important to make sure that the education sector is performing well and real needs of students are addressed in the most appropriate way. It helps to improve students' performance and increase their morale in studies. Not only that, but also, build the capacity of people, brings sense of ownership and motivate them to act positively on issues related to education both at home for their children and at school. Their involvement ensures that they have influence in the planning, implementation and decisions of educational issues which in turn lead to increased accountability in education programs and finally to improved children's performance (Heneveld and Craig, 1996).

Community involvement process faces some challenges. One of the challenges is that their involvement is limited to some parts of primary education only. They are not much involved in management and overall decision making. The only way for the community to participate in decision making is through school committees. However, the composition of school committees, the knowledge on educational matters of school committee members and the powers of the school committee do not give a room for them to have an active participation in decision making. For example, school

committees have little or no power to discipline teachers who are not performing, either by not attending classes regularly or not teaching well (Suleman, 2003).

Mangope, (2013) pointed out some challenges of community involvement in education program. It is mentioned that community members are not comfortable to communicate with teachers because they feel that they are more educated than them. Not only that, but also some of them do not have the capability to support academic activities. The community also have limited capacity in boosting morale of school staff, contribute to school staff salaries and allowances, recruiting and supporting teachers, ensuring students regular attendance and completion, monitoring and follow up of teachers attendance and performance, actively attend school meetings whereby only few members attend in these meetings, helping children with studies after school hours, preparing children's readiness for schooling and create good learning environment for children at home as well as provide them with facilities particularly text books and adequate nutrition and cognitive development (Alberto, 2010).

1.3 Definitions of key terms

Community

Community can be defined by characteristics that the members share, such as cultural heritage, language, tradition, law, geography, class, and race. They are sometimes called as communities of interests. Shaeffer, (1994)

argues that, some communities are homogeneous while others are heterogeneous; and some are united while others conflictive. Zenter, (1964) points out three aspects of communities; first is a group structure, whether formally or informally organized; in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitation space. Second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility. Also it is defined as a village or more than one village or group of people within a village who share common characteristics (United Republic of Tanzania, 1999). According to Green (2003), Communities are deliverers of policy and creators of solutions as well as the context in which problems have to be understood.

For the purpose of this study, communities refer to a group of people in a given geographical location. Specifically it is a group of people living in Bahi district council. It includes parents, families, children caretakers, other relatives, individual community members, business leaders, community groups and the whole society at large.

Community involvement

Community involvement refers to an active and meaningful participation of the community in different issues (Online Encyclopedia Britannica). It is an active process by which communities influence direction and execution of

different issues with a view to enhancing their well-being in terms of income, personal growth, self-reliance, or other values they cherish.

According to United Nation Development Program (2006), community involvement means that people participate closely in the economic, social, cultural and political process that affects their lives. It has both a narrow and wider connotation. In a narrow sense community involvement means some specific action by which the people participate for a limited purpose. And in a wider sense it refers to the role of communities in influencing the activities that directly affect their needs and wellbeing.

For the purpose of this study, Community Involvement and community participation are used interchangeably which means that is an active and meaningful participation of the community in primary education programs aimed to improve performance.

1.4 Problem statement

Communities are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. There are several ways through which communities can contribute to the education delivery, these include educational finance. Many research studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education. Heneveld and Craig, (1996) recognized parent and

community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. Where Government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank, 1995b). There are many areas for the community to be involved in education program. Currently their involvement is limited to some parts of the primary education program (Oden, N. S. et al. 2013).

In addition with other factors, the situation has lead to low performance in primary education in the district whereby pass rate for standard seven was 26.31% in 2011 (United Republic of Tanzania, 2011) and 25.9% in 2012 (United Republic of Tanzania, 2012). However, there are different initiatives and interventions that are carried out to involve the community and ensure that the primary education performance is improved. Despite the effort and interventions that have been employed, the extent of community involvement in primary education is not clearly known. Based on this, it is imperative to assess the involvement of the community in improving primary education in the study area.

1.5 Objectives of the research

The objectives are divided into two parts which are general objective and specific objectives.

1.5.1 General objective

To assess the involvement of the community in improving the quality of Primary School Education in Bahi district

1.5.2 Specific objectives

- i. To assess methods employed by the community in improving primary education in the study area
- ii. To identify strategies used by schools and education partners to involve the community in primary education program
- iii. To determine challenges encountered in the process of community involvement in primary school education in the study area.
- iv. To identify measures to be undertaken by the community and education partners to improve community involvement in the primary education program.

1.6 Research questions

- i. What methods are used by the community in improving primary education?
- ii. Which strategies are used by schools and education partners to involve the community in primary education program?
- iii. What are the challenges encountered in the process of community involvement in primary school education in Bahi district.

- iv. What are the measures to be undertaken to encourage community members to be actively involved in primary education program.

1.7 Significance of the study

The significance of the study will be to encourage and promote community involvement in improving primary education in the study area. The findings will provide useful inputs to decision makers and policy makers at council level with regard to community involvement in primary education program. The study will also add knowledge to the existing literatures on community involvement in education programs and provides a benchmark for further research. Furthermore it will help the researcher to fulfill the requirements for the completion of the course on Master of Arts in community Development at St John's University of Tanzania.

1.8 Scope of the study

The study focused on community involvement in primary education program and their contribution in improving the quality of primary education. The study was conducted in Chipanga and Bahi wards in Bahi district whereby Chipanga "A" village from Chipanga ward and Bahi sokoni village from Bahi ward represented other villages. The selected villages have big population compared to others in the respective wards. The study included institutions such as district office, ward and village offices, schools and Civil Society Organisations' offices.

1.9 Limitations of the study

The accomplishment of this study which aims at assessing the involvement of the community in improving primary education performance was subjected to a number of limitations. It had limited time frame for collection of data in the study area and lack of fund to meet the associated cost of research. There was a risk of lacking some genuine information as some of respondents were not open enough; Not only that but also there was a risk to face the problem of confidentiality of some information; some source of potential information were treated as very confidential and restricted to be displayed.

1.10 Chapter summary

From the background information it is clear that community involvement is vital to achieving quality education in primary education and has been recognized by different stakeholders. For some extent the community is involved in the sector. There are different initiatives and interventions that are carried out by the government, NGOs and all education partners to involve the community in primary education program and ensure that the primary education performance is improved. Despite that there are many areas for the community to be involved which are not covered and primary education performance still not good. This study therefore assesses the involvement of the community in improving primary education in the study area. Specifically it aims to assess methods employed by the community in improving primary education in the study area; identify strategies used by schools and

education partners to involve the community in primary education program; determine challenges encountered in the process of community involvement in primary school education in Bahi district and finally suggests appropriate measures that should be taken to improve community involvement in the primary education program. The conceptual framework assumes that involvement of the community in improving primary school performance is influenced by both, a set of independent variables and background variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter overview

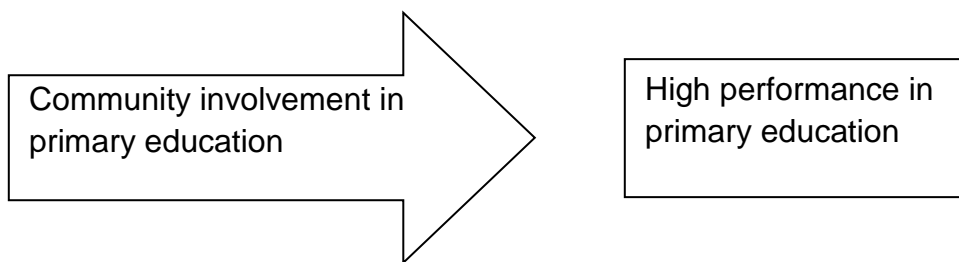
This chapter describes the theoretical literature review related to the study. Issues highlighted include the overall concept of community involvement in education program, degree or level of community involvement, forms of community involvement/participation, benefits of community involvement in primary education program, challenges faced in the process and things to be done to improve the practice.

2.2 Theoretical framework

Literature on community participation provides many theories of participation that show the relationship between community involvement and increased school efficiency and student success. Current theories regarding the relationship between community involvement and increased school efficiency and student learning are based on the premise that in traditional society, the community is often the provider of children's education and the public owns its school (Bray, 2000). Social theories have provided greater insights on the connections between schools, families, and communities. These connections enhance children's learning. Epstein's, (1995) on the theory of overlapping spheres of influence emphasizes the importance of collaboration between schools, families, and communities to meet children's needs. Student academic successes are best achieved through cooperation of the people

with interest and these are schools, families and community. Montemayor, (2000) in his model Parent Leadership Model offer dimensions around which a community can positively impact schools. It is pointed out that parents are teachers, resources, decision makers, leaders and trainers. Within these domains of community participation, the impact of parent involvement can be felt beyond the classroom.

FIGURE 1.1: INVOLVEMENT OF THE COMMUNITY AND PRIMARY EDUCATION PERFORMANCE



2.3 Theoretical literature review

Education takes place not only in schools but also within families, communities, and society. However none of these groups can take 100 % responsibility for educating children. Schools are institutions that are responsible to provide education to children, but they cannot perform better on their own. They need support from parents and the entire community. Education takes place most efficiently and effectively when these different groups of people collaborate. Therefore, it is important to establish a strong and continuous partnership between schools, parents, and the entire community.

2.3.1 Community involvement in primary education program

Community involvement in education program is an active and meaningful participation of the community in education programs. It is the combination of commitment on the part of the community to their children and schools. Communities have the opportunity to influence direction and execution of different issues related to education aim to get better results.

It is widely recognized that community participation can play an important role in promoting primary education. It also has the potential to increase awareness levels and to bring about improvements in health and living conditions (Shaeffer, 1992). In Tanzania, decentralization has been identified as an essential component of the processes of educational reform and change. This has resulted in many efforts to bring community and school closer together as also to involve community members in the development of primary education programmes (Uemura, 1999). Community involvement centred on the concept that, it takes a community to raise a responsible child; and that; children are a Social Capital to Society. It encourages communities to actively participate in their children's learning in schools by visiting schools to monitor hygiene and learning in the classroom, discuss pupils' performance with teachers and provide support to their children's quality learning. It promotes school-community partnerships for quality pupils' learning by encouraging dialogue between parents and teachers, teachers and pupils, schools and community leaders (Shaeffer, 1992). Marcon, (1999)

described involvement by whether the community are active and “in charge,” or passive and “reacting to the school.”

Among other areas that the community can be involved; it should also be involved in the initial planning and preparation of academic activities in schools (Henniger, 2005). Dodge et al, (2002) noted that parents, family members and the community at large can offer much support to schools. Among other things they have much knowledge which cannot be undermined. For example those who are termed illiterate in reading and writing can offer important ideas that in one way or another could help improve school performance.

Supporting teaching and learning requires addressing students’ social service needs, as well as their academic ones, and this broad-based support is essential to closing achievement gaps. Community support of the educational process is considered one of the characteristics common to high-performing schools (Henderson and Mapp, 2002).

There is a range of areas in which communities can be involved in education, from mobilisation of resources and constructing classrooms, to supporting the development of curriculum and design of policy. The degree of participation might differ , from ‘pseudo-participation’ of community members in terms of their use of a service and contribution of resources, to their ‘genuine-participation’ in decision-making. Also the degree of participation

can vary between communities as well as by different members within communities (Pauline, 2003).

However there are some educators who are not happy with the active involvement of parents and communities. Handerson and Mapp, (2002) illustrate how some educators often feel about parents and community involvement; they contact them when there is a problem, they feel that are bothered with the community which is mostly engaged and eager to know on issues related their children education. They only need their contribution in terms of resources. Some teachers like parents who deferred to them and accept their opinions about their children. When they challenge teachers' perceptions about their children or criticized them, their behaviors are termed as destructive. Unfortunately, research and experience show that these attitudes do not lead to the kind of school-community connections that raise student achievement.

2.3.2 Degree of community involvement

There are different levels or degree of community involvement in primary education program. The levels range from passive to active involvement. Shaeffer, (1994) clarifies different degrees or levels of participation, and come up with the following: one level of involvement can be through the mere use of a service such as enrolling children in school; involvement through contribution of resources such as money, labour and materials; involvement through attendance such as in parents' meetings at schools as well as

involvement through consultation on particular issues. All these reflect passive kind of involvement. The active kind of involvement includes involvement through participation in the delivery of services; involvement through participation as implementers of delegated powers; and through participation in real decision making at every aspect of the school program.

For active involvement, there are some activities to be done. Communities and schools should collaborate in collecting and analyzing information necessary for improving services; defining priorities and setting goals; assessing available resources; deciding on and planning programs; designing strategies to implement these programs and dividing responsibilities among participants; managing programs; monitoring progress of the programs; as well as evaluating results and impacts.

2.3.3 Various ways of community involvement in education program

Many research studies have identified various ways of community involvement in education, providing specific channels through which communities can be involved in children's education. Nat and Perkins, (1995) illustrate six ways of community participation which includes research and data collection; dialogue with policymakers; school management; curriculum design; development of learning materials; and school construction.

Heneveld and Craig, (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan

Africa. They identify five categories of parent and community support that are relevant to the region and these are; to prepare children to come to school ready for learning; to provide financial and material support to the school; to have frequent communication with the school; the community has a meaningful role in school governance; and community members and parents assist with instructions given to children.

Pauline, (2003) pointed out some forms of community involvement in education. Mostly they are involved in schools construction, maintenance, management, and payment of teacher salaries, recruitment of teachers and modification of curriculum. However the degree of involvement differs from one community to another.

Epstein (1995) summarizes various types of involvement to explain how schools, families, and communities can work productively together. She pointed out six types or ways of involvement which are parenting, communicating, volunteering, learning at home, decision making and collaboration with the community. Parenting helps all families to establish home environments that support children's learning at schools. Communicating helps to design effective forms of school to home and home to school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home. Volunteering helps to recruit and organize parent help and support. Learning at home is about providing information and ideas

to families about how to help children at home with homework and other curriculum related activities, decisions, and planning. Decision making includes families in school decisions, to have parent leaders and representatives in school meetings. And lastly the school to collaborate with the community to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.

According to Kintz (2011), the community can be involved in education program through implementation of various activities related to education. These activities are: Access to education that involves holding student enrollment campaigns, monitoring attendance, establishing community schools or alternative learning programs, addressing child labor, providing for the support/financial needs of orphans and vulnerable children. Second is about quality of education that includes tutoring or assisting with extracurricular activities such as sports, cultural, and crafts; providing exam support, making teaching aids with locally available materials, adapting curriculum to local context and culture, and providing relevant life-skills content in school programs. Also safety and security at schools where by the community is responsible in establishing and monitoring codes of conduct for teachers as they pertain to sexual harassment and corporal punishment, establishing schools as safe zones in conflict, and develop disaster risk reduction plans.

