

**COMMUNITY PARTICIPATION AND PERCEPTIONS  
ON PROJECT-BASED SUPPORT TO PUBLIC PRIMARY  
SCHOOLS: IMPLICATIONS FOR SUSTAINABLE  
BASIC EDUCATION IN RORYA  
DISTRICT, TANZANIA**

A Doctoral Dissertation Submitted to the  
Department of Education  
School of Education, Humanities and Social Sciences  
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In Partial Fulfillment of the Requirements for the Degree of  
Doctor of Philosophy in Education  
(Educational Administration)

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## APPROVAL SHEET

This doctoral dissertation entitled *Community participation and perceptions on project-based support to public primary schools: Implications for sustainable basic education in Rorya District, Tanzania*, written and submitted by *Eliada Werungu Bina Tieng'o*, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education (Educational Administration), is hereby accepted and approved.



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## **ABSTRACT**

This study investigated community participation and perceptions on project-based support to public primary schools to ensure sustainability of basic education in Rorya District, Mara, Tanzania. Specifically, the overarching aim of the current study was to explore an approach that will strengthen community participation in project-based support to public primary schools to ensure sustainable FFBE for optimum learning. The study employed a concurrent mixed research design with quantitative and qualitative data triangulated for validation. The overall reliability of the questionnaires was .850 and .844 respectively. Data was collected using questionnaires and interview schedules. Descriptive statistics established means and standard deviations for variability in perceptions of the respondents; while Pearson Product –Moment correlation coefficient tested relationship. The study was guided by Ecological Systems Theory and Transformational Theory. The major findings of the study are that parents do not see the value of public primary school education and the advantages of fee free education; both parents and School Management Committee members do not see it important for the community to participate in project-based support for education; the null hypothesis was rejected; the respondents perceived the community inadequately supporting fee free basic education; the SMC observed that there were minimal challenges; the research collated the recommendations emerged from the study findings for interventions; and the researcher invented a model for community participation. The major recommendation is that the government in collaboration with the other stakeholders at Rorya District should conduct awareness seminars on the importance of community participation in project based support to public primary schools. Further, the study proposed a TWE project-based model: A Sustainable fee free basic education for public primary schools in Tanzania.

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*Eliada Werungu Bina Tieng'o*

## **DEDICATION**

This dissertation  
is dedicated to my beloved  
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## **LIST OF ABBREVIATED ENTRIES**

BEST	Basic Education Statistics in Tanzania
CBA	Community Based Approach
DED	District Executive Director
EFA	Education for All
DEOP	District Education Officer Primary
FFBE	Fee-Free Basic Education
MDGs	Millennium Development Goals
MoEST:	The Ministry of Education, Science and Technology
NGO	Non-Governmental Organization
PO-RALG:	The President's Office for Regional Administration and Local Government.
SAP	Structural Adjustment Program
SMCs	School Management Committee Members
SDGs	Sustainable Development Goals
TDV	Tanzania Development Vision
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund.
WEC	World Education Conference
WECs	Ward Education Coordinator

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background of the Study**

The exit of the Education for All (EFA) and the Millennium Development Goals (MDGs) initiatives ushered in the Sustainable Development Goals (SDGs) and the Education 2030 agenda (UNESCO, 2015a). At the report of the post-2015 and the recommendations which were agreed upon by the world community, it was observed that most developing countries globally fell far short of achieving the EFA and the MDG education goals. As a result, one of those recommendations deemed critical for achieving the expected SDGs outcomes by 2030 (UNESCO, 2015a) was cooperation of all the stakeholders, particularly the local community. The expected imminent outcomes included successful implementation of the 11 years of the Fee-Free Basic Education (FFBE) which in essence is a continuation of the EFA goals. The main objective of FFBE as the governments lifted the burden of fees, particularly from parents of the poor households, was to facilitate access of all children to school. One way to ensure sustainability of FFBE policy is through resilient community participation approach.

Accordingly, UNDP (2004) points to the significance of rural areas as an investment and excess production location. This implies that rural areas are endowed, to a certain extent, with resources that could be mobilized to improve lives of the local people in each community. Pertaining to community participation strategy, UNDP (2016) perceive community-based initiated programs as fundamental techniques that would maintain human being wellness. The work of Oregon as cited in Turner (2012)

claims that participation brings people together to create collective decisions which are contextual to their environment. Subsequently, it promotes people's ownership and control of their affairs. Hence, a critical need for rethinking global strategies for transformational universal human development and capacity building (UNESCO, 2016; 2015b).