Other ways of involvement according Kintz (2011), are Involvement in school management whereby the community is involved in recruiting local teachers, monitoring teacher attendance and absenteeism, monitoring exam results, and overseeing the inventory of school materials. They create learning opportunities for both boys and girls by encouraging girls' enrollment, helping with uniforms and other costs, addressing the need for separate working latrines between girls and boys, encouraging active female role models through the involvement of women in community organizations, and establishing mentoring groups and clubs. Another activity is related to school construction, repairs and improvements whereby the community is actively involved through contribution of money, materials or labor. Last but not least is support of financial or material needs for schools which includes providing teachers' compensation such as housing, providing chairs/desks, and fundraising to support school programs.

2.3.4 Benefits of community involvement in primary education program

Community involvement in primary education promotes the health, well-being, and learning of all pupils. It fosters partnerships among schools, family, community groups, and individuals. These partnerships result in sharing and maximizing resources. Active involvement helps to respond more effectively to the health-related needs of pupils.

Research confirms that a strong and active community involvement in primary education programs helps children adjust and learn effectively. For example parents as part of the community influence their children's academic

achievement by exposing them to intellectual stimulating and experiences, teaching them when at home and monitor their homework (McNergeny and Herbert, 2001). Also research shows that students whose parents and the community at large are involved in their education are more likely to: adapt well to school, attend school more regularly, complete homework more consistently, earn higher grades and test scores, graduate and go on to higher level, have better social skills, show improved behavior, have better relationships with their parents and have higher self-esteem.

Active involvement of the community built on relationships, listening, welcoming, and shared decision making which can produce multiple benefits for students, including higher grade point averages and test scores, better attendance, enrollment in more challenging courses, better social skills, and improved behavior at home and at school as well. Also active involvement addresses important non-school factors such as health, safety, and affordable housing that account for about two-thirds of the variance in student achievement (Rothstein, 2010). These connections can also improve parents' feelings of effectiveness and increase community support for schools.

Supportive communities to primary school education contribute to students' success. When children feel valued they are more likely to develop healthy skills, avoid risky behaviors and remain in school. When parents are involved, pupils achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level. The more

extensive the parent and community is involved, the higher the student achievement. Negative student behaviors, such as alcohol, and dropouts decrease as community involvement increases

Belfield and Levin (2007) pointed out that community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family-community involvement as a key to addressing the school dropout crisis. According to Barton (2003) strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background.

2.3.5 Challenges facing community involvement process in education program

Different studies pointed out that limited community involvement is the biggest challenge. There are several factors for limited involvement. Mannathoko and Mangope, (2013) pointed out factors for limited community involvement in education program. These factors are ignorance, lack of knowledge of what to do, work commitments, negligence, reliance on house maids, not being empowered in terms of what to do and how to do it, poor

relationships between teachers and parents due to low children performance results, a general lack of involvement in their children's education, not being aware of their role, not knowing the value of education therefore not valuing it and not getting involved, spending most of the school days taking alcohol, and unwelcoming teachers who see parents as uneducated and useless.

Alberto (2012) on her paper related to parental involvement in education pointed out reasons that prevent parents from being more involved with their child's education and these reasons are lack of time, embarrassment on own academic abilities and parent's disinterest child's schooling.

On the other side some parents and caretakers see lots of roadblocks to getting involved in their child's education. Wanat (1992) reported that, some of them say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change. Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not understand. Despite of many

initiatives done in engaging communities in the educational process, there is still much more that can be done.

For effective performance and better results there is a need to have a strong partnership and collaboration between schools and communities. However school-community partnership development takes time; partnerships are built “one relationship at a time” and need continual nurturing (Decker, 2001, p. 46 in Carter, 2003). Collaboration also often requires changes in traditional roles, responsibilities, expectations, and schedules, which can prove difficult for partners.

2.3.6 Things to be done in order to improve the practice

First is important to ensure that the community and education partners understand the importance of community involvement in primary education program. Therefore there is a necessity to develop and implement capacity building programs to inform both parties on its importance. Capacity development enables community members to take on greater levels of responsibility. It gives community members opportunities to augment their existing skills and acquire the new skills and increased confidence needed to participate, plan, manage, and evaluate. Capacity development includes training in specific skills such as participatory planning, project design and management, financial management, educational quality and supervision, and literacy and numeracy. Training for school administrators and local leaders can help them recognize the value of community participation.

Ongoing mentorship reinforces and consolidates the use of the newly learned skills. The transfer of skills within the community itself is necessary to strengthen the pool of human resources and ensure long-term sustainability (Kintz, 2011).

Uemura (1999) suggest the necessity to assess the capabilities of communities and the agencies responsible for promoting community involvement programs and understand them better. This will help to create specific plans or components of the projects that will improve community participation in education program. It is important to help these agencies understand why community participation is important. On the other side, there is a need to ensure that communities have a good understanding of why they need to collaborate with schools, and what benefits can be yielded. However, understanding and willingness are not enough. It is important to assess capabilities to carry out plans to promote community participation, including institutional capability, technical capability, financial capability, and political capability. Community participation in education requires communities to have financial knowledge to handle funding transferred from outside; technical knowledge and skills to run schools; and political will to collaborate with agencies responsible for implementing efforts. It also requires teachers and other school staff to have political will not only to work with parents and communities but also to attempt to involve them in school operation.

To improve communication and collaboration between education partners and the community is another way of improving the practice. This will create a good understanding between parties and create a strong partnership among which is inclusive. In an inclusive partnership, the partners actively seek to involve all groups in the community, with a particular emphasis on the inclusion of women and other marginalized groups, such as ethnic or religious minorities and those living with HIV&AIDS. Education initiative should not only involve parents, but also other community members who are not necessarily parents such as religious leaders, youth, and private-sector representatives. Genuine inclusion and participation provide substantive, meaningful opportunities that have the characteristics of genuine representation. This type of inclusion not only increases support for the educational initiative but also can have an impact on the environment in which children live, often transforming attitudes about schooling (Kintz, 2011). Also Mannathoko and Mangope (2013) pointed out that there is a need for a stronger collaboration between education policymakers, schools and communities so as to establish appropriate programmes to help schools and communities work as partners in pursuit of quality education and high student performances.

Another practice is to conduct assessment of the community involvement practices. It will help to see success and challenges and address them on time for improvement. This is important as the communities are always evolving and so are their needs and demands; therefore, the strategies need

to be modified and tailored accordingly. Periodic assessment should be done to see the process and progress of engagement. Joint periodic reflection on the whole process of community involvement is an important component.

Establishing and maintaining trust to all parties involved in the education program. This is the foundation for all productive and mutually beneficial relationships. Trust is engendered when there is demonstrated credibility and transparency. Transparency includes being open about intentions and motivations as well as processes and resources. Credibility is best established through clear communication, regular consultation, and reliable follow-through. With these in place, community members gain confidence that they will be dealt with honestly and can build trust with the people they work within the education sector. On the other hand, a lack of credibility is a common reason for failure of involvement process (Kintz, 2011).

Cooperation with local government is required and sustained to enhance sustainable involvement. The long-term sustainability of educational improvements often depends on the cooperation of local leaders. Coordination with local government and community leaders, as well as with other implementing agencies operating in the area is vital. Local Government Authorities should recognize the viable role of the community in promoting educational quality. For instance in small rural communities often have deeply rooted traditional leadership structures that lend stability to community life. Regardless of their perceived effectiveness or ineffectiveness, these leaders have a significant degree of influence and should be consulted and

kept informed of the planned initiative. Community members may be hesitant to engage in programs initiated by outside agencies unless they know that the local leadership has been consulted and has given its approval (Govinda and Diwan, 2003).

2.4 Empirical literature review

Studies on community involvement in education were conducted by various scholars. Among those, the study on school, family and Community partnerships conducted by Epstein, 1995 reported various types of involvement to explain how schools, families, and communities work productively together. She pointed out ways of community involvement in education programs. These include parenting where families create environment that support children's learning at schools, communication which helps to design effective forms of communication between school and home that enable parents to learn about school programs and their children's progress in schools. Also to include families in school decisions, to have parent leaders and representatives in school meetings. Not only has that but also utilized community resources to strengthen school programs, and student learning.

Pauline, 2003 in her study reported that community involvement in schools comprise a broad range including School construction and maintenance, payment of teacher salaries, recruitment of teachers and modification of curriculum.

Also the study conducted by Gaynor, 1998 pointed out some challenges in community involvement process. Some of the challenges mentioned are; some community members are not willing to get involved in school activities, some are illiterate and don't feel comfortable talking to teachers while some of them do not collaborate with schools because they fear to lose their economical labor by sending their children to school.

(Shaeffer, 1994) in his study suggested some measures to improve the community involvement process in education. She pointed out that it is necessary to provide adequate training to education partners on how to involve the community.

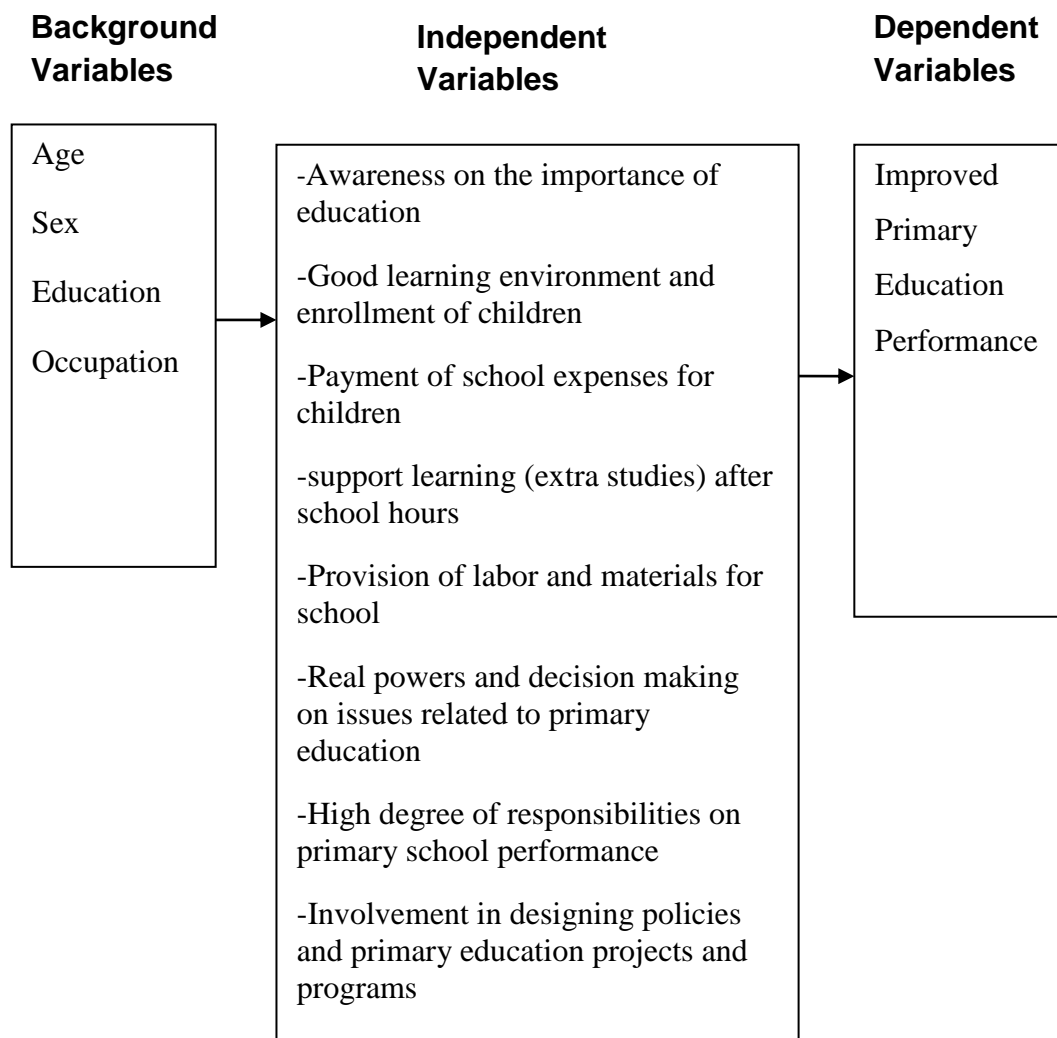
2.5 Synthesis of main issues and knowledge gap

Many research studies indicated that community involvement in primary education and child's learning is positively related to achievement. They show strong indications that, active involvement of the community in different aspects of education program lead to improved performance. Some of these studies have identified various ways of community participation in education, providing specific channels through which communities can be involved in children's education. Researchers have found that active community involvement can be a strong tool to tackle some educational problems and produce higher achievement benefits. Several challenges encountered in the process are reported and some measures to improve the process are recommended. However, the extent of community involvement in primary education is not clearly documented in the literature.

2.6 Conceptual framework

The conceptual framework for this study assumes that primary school performance is influenced by both, a set of independent and background variables (figure 1). It is also assumed that most of the independent variables that lead to improved primary school performance are influenced by age, sex, education and occupation of community members.

FIGURE 1.2: INVOLVEMENT OF THE COMMUNITY IN IMPROVING PRIMARY SCHOOL EDUCATION



Based on the conceptual framework of this study, primary education performance is influenced by a set of independent variables. Availability of these variables within the community leads to improved primary education performance. These variables include awareness on the importance of education; good learning environment and enrollment of children; payment of school expenses for children; support learning after school hours; provision of labour and materials for school; real powers and decision making on issues related to primary education; high degree of responsibilities on primary school performance; as well as involvement in designing policies and primary education projects and programs. Moreover, these independent variables are influenced by a set of background variables which are age, sex, education and occupation.

2.6 Chapter summary

The review of literature overwhelmingly shows that community involvement in primary education and child's learning is positively related to achievement. There are strong indications that active involvement of the community in different aspects of education program lead to improved performance. Not only that but also it can be a strong tool to tackle some educational problems. Researchers have found that more active forms of community involvement produce higher achievement benefits than passive involvement. However, the literature shows that community involvement in education hasn't fully recognized no extended systematically to a wider practice. Still there are

some areas which community is not well involved. This study therefore will contribute to the existing literature by assessing the involvement of the community in improving the quality of primary school education and suggest appropriate measures that should be taken to improve the current situation of community involvement in the sector.

CHAPTER THREE

METHODOLOGY

3.1 Chapter overview

This chapter explains the means used to find answers to the research problem. It will show what information the researcher needed and how the information was gathered and organized. Furthermore the chapter explains the analysis of the information and justification of the choice of methodology in relation to the subject of the research.

3.2 Research design

This section indicates the conceptual structure within which research was conducted. It involves the strategies or methods employed to answer the main research questions. Non experimental research design, specifically the cross-sectional design was used.

A cross-sectional research design was applied in this study. This design allowed data to be collected from the target population at a single point in time without repetition from the representative sample. The reason for the choice of such a design is that, it is easier and economical to conduct especially where there are limited resources like time, labour and money, as it was the case for this study.

3.3 Research Approach

A mixed method that includes both qualitative and quantitative research was used. This design helped the researcher to gather the required information, assess feelings, thoughts and opinion. Furthermore it allowed comparison of attitudes of different populations. Since the design uses sample, it allowed generalization of findings from the sample to the population.

Quantitative data collected are the number of respondents in various aspects like number of respondents in relation to demographic characteristics such as age, sex, education level and occupation. Others are number of respondents who participate in primary school activities, and those who are aware on the importance of primary education. Qualitative data collected are community awareness on the importance of primary education, information from education partners related to the strategies they use to involve the community, how the two parties collaborate, challenges and others.

A qualitative strategy was adopted because it allowed observation of phenomena in a natural environment (Creswell, 2003) yielding results that are more true to life and generalizable. It also provided the ability to take an in-depth look at a small segment of society thereby providing a deeper and more complex understanding of what is going on (Yin, 2003). In addition, this approach takes into account context, quality and meaning (Burns, 2000). Using this approach thus enabled to arrive at a deeper understanding of community involvement in primary school education because it is more

descriptive and gives the opportunity to probe for more information and clarify questions as needed.

Quantitative method allowed involving large number of respondent. Not only was that but also allowed the use and easy analysis of numbers.

3.3 Study area

3.3.1 Location

The study was carried out in Chipanga and Bahi wards in Bahi district whereby Chipanga 'A' village from Chipanga ward and Bahi Sokoni village from Bahi ward represented other villages. These areas were selected because they are among the wards, with big population within the district, and the selected villages have big population within the respective wards. Not only that, but also they represent other areas well as there are primary education programs and some community involvement activities that are going on.

Both wards have three villages each. The villages in Bahi ward are Uhelela, Bahi Sokoni and Nagulo while for Chipanga are Chipanga 'A', Chipanga B' and Chiguluka. The population of the two wards according to 2012 census was 9,654 for Chipanga (Chipanga 'A' -3,390, Chipanga 'B'- 3,111, and Chiguluka-3,154) and 18,293 for Bahi (Uhelela-1,953, Bahi Sokoni-10,410 and Nagulo Bahi-5,929). Average household ratio for both wards is 4.5 (United Republic of Tanzania, 2012). According to United Republic of

Tanzania, 2012 housing and population census, the number of households for Chipanga is 2145 ((Chipanga 'A '-754, Chipanga 'B'- 691, and Chiguluka-700) while for Bahi is 4065 (Uhelela-434, Bahi Sokoni-2313 and Nagulo Bahi-1318).

Both wards are found in Bahi district. Bahi is one of the seven districts of Dodoma Region. It is estimated to have a total land area of 544,842 hectares and population of 221,645 (United Republic of Tanzania, 2012). It is divided administratively into 4 divisions, 35 Wards and 56 Villages. The headquarters of the district is located in Bahi ward which is 50km away from Dodoma Municipality and located close to the highway linking Singida and Dodoma region. On the east the district share its border with Chamwino and Dodoma Municipal, Kondoa and Chemba district on the North, Iringa region on the southwest and Singida region (Manyoni district) on the west.

3.3.2 Climate

The district has semi-arid climate characterized by low and erratic rainfall. It experiences one rainy season between November and April. The district experiences both low and high temperature about 18 to 32 degrees centigrade. The cool dry season begins in June and ends in September. Absence of clouds cover lowers the temperature in the night and raises it in the day.

3.3.3 Culture

The dominant ethnic group in the district is wagogo. Cultural practices include circumcision of boys and polygamous marriage which results into having large family size. Majority of the population in the district is able to speak the tradition language which is gogo and the national language- swahili. Beliefs in ancestors and witch and wizards in the area do exist. The staple food is ugali served with dry vegetables. The traditional clothing is black cloth known as “kaniki” (Bahi district socio-economic profile, 2010).

3.3.4 Primary education facilities profile

The required number of primary schools in the district is 112; however the available schools are 70 signifying that there is a deficit of 42 primary schools in the district (Bahi district socio-economic profile, 2010). The district faces a shortage of essential facilities such as class rooms, teacher’s houses, desks, latrines etc to facilitate smooth learning.

3.4 Study population and sample

Study population included community members and key informants from Bahi district. Sample was used in research rather than the whole population because of cost in terms of fund, time, and materials that could be involved in the whole population. The required sample included community members, school committee members, village leaders, primary school teachers, education officers at ward and district level, Government officials at ward and

village level (WEO and VEO), and representative from Civil Society Organisations that are involved in primary education programs.

3.5 Sample size and sampling techniques

The sample was drawn from the population of households in the study area which is 6210 (4065 for Bahi and 2145 for Chipanga) by using the formula below:

$$n = \frac{N}{1 + N \times (e^2)}$$

Where n= Sample size; N = Population; e =level of precision (10%)

$$n = \frac{6210}{1 + 6210 \times (e^2)}$$

$$n = \frac{6210}{63.1}$$

$$\mathbf{n=98}$$

Since calculated n, “sample size” is 98; the researcher finds it suitable to add 2 more households to make a total of 100 households. In addition to that 20 key informants were selected. Therefore in the study the researcher involved 120 participants’ as a sample from the population. 35% of the sample size equivalent to 42 participants was drawn from Chipanga village while 65% equivalent to 58 participants was drawn from Bahi village based on the ratio of household per village.

Among them, community members were 100 and key informants were 20. Simple random sampling was used to select community members from the

list of the population in the village. The researcher used simple random sampling technique in order to avoid bias. From 100 community members; 68 members were selected from Bahi Sokoni village in Bahi ward and 32 from Chipanga A village in Chipanga ward based on the ratio of households per village. Convenience purposive sampling was used to select key informants in order to get specific information concerning the study from specific people. They were selected from different areas and background as follows; school committee members 6-three from each ward, village chairpersons 2; Village Executive Officers (VEO) 2, Ward Executive Officers (WEO) 2, Primary school head teachers 3, Ward Education Officers 2, District Education Officer for primary education 1, and 2 representatives from Civil Society Organisation. Both Male and female were involved based on the sex of the selected household head.

3.6 Data collection methods

The nature of research design determines the data collection method. The researcher collected both primary and secondary data. Primary data are those data which are collected afresh and for the first time, and thus happen to be original in character. Secondary data are those which have already been collected by someone else and which have been passed through statistical process (Kothari, 2004). The Data was collected through questionnaire, Focus Group Discussion (FGD), and key informant interview. Researcher collected data from each individual in private to obtain genuine responses.

3.6.1 Interview

Questionnaire was administered to 100 community members (head of households) within the study area. It included both open and closed ended questions. Questionnaire was used in this study because it provides an efficient way of collecting responses from a large sample and it typically measures many variables. In questionnaire respondents had adequate time to give well thought out answers and also helps the researcher to easily reach people who are not easily approachable. Data collected through questionnaire involves kind of support they provided to children and schools, education partners they work with and how they communicated and collaborated with them, challenges encountered in the process and what should be done to encourage community involvement.

Data from key informants was collected by interviewing them. Interview was conducted to all 20 key informants who were carefully selected to provide information based on their experience concerning the study. Interview was administered by using interview scheduled to Head teachers, Village and Ward Executive Officers, Village chairpersons, Ward and District education officers as well as CSO representative. Interview is flexible and provides more information as it gives a room for discussion and allows more questions for clarification between the interviewee and interviewer. Information collected from key informants included community involvement activities in the primary education sector, involvement strategies, collaboration and communication methods among communities and education partners,

community engagement in the process, opportunities available, challenges as well as measures to be undertaken to encourage active involvement.

3.6.2 Focus group discussion

Focus Group discussion was used to collect information from 2 groups of 6 school committee members each. The reason for focus group discussion was to get clear and more information on the community involvement process from committee members who are community representatives. Two focus group discussions were conducted. There was a checklist which was used to guide a discussion and allowed the researcher to get the required information.

3.6.3 Documentary review

Review of documents was used to gather secondary data. Secondary data were derived from published and unpublished documents and literature that relate to community involvement in education program. Various sources including journal articles, internet materials, reports from the district and schools as well as school committee minutes were used.

3.7 Validity and reliability of data

Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. According to Kothari, (2004), validity refers to the extent to which a test measures what is actually wish to be measured the study. Different important methods and techniques

were adopted to ensure validity and reliability of data. Among others, pilot survey was done to ensure validity of the responses and data to be gathered.

3.8 Data processing and analysis

Qualitative and quantitative data were processed and analyzed separately so that they complement and supplement each other. The collected data processed by editing to ensure that they are accurate and complete; coded, classified and tabulated for analysis. Quantitative data was analyzed using SPSS, and basic and descriptive statistics were used to obtain frequencies and percentages for the coded responses. Qualitative data analyzed through theme and content analysis.

3.9 Ethical consideration

Following the ethical requirements, the researcher obtained ethical approval for the study from St. John's university authority, and approval from District Executive Director (DED) for data collection. Respondents' involved were adult male and female, vulnerable group were not involved. They were informed about the aim of the study and what was expected from them. To maintain privacy and confidentiality, participants were interviewed during daylight hours and on a private place where other people wouldn't hear the conversation. Furthermore they were given an informed consent and had a choice to participate and withdraw in case was needed.

3.10 Chapter summary

This chapter describes the methodology on how the research was conducted. Non experimental research design, specifically the cross-sectional design was used. A mixed method that includes both qualitative and quantitative was applied. The study was carried out in Chipanga and Bahi wards in Bahi district whereby Chipanga 'A' village from Chipanga ward and Bahi Sokoni village from Bahi ward represented other villages. Total population in the study area is 27,947 where by 18,293 from Bahi ward and 9,654 from Chipanga with 4065 and 2165 households respectively. Study population included community members and key informants from Bahi district. Sample of 100 participants was drawn from the total number of households, and 20 key informants were purposively identified. Questionnaire, key informant interviews, focus group discussion and documentary review were used to collect data. Collected data was edited, coded, classified and tabulated for analysis. Analysis was done through SPSS. Qualitative data analyzed through theme and content analysis while basic statistics used for quantitative data. Since the study is for academic purpose, the findings submitted to the Institute of Development Studies at St. John's University of Tanzania. Last but not least the research ethics were considered.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Chapter overview

This chapter presents results and discussion on the assessment of the community involvement in improving primary education in Bahi district. The findings and discussion of this study are presented, and analyzed below according to themes developed from the research questions. It includes demographic characteristics of respondents, community participation in primary school programs, activities and support provided to children and schools, commitment and engagement by parties (the community and education partners), strategies, challenges and measures undertaken to improve the process.

4.2 Demographic characteristics of respondents

4.2.1 Respondents' age distribution

Age is an important variable in development issues; this is because it determines various issues within the community such as decision making, involvement and participation in development activities including primary education activities. With age it is easy to determine the labor force and their involvement in community development projects. Stanford (2008) highlighted the working age that is everyone between 18 to 65 years. This study targeted respondent aged 18 years and above, categorized in six age groups. Majority of respondents (36%) are in the age group of 46+, followed by those in the

age group of 41-45 which comprises 22%, 16% for 36-40, 12% for 31-35 and 13% for 25-30. There were only 1% of respondents with the age category of 18-24 due to the fact that most of them do not have children or families to take care of. Refer to Table 4.1 below for results of respondents based on their age.

TABLE 4.1: AGE DISTRIBUTION OF RESPONDENTS

Age Group	Frequency	Percent
18-24	1	1
25-30	13	13
31-35	12	12
36-40	16	16
41-45	22	22
46+	36	36
Total	100	100

4.2.2 Distribution of sex of respondents

Sex is biological characteristics of being male or female. Sex of an individual does not change throughout his or her lifespan but, influences division of labor in a society. There are sex roles whereby men's and females roles are defined (Cohen, 2004). In this study 52% of respondents were female while 48% were male. More respondents were female because they are more responsible for children's welfare including their education. Results on the distribution of respondents based on sex are shown in Table 4.2.

TABLE 4.2: RESPONDENTS' SEX DISTRIBUTION

Sex	Frequency	Percent
Male	48	48
Female	52	52
Total	100	100.0

4.2.3 Distribution of respondents by education

Education is one of important socio-economic variable for community development and determines their involvement in different development aspects. Tisch (2008) pointed out that there is a very strong positive relationship between community engagement and educational. High levels of education predict high levels of community engagement. Overall, majority of respondents (79%) had primary education level followed by secondary education level with 14%. Very few respondents had informal education (5%) and university (2%). Table 4.3 below indicates distribution of respondents by education.

TABLE 4.3: RESPONDENT’S DISTRIBUTION BY EDUCATION

Education level	Frequency	Percent
Primary education	79	79
Secondary level	14	14
University	2	2
Informal Education	5	5
Total	100	100.0

4.2.4 Distribution of respondents by occupation

Occupation refers to the respondent’s formal or informal employment. In Tanzania, majority of people from rural areas are not in the formal employment, instead they are mostly involved in agriculture (Concern Worldwide, 2008). The study revealed that majority of respondents (94%) are farmers, but also they are involved with livestock keeping mostly cattle, goats, sheep and local chicken. Very few of them (4%) were doing business, mostly small business and 2% were employed in the formal sector. It is believed that people’s occupation has direct relationship with their involvement in education program (PISA, 2012).

TABLE 4.4: RESPONDENT'S OCCUPATION DISTRIBUTION

Education level	Frequency	Percent
Farmer	94	94
Employed	2	2
Business	4	4
Total	100	100.0

Generally the study revealed that all community members, despite of their demographic characteristics are involved in primary education program. However the level of involvement varies somewhat by age, education level and occupation.