Phillips and Pittman (2009) describe community development as a significant approach due to its major contribution for self-improvement of communities. Further, the authors refer to the recognition of "community" as "a collection of people facing common problems with untapped capacities for self-improvement" (p. 3). Pandey (1981) envisions community development as approaches that are typical to distributing responsibility and resources, involving the stakeholders, and outcome driven. Schiele (2005,) on the other hand, perceives the work of community development as collective problem solving, self-help, and empowerment. Tan (2009) reiterates that community development is the most outstanding model that can provide the lasting change for individuals and communities in their localities.

Kimani and Kombo (2011) highlight that as early as 1976, World Employment Conference (WEC) recognized issues of fundamental needs and the essential part of support programs in the change of rural life. Emphasizing the importance of the beneficiaries as part of the solution, Kimani and Kombo (2011) observe that the international community is searching for new strategies through which beneficiaries will regenerate rural development. Therefore, a critical need for rethinking global strategies for transformational universal human development and capacity building (UNESCO, 2016; 2015b).

Under World Bank Commission, Bukenya and King (2012) explored the interrelationship between critical contextual and approach-based factors and their

effectiveness in shaping social accountability initiatives. They established that community inclusion in the administration of local assets enhanced supportability and structure. Further, Carson (1990) concurs that the context of the rural community always has an impact in development projects.

The concept and practice of community participation is not new; for several decades now, various parts of the world have valued and used the strategy (Kieya, 2016). A substantial body of literature allude to this perception. Pradhan, et al. (2013) conducted a randomized field experiment in Indonesia, where the study examined using various strategies to strengthen School Management Committee with the aim of strengthening community participation, accountability and ultimate learning. The findings showed that there was an increased engagement by education stakeholders when ties were strong between school and other parties rather than when there was reinforcement of grants and training.

Gumus (2014) conducted a study in Turkey to determine the factors affecting school enrolment of boys and girls in relation with the effects of community factors on school participation in Turkey using a multilevel analysis; in a study pertaining to community-based project planning and implementation, Shackleton and Cundill (2014) stress that community development projects are bound to succeed if they target the specific needs and resources (people, economy, and environment) critical to a given society. Likewise, Lopez-Guzman, Pavion, and Sanchez-Canizares (2011) tend to argue that critical for development projects sustainability are ecologic resources of the target areas and the importance of the role of the residents. Therefore, it is imperative that the community development objectives, program goals as well as the government policies are tailored in accordance with the critical resources at the local setting.



Abu (2014) carried out a comparative study where the governments in both Australia and Malaysia invested substantially in rural library services with the intention to promote development in the rural areas. Abu explored on the relationship of library services and the communities in both countries. The study established that in Malaysia the services were mostly standardized and limited to children, while the information needs of the communities were not in any way being addressed. In Australia, unlike Malaysia, the communities' participation was great since the library services were supportive and responsive to their needs. Abu concluded that it was imperative to consider a deeper understanding of the contextual factors or resources such as culture, in order for community-based development projects to achieve the intended development outcomes.

UNESCO (2015b) cites that Egyptian non-governmental organization with the support of the other interested stakeholders and some global development agents, were able to establish The Spirit of Youth Association (SOYA) School of a garbage collectors' community in Cairo, Egypt whose core development scheme was the Recycling School for Boys. The aim was to boost the integration of practical knowledge (context resource both economic and environmental) in order to advance the community's education levels and to strengthen their recycling business.

Some scholars in their studies on community development and education in the developing East African countries are in agreement that lack of adequate involvement of the local communities in education has contributed greatly on negative outcomes of education (Sifuna & Sawamura, 2010 & Oyunge, 2015). Consequently, it is indispensable to embrace collaboration and cooperation of all the stakeholders including the involvement of local communities in planning and

implementation of policies to realize the expected development goals (UNESCO, 2015a).

Kimani and Muia (2004) in Kimani and Kombo (2011) observe that community participation had allegedly become a constructive strategy, particularly in the improvement of the rural areas in poor countries. While the community members and the other stakeholders were willing to participate in supporting the policy, their roles were not clearly outlined (Ogola, 2010; Oluoch, 2014; UNESCO, 2005a).

Some countries which have adapted the free education policy have attempted to provide for community participation in various ways, one country from the other. The government provided the basic facilities and resources such as teaching and learning materials to ensure that students join and remain in school until they complete primary education (Ogola, 2010; Oluoch 2014). In a study in Kenya by Juma and Onkware (2015), on the challenges of public policy formulation and evaluation, one of the variables explored was who is involved and their role.