4.3 Community and primary education programs

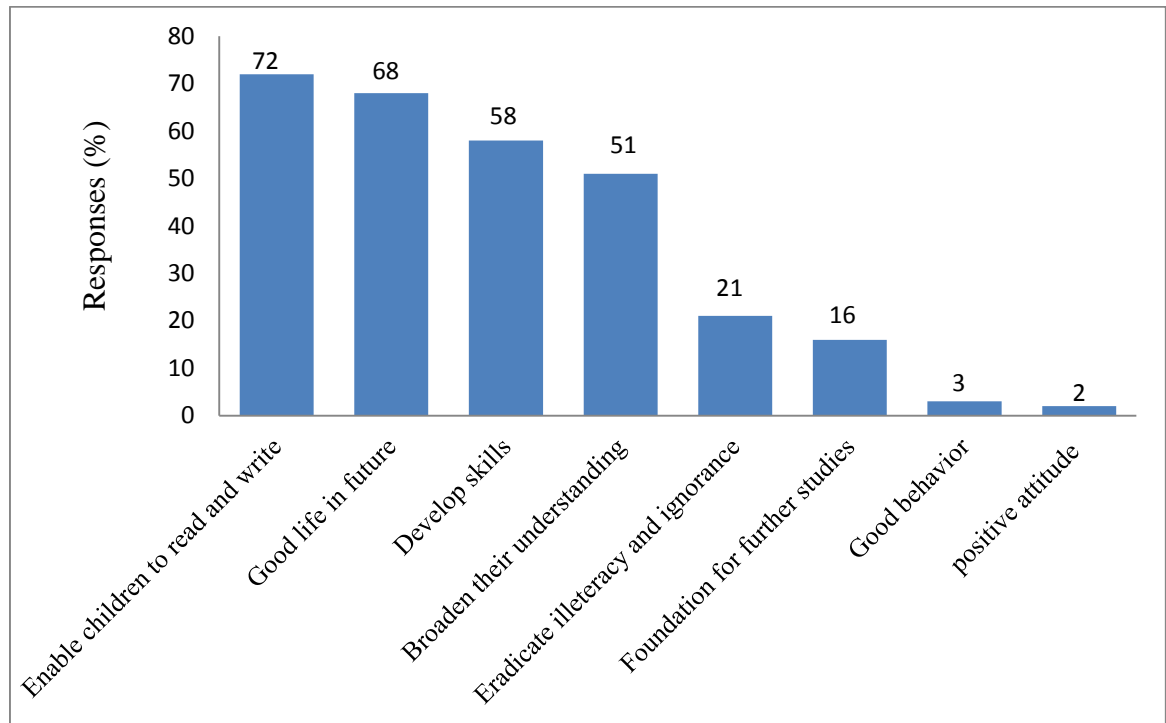
4.3.1 Community awareness on the importance of primary education to children

Community awareness on the importance of primary education determines their involvement in the program. Little awareness led to little involvement and the vice versa is true (Govinda and Diwani, 2003). The study revealed that 98% of respondents are aware on the importance of primary education to children and they participate in primary education program although their levels of participation differ. The importance mentioned by more than 50% of respondents include enabling children to read and write, have good life in future, help them develop their skills and broaden their understanding. Twenty one percent of respondents mentioned that primary education

eradicate illiteracy and ignorance among children. Furthermore sixteen percent of respondents acknowledge that is a foundation for further studies such as secondary education and universities. Very few respondents (3%) mentioned that primary education helps children to have good behavior and 2% mentioned that it helps them to have positive attitude. figure 4.1 displays the results on community awareness on the importance of primary education to children.

From the results displayed in figure 4.1, the community understands that primary education is the basic and foremost right of every child. They understand that the availability and provision is not only the responsibility of state but also parents and the community at large. Similar findings are reported by Gillies and Quijada, (2008). Primary education brings awareness among people, opens avenues for opportunities as well self-advancement and improvement. It plays a great role for the bright future and contributes towards poverty reduction. As a first step in the creation of welfare and just society, universal primary education is an absolute pre-requisite for sustainable development (United Nations Educational, Scientific and Cultural Organisation, 2007). Since the majority is aware on the importance of primary education to their children, they try their level best to ensure that children are in school and receive the intended objective.

FIGURE 4.1: IMPORTANCE OF PRIMARY EDUCATION TO CHILDREN



4.3.2 Community participation in primary school programs

The study found out that 98% of respondents had children in primary education level while 2% of them didn't have, and 96% of them are involved in primary education program. They are involved in primary school activities through different methods. The study revealed that they participate in both areas, at home with children and at school. However, the extent of participation differs among them.

TABLE 4.5: COMMUNITY MEMBERS WITH CHILDREN IN PRIMARY SCHOOL

Have (had) children in primary school	Frequency	Percent
Yes	98	98
No	2	2
Total	100	100.0

TABLE 4.6: COMMUNITY MEMBERS INVOLVED IN PRIMARY SCHOOL ACTIVITIES

Involvement in primary school activities	Frequency	Percent
Yes	96	96
No	4	4
Total	100	100.0

4.4 Methods employed by the community in improving primary education

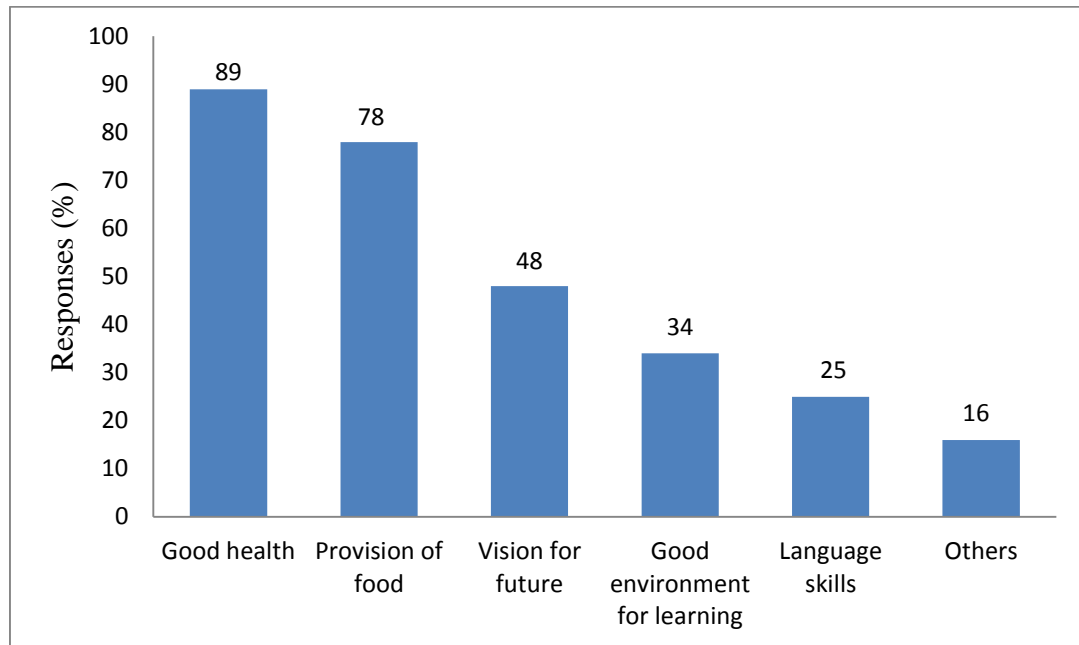
The study found out that there are three main methods that are employed by the community in improving primary education. First they are involved by offering parenting activities to children, second by providing school support to them and lastly by participate in school activities and provide support to schools.

4.4.1 Parenting activities

Parents are the first and ongoing educators of their own children, thus they have to help develop their child's learning at home, in the community and at school. The parenting activities under this study include provision of food, ensure that children are in good health, create good environment for brain development such as offer time to play and exercise, assist them with language skills and help them create their vision for future. Similar findings are reported by Heneveld and Craig, (1996).

The study revealed that parents and the community at large are involved in their children primary education through parenting activities. They are responsible for their children's welfare at home. Majority of respondents (89%) ensure that children are in good health, and 78% ensures that they get food. 48% help them to create their vision for future, 34% create good environment for children to learn, 25% assist them with language skills, while 16% did other parenting activities such as helping children to have good behavior, life skills and help them go to churches and mosque for spiritual needs.

FIGURE 4.2: PARENTING ACTIVITIES PROVIDED TO CHILDREN



The provision of parenting activities plays a great role on children attendance to school and performance as well. Parents play as the major factor of making the educational experience positive. Provision of parenting activities to children affects positively their attitude towards school, self-concept, motivation and goals. Parenting activities has positive effects on pupils' attitudes and social behavior. Various studies show that parent involvement in a child's learning is positively related to achievement. Gordon and Louis (2009) in their article related to linking parent and community involvement with student achievement stresses that students need the presence of their parents in their schooling in order to get positive results. Lagace and Case (2010) explores the importance of parenting and reported that, active participation from the parents shows the prediction of academic competence

from the child and an overall improvement of well-being. Also Henderson and Berla (1994) mentioned that children's whose parents are involved in their school tend to have fewer behavioral problems and better academic performance than those whose parents are not involved, and the largest positive effect has been demonstrated more at the elementary level.

The results from this study indicate that the community concentrated more on good health of their children and ensure that they get food, and little attention is given to other parenting activities such as developing language skills, creating good environment for learning, and creating children's vision for future. This kind of involvement doesn't bring much impact in children's performance.

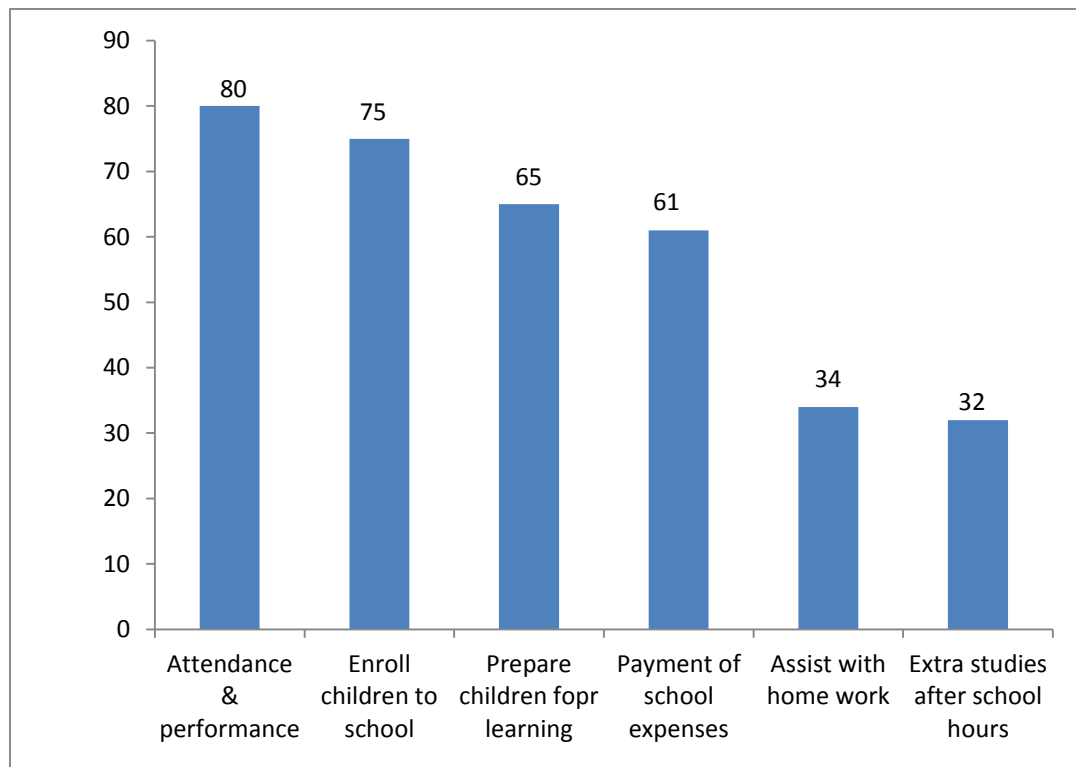
4.4.2 School support to primary school children

Apart from parenting activities, other method employed by the community in improving primary education is the provision of school support to children. The school support include enrolling them to school, monitor their attendance and performance, prepare them to go to school ready for learning, assist them with instructions/homework given by their teachers, payment of school fees and other school expenses and support them with extra studies after school hours.

Figure 4.3 shows the results related to support provided to children. 80% of respondents were involved in monitoring children attendance and

performance, followed by 75% who were responsible for their children's enrollment at school, 65% prepared children to go to school ready for learning and 61% for payment of school expenses. Other supports were done by less than 50% whereby 34% assisted children with homework and instructions given by teachers and 32% supported children with extra studies after school hours.

FIGURE 4.3: SCHOOL SUPPORT PROVIDED TO CHILDREN



The findings show that the community contributes in improving children's access to schooling, and their attendance. They are much involved in preparations activities such as enrollment; follow up of attendance and performance, and payment of school expenses. Several studies report that

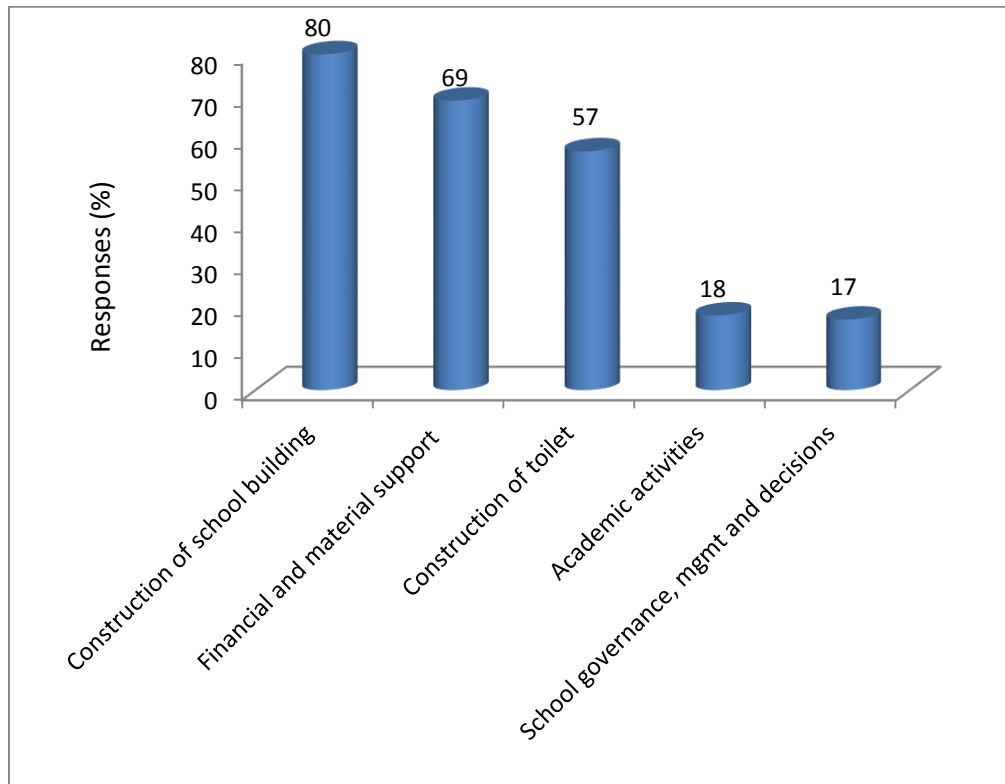
community participation is successful in improving access to schooling, and some note that girls' participation in schooling has improved. For example in Ethiopia, total enrolment has increased by 8.9 percent in the region where community involvement program were emphasized, and girls' enrolment has increased by 13.8 percent (Miller-Grandvaux and Yoder, 2002). On the other hand, results show that the community is less involved in children's academic issues such as assisting them with homework or support them with extra studies. This doesn't bring better results academically despite of good attendance. The results are similar with that of Sanders, 2001 in the article of community involvement in schools. It was found that greater success is observed to children whose parents provide support with their homework assignments. Also Komba et al (2013) reported that most of the parents do not help their children on the academic activities, which in turn led to poor academic performance of students.

4.4.3 Activities and support provided to schools

The study revealed that, participation in primary school activities and provision of various supports to schools by the community is another method employed to improve primary education. The community is involved directly by participating in primary school activities and provide some support to those schools according to the needs. Areas of involvement are mainly school governance, management and decision making; preparation of academic activities such as sports, cultural, crafts, making teaching aids with locally available materials; provision of financial and material support to the school for different school expenses; construction of toilets; and construction of school buildings. Similar findings are reported by Heneveld and Craig, (1996) and Pauline, (2003). Schools do not exist in isolation. They are based in communities and are there to serve those communities. Schools provide a service that is available for everyone which makes them a key resource for children and families. There is a link between schools and the community through community involvement.

In this study, the results show that majority of respondents (80%) are involved in construction of school buildings such as teachers' houses, classrooms, kitchen and stores. 69% of them provide financial and material support, while 57% are involved in construction of toilets. Very few (17%) were involved in preparation of academic activities and 18% in school Governance, management and decision making. Figure 4.4 indicate the results.

FIGURE 4.4: SUPPORT PROVIDED TO SCHOOLS



Decision making and governance is done through representatives in school committee. The formation of school committees is an important way in which community involvement is being promoted. The study shows that 29% of the respondents were school committee members, refer to table 4.7.

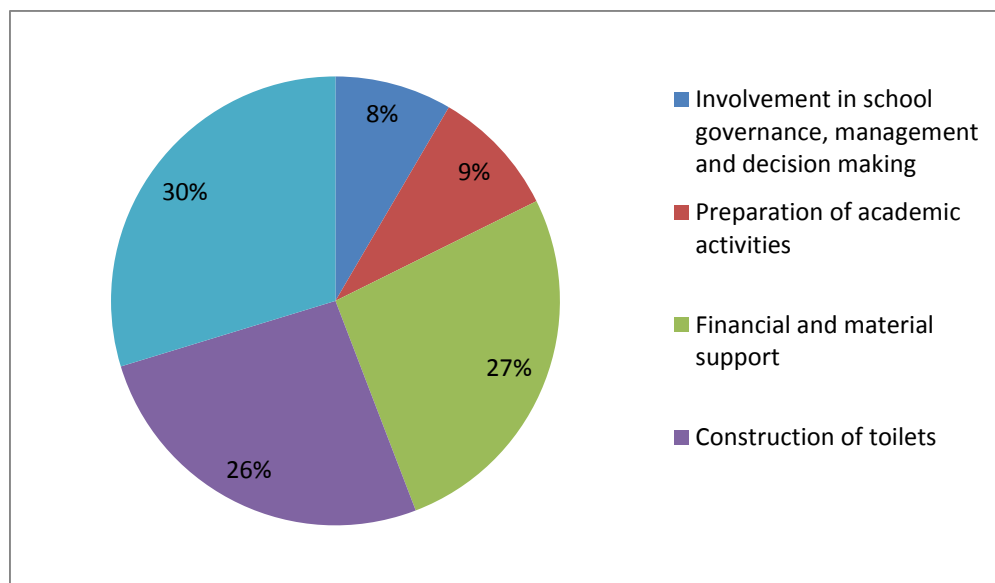
TABLE 4.7: COMMUNITY REPRESENTATION IN SCHOOL COMMITTEES

School committee member	Frequency	Percent
Yes	29	29
No	71	71
Total	100	100.0

The results from figure 4.5 show that much attention is given to financial and material support and construction activities. Majority of respondents contributes labor, materials and cash for various schools activities including construction of toilets and school buildings. According to the ministry of education in Tanzania, communities, parents and end-users share the costs related to primary education as guided in section 10.2 in the education and training Policy of 2006. Similar findings are reported in Malawi by the ministry of education in their policy investment framework. It mentioned that construction of government schools has always been supported by community contributions in many SSA countries. Also local communities are increasingly playing a role in educational finance especially with regard to sharing in the cost of buildings and their maintenance, transport to schools, food, uniforms, and others. Primary school maintenance has largely been a responsibility of communities whereby more than 75% of Malawi's primary schools have been built with the support of local communities (Ministry of Education, 2000: 4).. However, the community is less involved with academic activities, governance, management and decision making (figure 4.5). Since little attention is paid to the support related to academic activities, it is likely

that their contribution to children’s academic performance is questionable. Cripps & Zyromski (2010) reported that homework help from parents will help the improvement of children’s achievement. The authors also further reported that parental involvement not only encourages children’s success but it also increases their well-being.

FIGURE 4.5: COMMUNITY INVOLVEMENT IN ACADEMIC AND NON-ACADEMIC ACTIVITIES



4.5 Strategies used by schools and education partners to involve the community in primary education program

4.5.1 Education partners available in the study area

In the study area, there are several partners involved in primary education program. These partners are the government at all levels from sub village to the district, schools and Civil Society Organizations (CSOs). The

Government is the overall in charge of primary education program. The CSOs available are World Food Program (WFP) which assist in provision of food for children, Maji na Maendeleo Dodoma (MAMADO) which is involved in construction of toilets, water sources and advocate for clean environment. Others are Dioceses of Central Tanganyika (DCT) under Pamoja Tuwalee and Carpenters kid projects and World Vision-Mundemu ADP which among other things they ensure that the community is aware on the importance of primary education to children, enroll them to school and follow their attendance and progress. Not only that but also ensures that children have scholastic materials and uniforms ready for learning. Africare works hand in hand with DCT. Last but not list is Swiss TPH under their Health Promotion and Systems Strengthening (HPSS) Project which provides materials for construction of toilets.

4.5.2 Strategies Used

Key informants interview were conducted with education partners to get information on how they work together with the community on issues related to primary education. The study revealed that various strategies were used by education partners to involve the community in primary education programs.

4.5.2.1 Development and implementation of programs and policies for community involvement

Documentary review and information collected from key informants revealed that all primary schools available in the study area are owned by the government; and the government is the overall in charge of the community involvement process. The central government introduces policies for community involvement in primary education, and the local government authorities at the district, ward and village level ensures that the policies are implemented. The local government also makes rules and by laws that facilitate the process of community involvement mostly on issues related to cash, labor and material contribution (Bahi District Council, 2014).

The study revealed that there is national education and training policy which guides whole system of education programs in Tanzania including primary education. The government of Tanzania recognizes the central role of the education in achieving the overall development goal of improving the quality of life of Tanzanians. Among other things the involvement of the community in primary education program is emphasized. The policy demands the local authorities and communities to be responsible for the construction of primary schools and provision of primary education (national education and training policy, 1995). Also the Primary Education Development Programme emphasizes on community involvement in the program and cost sharing (United Republic of Tanzania, 2006). 80% of key informants interviewed

revealed that education partners follow the community involvement concept as guided in the national education policy.

Apart from national education policies; review of reports and documents at villages, wards, and schools revealed that there are programs and plans that are implemented by schools, village Governments, ward governments, and CSOs. There is a year plan for community involvement activities. Not only that but also there are plans for construction, community meetings in quarterly bases, and school meetings two times per year (Bahi district Council, 2014). However the study revealed that the community is not aware on these policies, programs and plans related to community involvement in primary education. Only few respondents (14%) were aware at least in some of the policies and plans. Table 4.8 displays the results. Lack of awareness on the available policies and plans slow down the process, and reduce people’s morale and commitment.

TABLE 4.8: COMMUNITY AWARENESS ON THE AVAILABLE POLICIES AND PLANS FOR COMMUNITY INVOLVEMENT IN PRIMARY EDUCATION

Awareness on the available policies and plans	Frequency	Percent
Yes	14	14
No	86	86
Total	100	100

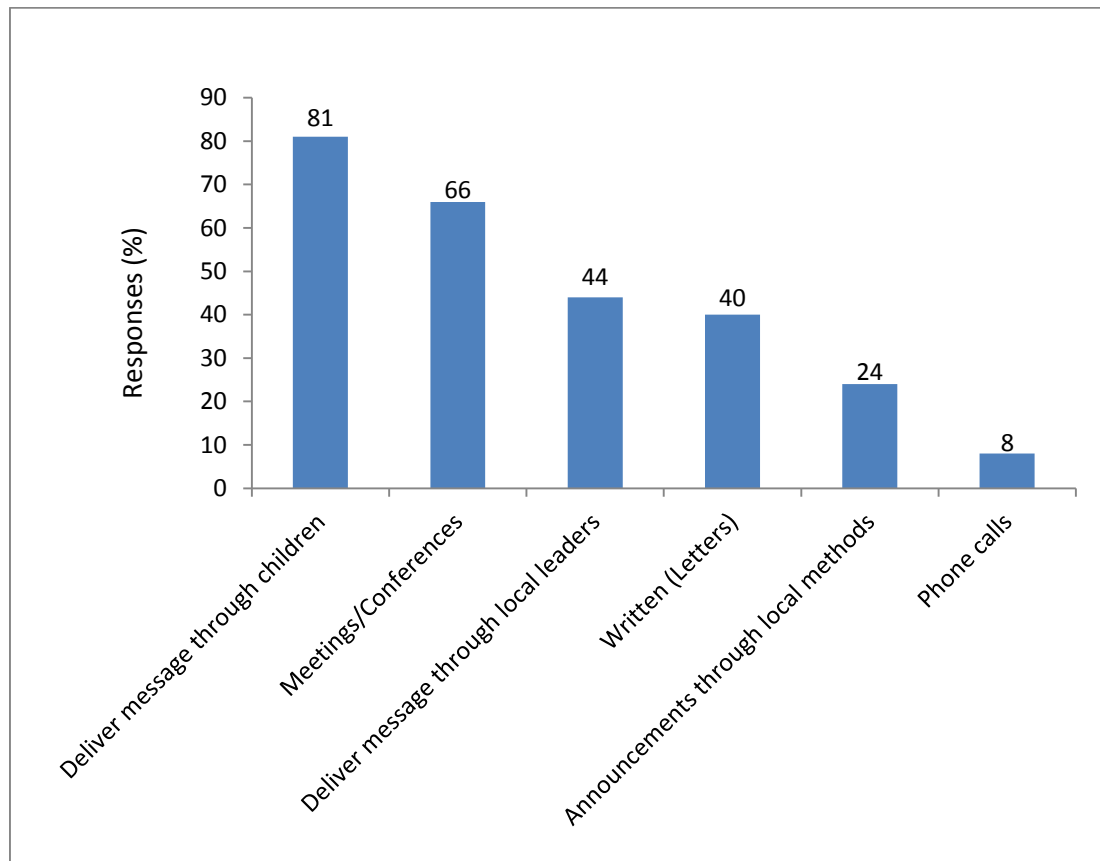
4.5.2.2 Communication and Collaboration between education partners and the community

Communication and collaboration between education partners and the community is another strategy used to involve the community in the process. Schools and education partners take initiatives to communicate and collaborate with the community in various activities related to primary education. They take this as an important issue to be considered for improving the program as well as pupil's academic excellence.

Communication between education partners and the community is done through different ways such as letters, phone calls, delivery of messages through children and discussion in meetings/conference between them. The study found out that the parties communicate through different communication means. Popular methods of communication used according to respondents' feedback are delivery of message through children (81%), followed by sharing information in meetings for both schools and community meetings (66%). Few respondents mentioned delivery of messages through local leaders mostly ten cell and sub-village leaders (44%), letters (40%), and announcement through local methods known as "baragumu" (24%). Only 8% of respondents mentioned phone calls which imply that phone calls are rarely used. Refer to figure 4.6 below. On the other hand all key informants (100%) mentioned delivery of messages through children as the leading means of communication. delivery of messages in meetings, announcements

(baragumu) and deliver messages through local leaders is mostly done at the village and ward government.

FIGURE 4.6: MEANS OF COMMUNICATION USED



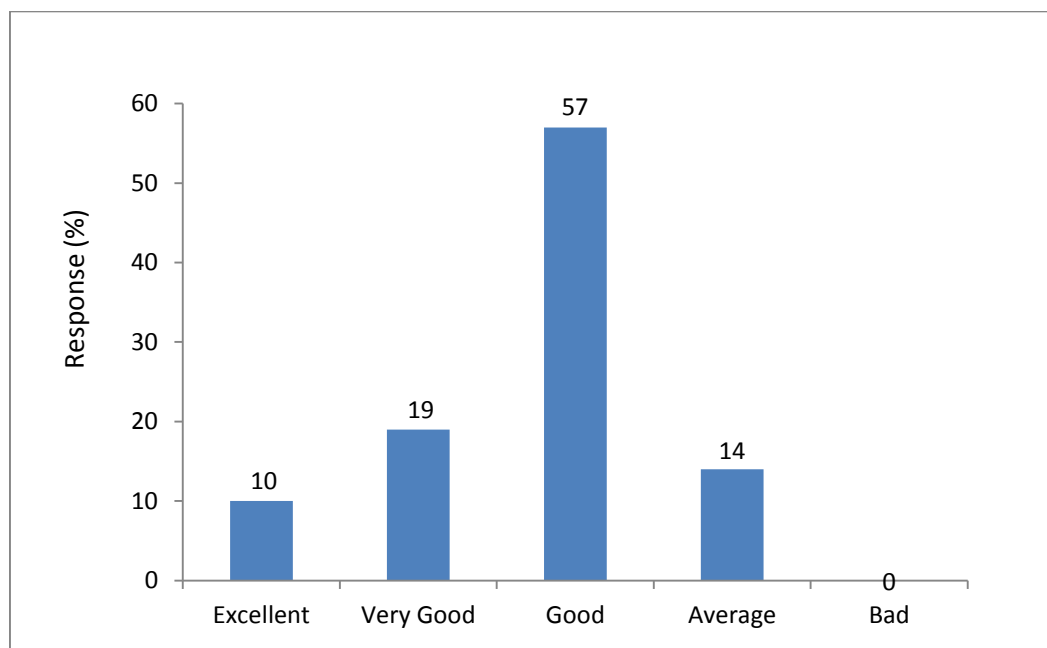
The study also found out that parties collaborate in different school activities. For example schools invite parents in meetings to discuss different issues related to their children’s education, and the community in turn attends those meetings. Education partners provide funds for construction and the community has its own share to contribute in terms of labor materials or cash. Generally the parties work together.