In Tanzania, while education sector has ever been a priority; nevertheless, recently, in the 2<sup>nd</sup> National Five Year Development Plan 2016/17 - 2020/21, the government has committed much attention to improve service delivery in education sector in order to achieve the national objectives. This emphasis is coherent with a broader perspective of the government's determination to achieve Tanzania Development Vision (TDV) 2025 with the theme "Nurturing Industrialization for Economic Transformation and Human Development." Currently, however, skill gaps out match the demands for supporting industrialized economy where the larger majority of the people would enjoy quality livelihoods. Subsequently, the government has embarked on a swift social and economic transformation in its

continued endeavor towards the middle income country status by 2025 (Ministry of Finance and Planning of The United Republic of Tanzania, 2016).

Given the wider national transformation objective, the government has endeavored to address the skill gaps to match the industrialized economy. The big question is: How will Tanzania government realize this critical target for the nation? Quality education for all the citizens is fundamental to fortify the foundation upon which the national development can be supported. Subsequently, various significant reforms have been rolled out in education sector from the National level down to the District levels. However, challenges are still looming.

Chirenje, Giliba and Musamba (2016) carried out a review on Local communities' participation in decision-making processes through planning and budgeting in African countries with focus to Zimbabwe and Tanzania. While communities were seen to be involved in natural resource management, they lacked ownership of the project; consequently, they manifested lack of commitment to the project and growing hostility from the community. On the contrary, effective community participation was evident when community members were involved as owners and managers of the projects.

The introduction of the Fee-Free Basic Education (FFBE) is one of the major reforms in the education sector. Its primary objective is to empower the nation by enabling every school age child through accessibility to school so as to be able to acquire the relevant knowledge and skills congruent with the demands for the ongoing and future development that target semi-industrialized economy.

Therefore, education sector reforms are crucial for the Tanzania government to realize the objectives of TDV 2021. As a result, the FFBE policy has opened access to schools for every child without discrimination. The burden of tuition or

school fees for every child enrolled in public primary school has been absorbed by the government, whereby majority of the children arise from the lower income and the poor households. This policy assumes a cost-sharing plan and parental involvement; for successful implementation of this policy, the roles of each party are clearly spelled out (URT, 2015a, 2015b, 2016).

Nevertheless, favorable teaching and learning environment must be maintained through support from strong school and community, capable to address the skill gaps to match the industrialized economy with a pool of skilled and knowledgeable workforce for the nation. Despite the Tanzania government's laudable plan to implement the Fee-Free Basic Education through participatory strategy of cost-sharing, impending challenges pertaining to community participation are intimidating education delivery, especially in the rural areas which is the home of the poorest majority households.

Consequently, there is need to explore the issue at stake by investigating on the perception of the parents, school management committee members and selected government officers, tasked with administration of education service delivery to public primary schools, on key significant aspects for sustainable education.

### **Statement of the Problem**

A successful nation is one whose citizens are educated and skillfully empowered to serve its development objectives. Hence, the quality of education system greatly influences the development trend of a nation. Consequently, well thought out educational policy planning, formulation and implementation is a process that should be inclusive of all stakeholders in order to guarantee sustainability. Among the interested stakeholders, the participation of the local communities ensures

accountability and responsibility congruent to the consideration given to the contextual factors of the local communities.

The Tanzania Development Vision 2025 is to create a pool of skilled workforce. One way to achieve that is through Fee Free Basic Education policy that provides access to education for all children in Tanzania. However, due to the challenges such as textbook shortages, dilapidated classroom facilities, frayed school uniforms, etc. encroaching the teaching and learning environment, it is evident that the implementation of the FFBE policy is stalled; consequently, the quality of education tend to be negatively influenced. Oyunge (2015) in his study of primary schools in Moshi, Tanzania, the findings showed that despite the objectives of Tanzania government to provided access of education to all without discrimination, there was no proof that all the children enrolled were equally learning.

If this trend continues, the increased unskilled workforce will impede economic and human development as well as the national development plans. In a study conducted by Oyunge (2015), when parents were asked to indicate if there is quality education in the primary school that their children attended, majority (70.0%) said that quality education was not yet attained as the pupils completed primary education without ability in the reading, writing and arithmetic skills.

Specifically, the overarching objective of the current study was to explore a viable approach that will strengthen community participation in project-based support to public primary schools for optimum learning; and subsequently, to propose a model for sustainable basic education in Rorya District, Mara, Tanzania.

## Research Questions

To address the above mentioned problem, this study answered the following questions:

1. What is the perception of the parents of primary school children in rural communities in Rorya District, Mara, Tanzania on a) the value of public primary school education and b) the advantages of free primary education?
2. What are the perceptions of a) parents of primary school children and b) School Management Committee members in rural communities in Rorya District, Mara, Tanzania on the importance of participation in projects to support primary education?
3. Is there a significant relationship between the parents' perceptions on the value of public primary school education and perceptions on the importance of participation in project-based support to education?
4. What role does the local community play in facilitating basic education for public primary schools in rural Rorya District, Tanzania to guarantee sustainability of education as perceived by a) parents and b) school committee members?
5. What are the challenges faced in the implementation of Fee-Free Basic education in public primary schools in Rorya District from the perceptions of the school committee members?
6. What interventions should be implemented to integrate project-based support to public primary education in Tanzania?
7. What is the recommended model for project-based support to public primary education in Tanzania?