Results indicate that there is good communication and collaboration between education partners, parents and the community at large. This is supported by the responses from the majority (94%) who admitted that they communicate and collaborate with schools, CSOs and the Government as well. Respondents rated the communication and collaboration between parties differently. 57% of respondents mentioned that there is good communication and collaboration between parties, 19% mentioned that is very good, followed by 14% who see that is average, 10% excellent and none of respondents mentioned that is bad (refer figure 4.7). From these results it is concluded that the parties are doing well and brings better results in primary education programs. The findings are the same with that of Sanders, 2001) who reported that schools that have good collaboration with community in different school programs such as construction of school buildings, procurement of education facilities and the like have seen improvements in school climate, social capital, and teacher professional capacity. However, the communication mentioned is one sided communication whereby the community receives information from partners, and rarely can they send back messages to them. The only way of sharing their views is through meetings but also not for everyone because time is limited.

They also collaborate in programs which their initial involvement especially at the planning stage is limited. Not only that but also they communicate on issues that do not touch children's academic directly which implies that their

contribution to children’s performance is limited. Effective communication and collaboration between education partners, parents and the community at large on children’s academic issues play a great role in improving their performance. A longitudinal study of school improvement found that schools in which teachers were active in meeting with and talking to parents, and in sharing instructional materials to support learning at home, had larger gains in student achievement (Westat & Policy Studies Associates, 2001). Again a major longitudinal study of school performance in Chicago identified parent-teacher ties as one of the essential support to schools that made gains in student achievement (Sebring et al. 2006).

FIGURE 4.7: RATES OF COMMUNICATION AND COLLABORATION



4.5.2.3 Engaging the community in primary education activities

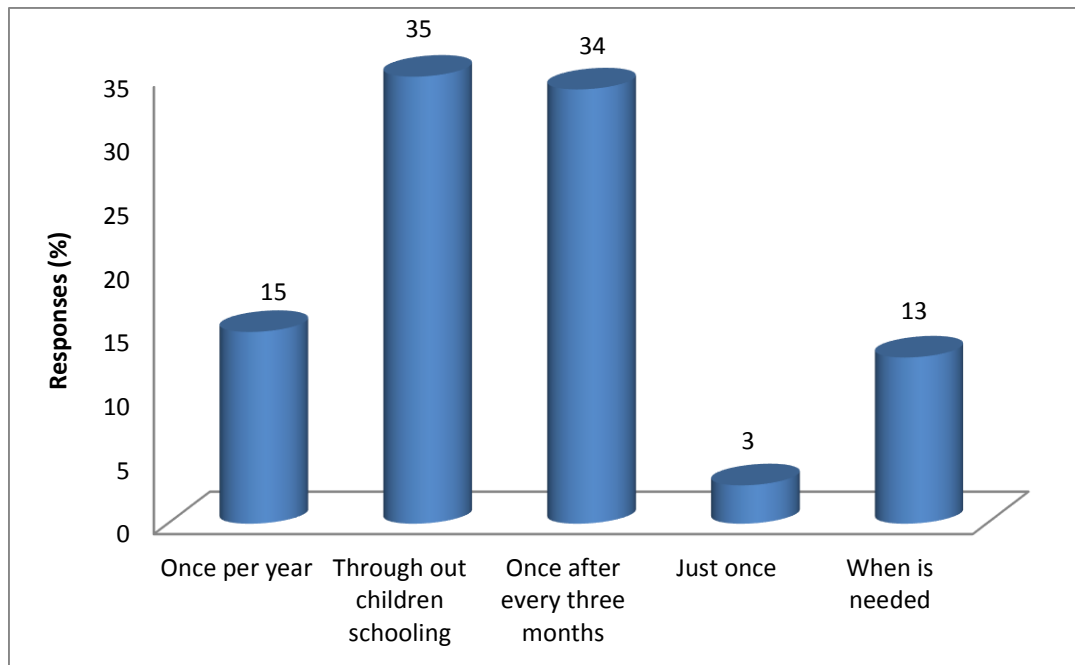
Results from key informant interview indicated that education partners engaged the community in different primary school programs. Schools in collaboration with village and ward government they involved the community in contribution of cash, labour and materials for construction, procurement of facilities and payment of security guard. Furthermore the community was invited to attend school meetings where different issues were discussed. CSOs like DCT, Africare and World Vision-Mundemu ADP involve the entire community by mobilizing and sensitise them to take responsibilities for their children's education by giving them education needs and create learning environment.

The community also was engaged through representatives in school committee. The school committees have representatives from the community and these committees are direct involved with governance, management and decision making on all matters related to school. The results from focus group discussion with school committee members shows that school committees are active, members are aware on their responsibilities and adhere to them. They admitted that there is fair representation of the community. Epstein (1995) pointed out that the community can be involved in decisions related to primary education activities by having parent leaders and representatives in school meetings. However it was mentioned that the school committee do not have legal power and further decisions for

disciplinary actions which in one way or another affect the decision making process.

The engagement of community members helped them to be actively involved in the program. Figure 4.8 shows results on how often the community has been involved on issues related to primary education outside their homes; at school or any other place. 35% of respondents are involved throughout the period of schooling of their children, 34% are involved once after every three months, 15% are involved once per year, 13% when is needed and 3% just once.

FIGURE 4.8: FREQUENCY OF THE COMMUNITY INVOLVEMENT IN PRIMARY EDUCATION ACTIVITIES



The results imply that the community is involved with primary education activities both at home and outside; and their involvement is continuous as the majority was involved several times.

4.5.2.4 Conducting capacity building programs related to community involvement in primary education

Through key informants interview and review of documents, the study found out that education partners organized and conducted capacity building programs to the community on issues related to primary education. This is done in community meetings and formal trainings. Ward Education Coordinator (WEC) in collaboration with head teachers are responsible to organize capacity building programs to school committees. However the study revealed that no formal trainings were organized by them in the last year, instead they use committee meetings to deliver the intended knowledge and skills. But also Civil Society Organisations (CSOs) available in the study area play a great role on the capacity building program. They conduct trainings and information meetings to the community on issues related to community involvement. In collaboration with the community they form operations committees that involve community members and these committees are direct involved with implementation of primary school activities. Committee members are trained and involved in governance, management and decision making on behalf of the entire community.

4.5.2.5 Cost sharing

Emphasis of cost sharing in primary education activities is another strategy used by education partners to involve the community. United Republic of Tanzania (2001) on the Education and Training Sector Development Programme document emphasizes to broaden the base for education financing by encouraging cost sharing measures and establishment of education funds. Education partners in the study area advocated and facilitated the implementation of this development program. They invited the community to contribute some costs for school expenses.

82% of respondents and key informants pointed out that the community paid some costs for their children education. They contributed cash, labor and materials to support school activities. Among other things they paid allowances for security guard. They also contributed TZS 500 per month in the school feeding program for maize grinding. Furthermore they supported construction activities by collecting stones, sand, fetching water and preparing ditches. Table 4.9 shows results of community members who paid for primary school activities.

TABLE 4.9: PAYMENT OF SCHOOL EXPENSES BY COMMUNITY

MEMBERS

Community members	Frequency	Percent
Paid for school expenses	72	72
Didn't pay for school expenses	28	28
Total	100	100.0

4.5.2.6 Motivation and commitment towards community involvement

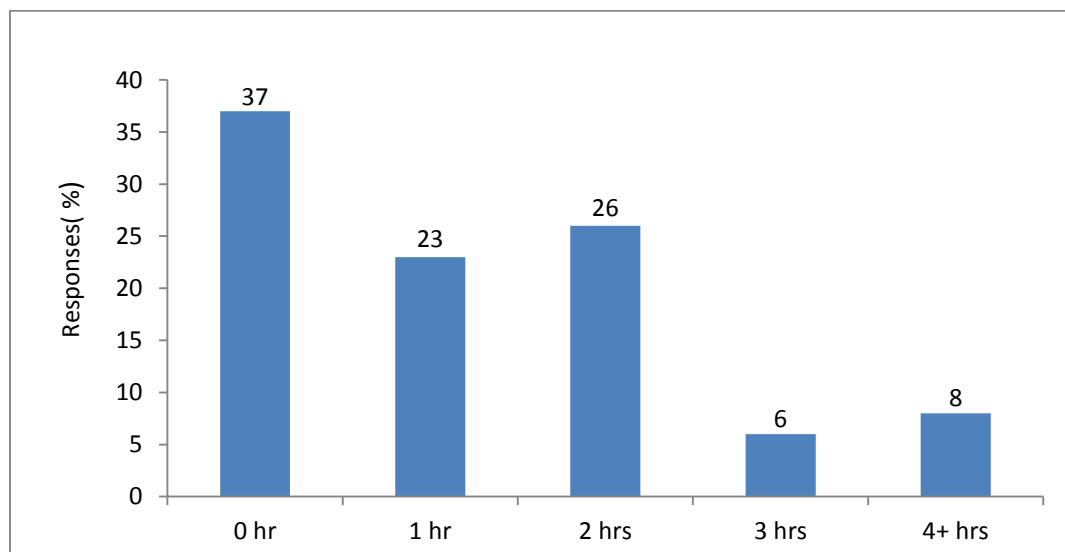
The study revealed that the community is motivated and committed to participate in primary school programs. The motivation led to high commitment towards community involvement process among parties. 92% of respondents feel that both parties are motivated and committed to participate in the program except 8% who feels that there is no motivation and commitment. Their feelings are supported by several indicators. Among them is that parties work together willingly and are involved in the program. They sit and discuss issues together in meetings; they participate in constructions of school buildings and toilets, follow up of children's attendance and performance. There is division of tasks and responsibilities among them and every part adhere to it.

Also the community was motivated to allocate some time for primary school activities with their children at home to ensure that they are in good health, they get food, cleaned their school uniforms and they go to school. Figure 4.9 indicates hours allocated by community members per week for primary

education activities particularly with their children at home. 37% of respondents do not allocate time for that, instead they do those kind of activities when is needed. 23% allocated 1 hour per week, 26% allocated two hours, 6% allocated three hours and 8% allocated four hours and above.

Although education partners motivated the community members to be involved; the results show that majority of respondent either do not allocate time or allocate few hours for primary school activities. Mostly their involvement depends on the need; they are involved when is needed.

FIGURE 4.9: TIME ALLOCATED FOR PRIMARY SCHOOL ACTIVITIES

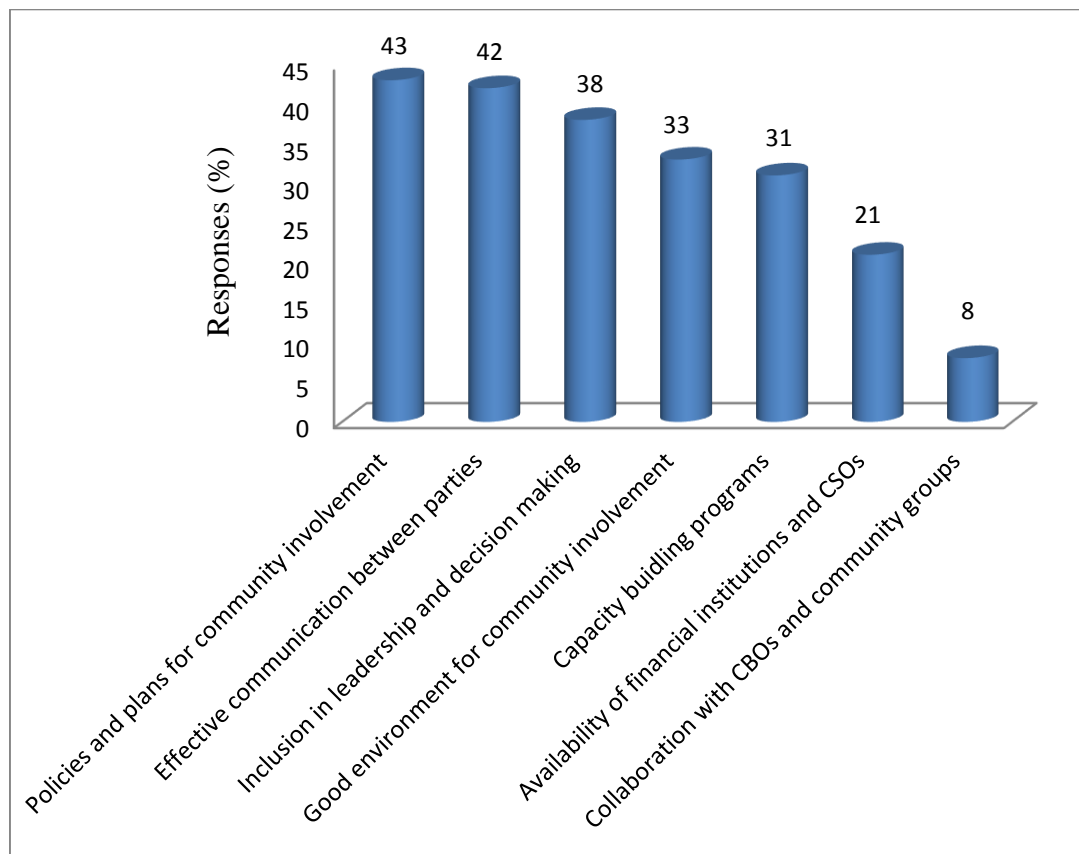


4.5.2.7 Utilization of available opportunities for community involvement

The study found out that there are several opportunities in the study area that are used to support the process of community involvement. Key informants mentioned the opportunities available which included availability of policies

and plans for community involvement, membership in school committee; effective communication between schools, education partners and the community; and capacity building programs for community involvement. Others are good environment that welcomes community involvement and participation; community members and parents are included in leadership and decision making process; and last but not least are the availability Civil Society Organizations that supports primary education programs. The results show that there are many opportunities for community involvement in the study area and education partners utilize them to involve the community. For example they adhere to the available policies and guidelines for community involvement, work with school committees and collaborate with them in implementing primary education activities. These results are supported by the reports/documents available at the district and schools (Bahi District Council, 2014). Beside that respondents were requested to mention the opportunities available for community involvement and their answers are displayed in figure 4.10. However, few of them are aware on the availability of these opportunities.

FIGURE 4.10: COMMUNITY AWARENESS ON THE AVAILABLE OPPORTUNITIES FOR COMMUNITY INVOLVEMENT



4.6 Challenges encountered in the process of community involvement

The researcher found out that there are certain barriers that prevent the community from being more involved in the primary education program.

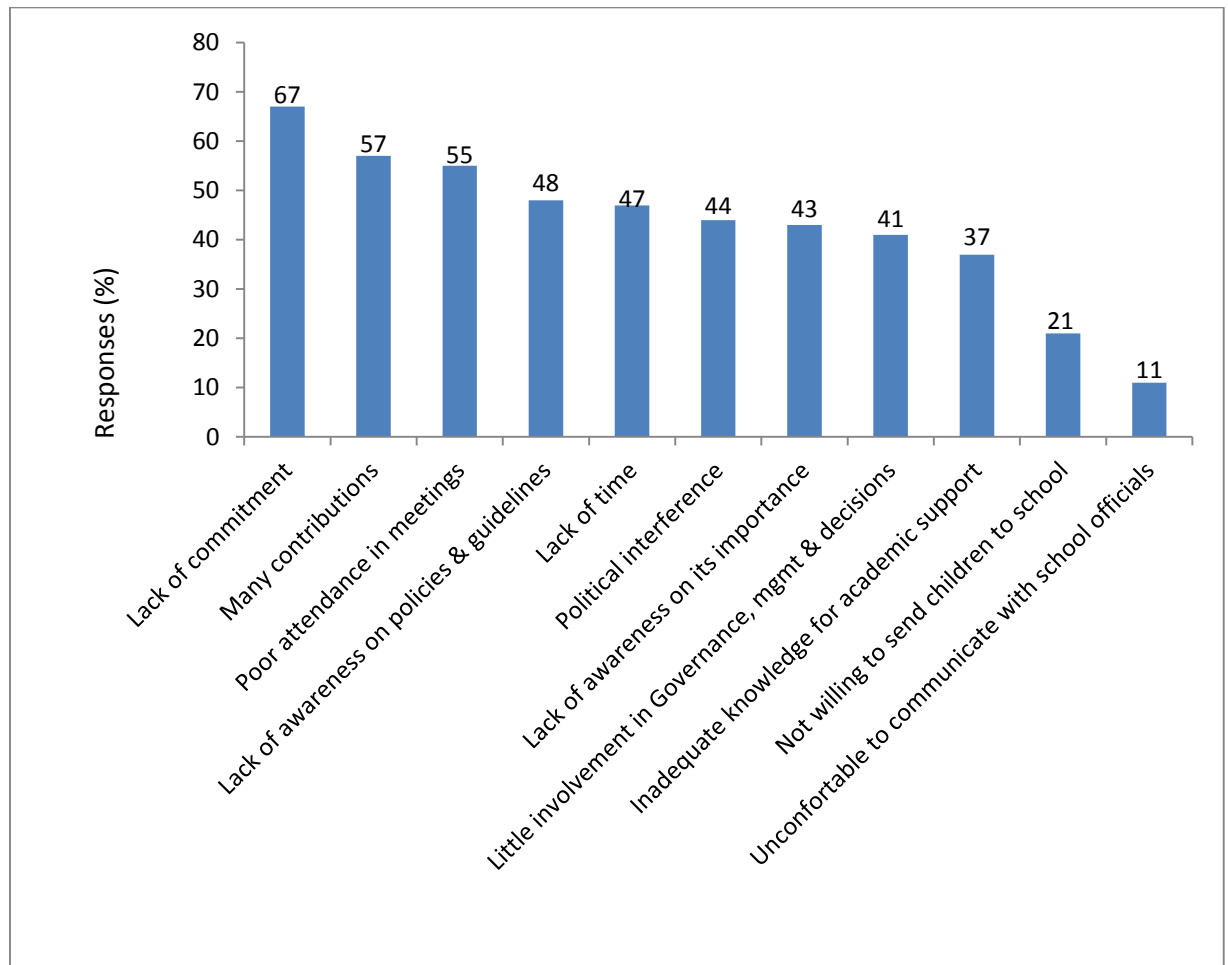
There are three main challenges which were mentioned by majority of respondents which are Lack of commitment by community members towards the process of community involvement (67%), too many contributions in terms of cash, labor or material (57%) and poor attendance in meetings (55%).

Other challenges were mentioned by less than 50% of respondents and these are lack of awareness on the importance of community involvement in primary education, some parents particularly livestock keepers are not willing to send their children to school, political interference where some political leaders discourage the involvement of the community in the program. Furthermore others do not have enough knowledge to support their children with home works, and they don't have extra time for primary education programs. Figure 4.11 displays the results. Some of them revealed how uncomfortable they feel when trying to communicate with school officials, and lack of resources among community members to support both children and schools. Gaynor (1998) pointed out that not all parents and community members are willing to get involved in school activities. This is because some have negative schooling experiences while others are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. She also argued that even though some parents and families see the benefits to send children to schools, they are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children. Alberto (2012) pointed out the reasons behind the absence of community involvement that are due to lack of time, embarrassment on own academic abilities and parent's disinterest on child's schooling.

The study also found out that there is little awareness among community members on how they can be involved directly in issues related to academic

activities like preparing curriculum, class activities, payment of some costs for teachers and the like. Also they think that it is not possible for them to be involved. Furthermore the community is not much involved in governance, management and decision making. The major and only means used is through representatives in the school committee but their power is limited. They don't have enough courage and legal power to argue in case things are not going well. Last but not least the policy and guidelines for community involvement is not known by the majority. Those challenges were mentioned by key informants as well. However, majority of them (85%) pointed out that poor attendance in meetings is the main challenge followed by lack of commitment among community members to be involved in the primary education program (80%).

FIGURE 4.11: CHALLENGES ENCOUNTERED IN THE PROCESS OF COMMUNITY INVOLVEMENT



4.7 Measures to be undertaken to improve community involvement process

The study revealed that the community is involved in primary education program. However still there are some issues to be done in order to improve the practice. Figure 4.12 shows the results.

4.7.1 Awareness creation on the importance of community involvement in primary education program

Awareness creation towards community involvement is the strategy that was mentioned by the majority (72%). The community needs to have a good understanding of why they need to be involved in the program and what benefits can be yielded. It will help to increase their skills and confidence needed in their involvement process. They should be aware that they are responsible for improving school environment as well as academic. Sensitization meetings and capacity building programs should be organized. Currently not much has been done in capacity building. Ward Executive Coordinators and head teachers create awareness to committee members in their meetings rather than organizing formal training sessions to them. Also few CSOs organize and conduct trainings to school committee members and village Government leaders (Bahi District Council, 2014). Still there is a need to keep more effort on that and have a plan that will reach many community members. Kintz (2011) emphasizes that capacity building to communities and transfer of skills within that community is necessary to strengthen the pool of human resources and ensure long-term sustainability.

4.7.2 Encouragement and motivation towards community involvement in primary education

Encouragement and motivation towards community involvement is needed to the community. In order to have active participation, the community should be motivated. Some community members are not motivated because they

don't know its importance while others feel that they are not much informed on their contribution towards the program. Therefore it is important that they understand the importance of community involvement in education program and keep them informed on their contribution.

4.7.3 Collaboration and communication between the community and education partners

Despite of effective communication and collaboration that was mentioned by the majority (86%), still there is a need to improve and make it an active. Parents and community members should be given an opportunity to express their views and participate in planning activities as well. Consistent communication between parents, the community at large and schools seems to be a major factor in improving primary education program. This can benefit both children and schools. Mannathoko and Mangope (2013) pointed out that there is a need for a stronger collaboration between education policymakers, schools and communities so as to establish appropriate programs to help schools and communities work as partners in pursuit of quality education and high student performances.

4.7.4 Increased commitment and willingness to participate in the primary education activities

Since the study revealed that some community members are not willing and committed to participate in the program, there is a need to take corrective measures to improve the situation. Commitment and willingness is more

personal and of self-esteem thus is important for everyone to adhere to it. However there are external factors that can boost people's morale and make them more committed and willing. These external factors may include value and recognition of someone's contribution, keep them posted on whatever is happening, allow them to give their views and work upon them, assist them to understand the program, and build trust.

4.7.5 Improve attendance in school meetings

Poor attendance in school meetings as well as community meetings has been pointed out by the majority of respondents including education partners. On the other side the study found out that these meetings are very essential because is where community members and education partners meet to discuss various issues related to primary education. Furthermore is the place where the community can communicate back and share their views on issues related to primary education. Therefore it is important for all community members to attend these meetings. Henderson and Mapp, (2002) reported that the community attending school events like meetings would be essential in maintaining the relationship between the community and school.

4.7.6 Active involvement in academic activities

According to this study, little attention has been paid on community involvement in academic activities. However it is revealed that parents and community involvement in children's academic activities play a great role in their performance. Therefore there is a need for the community to be

involved in academic activities for their children and schools. With children is important that they help them with academic facilities such as books, assist them with homework given by their teachers, help them with extra studies after school hours or during holidays and others.

At schools is important that they are involved with preparation of academic activities such as sports, cultural, crafts, making teaching aids with locally available resources, payment of teacher's allowances and the like. They can also be involved in development of curriculums. Communities' and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society. For example they can help in designing a curriculum and text books that reflects life experience of that particular society. When children use these textbooks and other materials that illustrate their own lives in their community, they can easily associate what they are learning and what they know. According to Goldring (1994) the schools in Guinea consider the community as the center of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development which enables community life, to be reflected in the curriculum. Lagace-Seguin and Case, (2010) explores the importance of parental involvement in academic and extracurricular activities to improve the success of students. Parents and community involvement predict positive outcomes in elementary School Children.

4.7.7 Capabilities to carry out plans to promote community involvement among partners

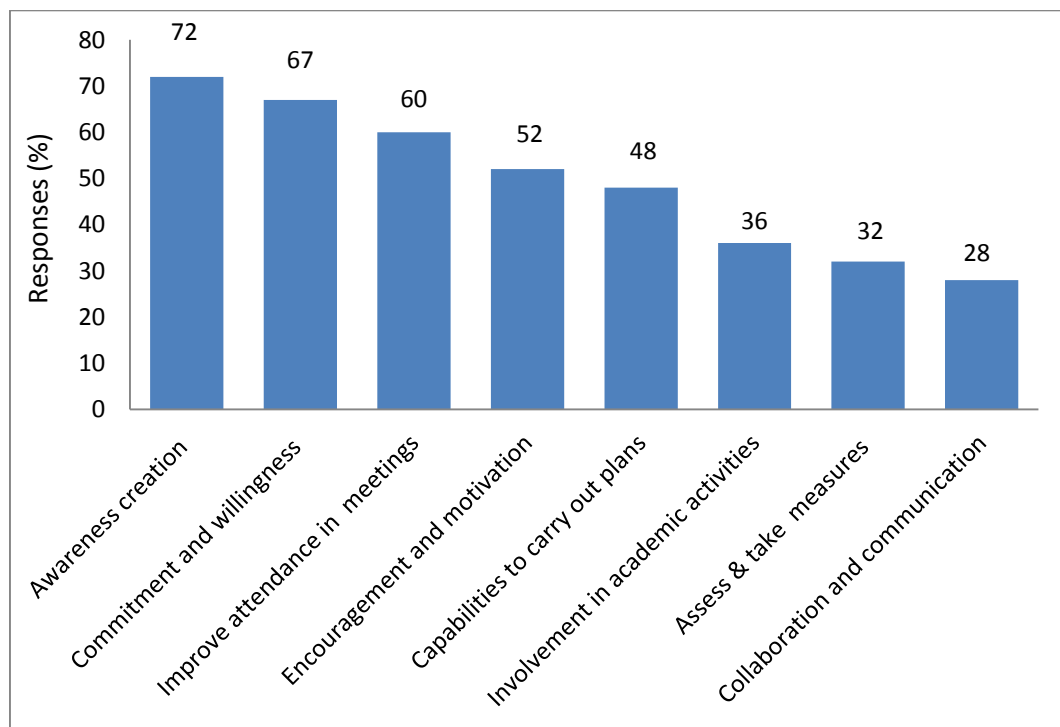
Another measure to be undertaken to improve the process is to assess the capabilities of the community and schools to carry out plans to promote community participation. The assessment will help to identify the gaps that can hinder active involvement and work upon them. Community participation in primary education requires communities and education partners to have political will to collaborate each other. It also requires teachers and other school staff to have political will not only to work with parents and communities but also to attempt to involve them in school operation. Schools should have the technical capability to carry out active community participation, encouraging and involving communities in a great range of school management, governance and decision making. Uemura, (1999) pointed out that effective community participation is possible only if the parties involved have the capabilities for that. These include institutional capability, technical capability, financial capability, and political capability.

4.7.8 Assessment of community involvement process and corrective measures for improvement

Conduct periodic assessment for the whole process of community involvement in primary education is important. Education partners particularly schools and CSOs can take lead on this. They should organize a joint periodic reflection on the whole process of community involvement. Through this they will be able to see success, identify some areas for improvement

and address them on time. It will help to modify and tailor strategies according to the situation.

FIGURE 4.12: COMMUNITY OPINION ON CORRECTIVE MEASURES TO BE UNDERTAKEN TO IMPROVE THE COMMUNITY INVOLVEMENT PROCESS IN PRIMARY EDUCATION



4.8 Chapter summary

This chapter presents the findings and discussion of this study. Demographic characteristics of respondents which include age, sex, education level and occupation have been presented. It also discusses the methods employed by the community in the process and strategies used by education partners to

involve them. In big lines the study revealed that the community in the study area is involved in primary education program. Their involvement is in two major ways; at home with children to help them follow primary education and at school by assisting on various school activities. However the study found out that their involvement is limited into non-academic activities for both areas, at home and schools. The community works together with education partners available in the study area aimed to improve primary education for their children. Furthermore challenges encountered are discussed and measures to improve the process are suggested.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Chapter overview

This chapter highlights the conclusion and recommendations of the study, and suggestions for further research.

5.2 Summary of the study

This study assessed the involvement of the community in improving primary education in Bahi district. It was guided by four objectives. The study was carried out, using 100 respondents, randomly selected from two villages in two wards within the study area. Also 20 key informants were involved and were selected through convenient purposive sampling. Instruments for data collection were questionnaire, designed to elicit information from the community. Interview schedule and checklist used to interview key informants and conduct focus group discussion respectively. Data gathered were analysed using the Statistical Package for Social Science (SPSS) computer software. Frequency tables and bar charts were used to present the findings. Results were presented and discussed in line with the study objectives. Findings revealed that that 96% of community members are involved in primary school programs although the extent of involvement differs among them. They assist their children to pursue primary education, and help schools with various activities. However, their involvement is based more on non-academic activities. Strategies used by education partners to

involve the community are highlighted. These strategies are emphases on policy implementation; mobilize the community to contribute cash, labor and materials; allow representation of the community in school committee; inviting them in meetings; and conducting trainings and information meetings. Among the challenges identified are less attention to academic activities; lack of commitment by community members; too many contributions in terms of cash, labor and materials; and poor attendance in meetings. Among the measures suggested by the community to improve community involvement process are awareness creation, attention to academic activities, encouragement and motivation for active involvement. Based on these findings, it was recommended to conduct capacity building activities to the community, and emphasizing on involvement in academic activities and decision making. Last but not least more studies should be conducted to find out the capability and willingness of the community in supporting academic activities

5.3 Conclusion

This study assessed the involvement of the community in improving primary education in Bahi district. Objectives of the study was to assess methods employed by the community in improving primary education, identify strategies used by schools and education partners to involve the community, determine challenges encountered in the process of community involvement and suggest appropriate measures to improve community involvement in the program. Generally the findings show that majority of the community (92%)

had children in primary schools, and 96% are involved in primary school programs. They are involved by assisting their children to pursue primary education, and help schools with various activities. Their involvement mostly based on non-academic activities. For the children they ensure that they are in good health, they get food, uniforms and scholastic materials and they go to school. At school much attention is given to financial and material support and construction activities. Majority of respondents contributes labor, materials and cash for various schools activities including construction of toilets and school buildings.

There are several education partners involved in primary education program, and every partner has role to play. These partners are the government at all levels from sub village to the district, schools and Civil Society Organizations (CSOs). The government is the overall in charge of the community involvement process, introduces policies for community involvement in primary education, and ensures that the policies are implemented. They also make rules and by laws to facilitate the process. Schools in collaboration with village and ward Government they involve the community in contribution of cash, labor and materials for construction, procurement of facilities and payment of security guard. They ensure that school committees are active and have fair representation from the community. Not only that but also they invite community members to attend school meetings where different issues are discussed. Civil Society Organizations (CSOs) conduct trainings and information meetings to the community on issues related to community

involvement. There are operations committees that involve community members and these committees are directly involved with implementation of primary school activities. They are trained and involved in Governance, management and decision making on behalf of the entire community. Also they mobilize and sensitize the community to take responsibilities for their children's education by giving them education needs and create learning environment. Above all they advocate for cost sharing on all matters related to primary education.

The study found out that there are several challenges encountered in the process and needed to be addressed so as to improve the process. Among others, challenges that were mentioned by the majority are Lack of commitment by community members towards the process of community involvement (67%), too many contributions in terms of cash, labor or material (57%) and poor attendance in meetings (55%). Lack of awareness on the importance of community involvement in primary education and other challenges were mentioned by less than 50% of respondents.

Also the study suggested appropriate measures to be taken in order to improve community involvement in the primary education program. Measures suggested are awareness creation to the community on the importance of community involvement in primary education program, encourage and motivate the community to be actively involved, improve collaboration and communication between the community and education partners, commitment

and willingness among community members to participate in primary education activities, improve attendance in school meetings, involvement in academic activities, assess capabilities to carry out community involvement plans to promote community involvement among partners and assist to build those capacities in case is needed. Last but not least is to conduct periodic assessment on the community involvement process and take corrective measures for improvement.

5.4 Recommendations

Community involvement in primary education is recognized as a vital force and plays a great role in improving quality of primary education. In view of the findings, the study recommends the following measures to be taken into consideration:

5.4.1 Recommendations to improve the practice

- The community to be actively involved in academic activities by helping their children with homework and school instructions given by their teachers, and assist them with extra studies after school hours. This can be done by some of family members who have the knowledge related to the given assignments such as parents, caregivers, sisters, brothers and other relatives. In case there is no family member with such capabilities, they can be linked by other people outside the family.

- The community to be actively involved in preparation of academic activities at schools such as sports, cultural, crafts, modification and development of curriculum, and making teaching aids with locally available materials.
- To improve community involvement on governance, management and decision making. School committees should be given power to argue, ask and make decisions for disciplinary actions in case things are not going well.
- Organize capacity building programs and build the capacity of the community on issues related to community involvement including its benefits, and how best it can be done.
- It is important to take into account that community involvement cannot address all challenges related to primary education. It cannot improve the situation on its own rather it contributes to other efforts for improvement. Therefore emphasis should be given to other factors that help improve primary education as well.

5.4.2 Recommendations for further study

- More studies should be conducted to find out the capability and willingness of the community in supporting academic activities

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APPENDICES

Appendix A: Informed Consent form

ST JOHN'S UNIVERSITY OF TANZANIA



TITLE: An assessment of the involvement of the community in improving primary education in Bahi district

Invitation

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. In case things are not clear or you need more information, please don't hesitate to ask the researcher.

Names of the research team

This research is conducted by Pendo Maiseli who is a student at St. Johns university of Tanzania pursue Masters of Arts in Community Development , the study is carried out on as partial fulfilment of the masters award. The research is being conducted under the guidance of Dr. Francis Njau who is the supervisor. Dr. Francis Njau is the lecturer at the Institute of Rural Development planning, and he is a PHD holder.

Purpose of the research

The purpose of this research is to assess the involvement of the community in improving the quality of primary school education in Bahi district.

Procedures

In conducting this study the researcher will mainly be responsible to collect data through questionnaires, interview sessions and focus group discussion.

Time commitment

It will take maximum 20 minutes to fill the questionnaire and conduct an interview; and 30 minutes maximum for the focus group discussion.

Risks

The risks of this study are minimal, mainly loss of time, 20 minutes that will be needed for filling questionnaires and interview sessions, and 30 minutes for focus group discussion.

Benefits

This study will provide information that will be used to improve community involvement in improving quality of primary education in Bahi district and contribute to improved performance of primary school children within the district

Voluntary participation

Participation to this study is voluntary. It is your choice to decide whether or not to take part in this study. If you do decide to take part in this study, you will be asked to sign a consent form.

Right to withdraw

If you decide to take part in this study, you are still free to withdraw at any time in case is needed. Also you can decide not to answer any question or questions. There are no consequences on deciding not to answer some questions or to withdraw.

Reimbursement or compensation

Since this study is for an academic purposes, there will be no any compensations or any rewards given to the respondents

Confidentiality

Confidentiality will be observed. Code numbers will be assigned instead of names. It is only I (the researcher) who will have access to the raw data. All collected information will be stored in a safe place which is locked whereby no one except the researcher can access. Raw data will not be presented as they are rather they will be analyzed, and grouped so as to present a meaningful picture. Furthermore no direct quotes will be used.

Sharing of results

Since this work will be submitted at St. John’s University of Tanzania for academic purposes, the findings will be available at the university’s administration.

Contact information

In case you have any concern to this particular study please contact representative of the Internal Review Committee for Research at St. John’s University of Tanzania;

Name: Meja Kindimbo

Phone: 0656 794860

Email address: meja@sjut.ac.tz

Declaration

I have read what is required of me if I take part in this research. I understand what I am required to do and agree to participate.

Participant’s Signature.

signature

.....

Researcher’s

.....

Appendix B: Data collection instruments

ST JOHN'S UNIVERSITY OF TANZANIA



**STUDY ON ASSESSMENT OF THE INVOLVEMENT OF THE COMMUNITY
IN IMPROVING PRIMARY EDUCATION IN BAHU DISTRICT**

Questionnaire for community members

Dear participant;

I Pendo Maiseli, Kindly request you to answer the under mentioned questions as a part of the fulfilment of my research for the award of Masters of Arts in Community Development at St. Johns University of Tanzania. You are kindly requested to answer all questions as indicated. Information obtained from you is confidential and will only be used for the purpose of this study.

I wish to express in advance my sincere appreciations for the assistance you will extend to me in this regard.

Date of Data Collection; -----

Respondent code; -----

Village; -----

Ward; -----

Part I

Demographic Data

Circle the appropriate answer

1. Age (years)

- a) 18-24
- b) 25-30
- c) 31-35
- d) 36-40
- e) 41-45
- f) 46+

2. Sex

- a) Male
- b) Female

3. Education level

- a) Primary level
- b) Secondary level
- c) University
- d) Informal Education

4. Occupation

- a) Farmer
- b) Employed
- c) Business
- d) Other (specify) -----

Part II

Questions to Community Members

Circle the appropriate answer(s)

Note; you can pick more than one answer in one question if appropriate

1. Do you have or had children or relatives who are in primary school level

- a) Yes
- b) No

2. If the answer to question one is yes; what parenting activities do (did) you do to prepare your child for school activities?

- a) Ensure that they are in good health
- b) Provision of food
- c) Create good environment for brain development such as offer time to play, exercise etc
- d) Assist them with language skills
- e) Help them create their vision for future
- f) Other; Specify-----

3. Are you aware on the importance of primary education to children?

- a) Yes
- b) No

4. If the answer to question 3 is yes; what are the importance of primary education to children?

5. What support do (did) you provide to children in relation to primary school education?

- a) Enrolled him/her to school,
- b) monitoring attendance and performance
- c) Prepare him/her to come to school ready for learning
- d) Assist him/her with instructions/homework given by their teachers
- e) Payment of school fees and other school expenses
- f) Support him/her with extra studies after school hours
- g) Other; Specify-----

6. What support do (did) you provide to primary schools so as to help them improve primary school education for children?

- a) School governance, management and decision making
- b) Preparation of academic activities such as sports, cultural, crafts, making teaching aids with locally available materials etc
- c) To provide financial and material support to the school for different school expenses
- d) Construction of toilets
- e) Construction of school buildings

f) Other; Specify-----

7. Have you ever participated in any primary school activities at school or at the community?

- a) Yes
- b) No

8. If the answer to question 7 is yes; what kind of activities?

9. If the answer to question 7 above is no; explain why-----

10. How do you communicate with schools and education partners on issues related to primary education?

- a) Written communication such as letters
- b) Phone calls
- c) Deliver message through children
- d) Meeting/Conference between parents/community and teachers/education partners
- e) Other; specify-----

11. Which organizations (NGOs, FBOs, CBOs) and financial institutions you collaborate with, on issues related to primary education?

12. How do you collaborate with partners mentioned in question 11 above?

13. What opportunities are available to support your involvement in primary education programs?

- a) Available policies and plans for community involvement
- b) Membership in school committee
- c) Effective communication between schools, education partners and the community
- d) Capacity building programs for community involvement
- e) Good environment that welcomes community involvement and participation
- f) Schools and education partners to collaborate with Community Based Organizations and community groups
- g) Community members and parents are included in leadership and decision making process
- h) Financial institutions and Civil Society Organisations that supports primary education

i) Other; Specify-----

14. What is your role towards primary education?

- a) Prepare children to come to school ready for learning
- b) Help children with school activities at home
- c) Attend school meetings
- d) Payment of school expenses for children
- e) Contributing labor and materials to school
- f) Participate in school activities such as cooking and cleaning
- g) A member in the school committee
- h) Other; Specify-----

15. How many hours per week do you use for primary school activities

16. How do you rate your collaboration and communication with teachers and other education partners?

- a) Excellent
- b) Very good
- c) Good
- d) Average
- e) Bad

17. Do you feel that parties, (communities and schools/education partners) are committed towards the process of community involvement in education?

- a) Yes
- b) No

18. If the answer to question 22 above is yes, what indicates their commitment?

19. What facilities and resources used in the process of community involvement in primary education?

- a) Good policies
- b) Community involvement plans
- c) Information, Education and Communication (IEC) materials
- d) Personnel (teachers and education partners)
- e) Communication strategies
- f) Community groups

20. How do you rate them?

- a) Adequate
- b) Inadequate

21. How often you have been involved in issues related to primary education

- a) Just once
- b) Throughout the period of children schooling
- c) Once after every three months

d) Once per year

22. What should be done to encourage the community to be actively involved in primary education program?

23. Mention any other issue(s) in relation to community involvement in primary education, in case is there:-----

Interview Schedule for Key Informants

Date of Data Collection; -----

Respondent code; -----

1. Organisation name: -----

2. Position: -----

3. At your work place; is the concept of community involvement in primary education program one of the agenda?

4. What are the community involvement activities the community do to support primary education program?

- a) Prepare children to come to school ready for learning
- b) Help children with school activities at home
- c) Attend school meetings
- d) Payment of school expenses for children
- e) Contributing labor and materials to school
- f) Participate in school activities such as cooking and cleaning
- g) Are involved in school committees
- h) Other; Specify-----

5. How do you rate their involvement in the primary education program?

- a) Excellent
- b) Very good
- c) Good
- d) Average
- e) Bad

6. What activities do you do to involve the community?

- a) Organise community meetings
- b) Invite them to participate in school activities like cooking and cleaning
- c) Conduct trainings and information meeting on issues related to community involvement
- d) Involve them in School governance, management and decision making through school committees
- e) Others; specify-----

7. How do you collaborate and communicate with the community on issues related to primary education?

- a) Through written communication such as letters
- b) Phone calls
- c) Deliver message through children
- d) Have a discussion with them in meetings and Conferences
- e) Give and receive their ideas and concerns through their representatives in school committees

f) Others; specify-----

8. How do you engage them in school activities?

- a) Involve them in implementation of school activities such as cooking for children, cleaning etc
- b) Through contribution of resources like money, labour and materials for primary school activities such as construction, payment of overhead costs etc
- c) Gathering data/information related to primary education
- d) Invite them in meetings organized by schools and education partners
- e) Train and facilitate them to support their children at home
- f) Linkages with other organizations that supports primary education
- g) Other; Specify-----

9. What are the opportunities available to support their involvement?

- a) Available policies and plans
- b) School committees where some community members are involved
- c) Effective communication between schools, education partners and the community
- d) Capacity building programs for community involvement
- e) Good environment that welcomes community involvement and participation

f) Collaboration with Community Based Organizations and community groups

g) Involve them in leadership and decision making process

h) Other; Specify-----

10. Do you have community involvement plan? How does it work?

11. Are there any programs and policies for community involvement? If yes, mention them.

12. What challenges have you encountered in your process of involving the community in primary education program?

- a) Lack of information/awareness
- b) Time is not enough
- c) Cultural and language barriers
- d) Lack of commitment
- e) Inadequate resources
- f) Procedures are not friendly
- g) Lack of sustainability in the process

h) Others; specify-----

13. What measures to be undertaken to encourage community members to be actively involved in primary education program?

14. Mention any other issue(s) in relation to community involvement in primary education, in case is there

Checklist for focus group discussion

Date of Data Collection; -----

List of participants (Respondent codes, position, village and ward)

1. Are you aware on the concept of community involvement in primary education program?
2. How does it work at your area?
3. As primary school committee members what are your roles in relation to community involvement in primary education
4. What activities do the community do to support both children and schools?
5. What are the roles of the entire community towards community involvement in primary education?
6. What are the roles of schools and management towards community involvement in primary education?
7. What kind of activities are conducted by schools and education partners to involve the community in primary education program
8. What strategies are used to involve the community in primary education program?
9. What are the challenges encountered in the entire process of community involvement in primary education program?
10. What measures to be undertaken to improve the process
11. Mention any other issue(s) in relation to community involvement in primary education, in case is there:

Appendix C: Ethics Clearance Certificate

Appendix D: Letter of Introduction to the research site