## **Hypothesis**

The following null hypothesis was tested in the current study:

**H<sub>0</sub>:** There is no significant relationship between the parents' perceptions on the value of public primary school education and perceptions on the importance of participation in development programs for education.

## **Significance of the Study**

The current study will be of benefit:

- (i) To the President's Office for Regional Administration and Local Government for policy planning, formulation and implementation.
- (ii) To the District Executive Directors in planning seminars and trainings.
- (iii) To enhance the knowledge of accountability of the SMCs through organized seminars and in executing their duties.
- (iv) The DEO will use the findings in planning, mobilizing and sensitizing parents, SMCs and the head teachers.
- (v) The Local Government Authorities will benefit in realigning the local development plans to support the local schools.
- (vi) It will help raise awareness of parents in rural Tanzania to learn and participate more in projects to support educational projects for sustainability.

## **Justification of the Study**

Education reforms in the United Republic of Tanzania (URT), like other Sub Saharan countries, have experienced inadequate support from the local communities who are the key stakeholders with the crucial role to play in educational policy implementation. Particularly in the current study, the Fee-Free Basic Education policy implementation for public primary schools is facing challenges. Hence, the quality of teaching and learning environment is at stake.

Tanzania Development Vision (TDV) 2025 with the theme “Nurturing Industrialization for Economic Transformation and Human Development” (Ministry of Finance and Planning of The United Republic of Tanzania, 2016), is set to elevate its economy. To attain to the industrial economy, country wise, it requires a powerhouse pool of highly skilled manpower.

The government has identified one major avenue to address the issue of economy and industrialization which is through facilitative policies in educating its people. Since 2016 to date, the government through the Ministry of Education, rolled out the Fee-Free Basic Education policy that was intended to provide access of all children to education with expected knowledge and skills toward the TDV 2025. Various initiatives have been in place in the past; but there has not been notable positive effects on education delivery in public primary schools, especially those among the poor, located in the rural areas.

All the developing countries under the leadership of UNESCO, are tasked with the call for Sustainable Development Goals (SDG). Tanzania Government has no choice but to keep abreast with the trend in developing countries to ensure that all the children of age are enrolled in school (UNESCO, 2015a). With proper educational policy planning, formulation and implementation, achievement of expected outcomes through enhanced teaching and learning environment should be evident.

A qualitative case study entitled “The challenges of Primary Education level in Tanzania” by Chacha and Zhong (2013) endeavored to understand the challenges facing primary education implementation in the rural areas where majority, more than 80%, of Tanzanians live. The content analysis revealed that the biggest challenges were teaching and learning materials/process, parents’ education level, environment, as well as family income.



The Ecological Systems Theory informs this study about the significance of the interrelationship of the sub-systems that exist to bring the parts in place to make the whole. Community is an organ that functions through the various subsystems without which the community will be fragmented and fractured. Such sub-systems and parts of the community include households, schools, government, and other stakeholders. If these subsystems that make the community are pulled together, they will unite, the people will be empowered. On the other hand, Transformational Leadership Theory informs the current study of the contextual relationship in which school leadership and community operate. The school administration has a responsibility to initiate transformation of the community through partnership. Hence, a need for involvement of all stakeholders in planning, formulation and implementation of educational development policies.

Borrowing from the other social sectors with successful examples of community-based projects, including conservation of the forest, establishing tourist destinations; and yet, from several studies in relation to students' or teachers' performance, the current study attempted to evaluate the perceptions of the parents, School Management Committee members, and the designated district government officers in order to understand their views to warrant active community participation in project-based support for sustainable basic education to public primary schools in Rorya District, Mara, Tanzania.

While the previous studies employed different research designs, population, and objectives. The current study employed a concurrent mixed method research design, using qualitative and quantitative approaches, with a focus on establishing the perceptions of parents and other stakeholders in implementing the Fee Free Basic Education policy for primary schools in Rorya District. Therefore, to the best of the

researcher's knowledge, this study is neither a duplicate nor a replicate of the previous studies. Therefore, to fill the gap identified, the researcher recommends the *TWE Project-Based Model: A Sustainable Fee Free Basic Education for Public Primary Schools in Tanzania* which emerged from the current study.

### **Theoretical Framework**

Cohen (1989) and Waisbord (2000) explain that theory or sometimes referred to as 'model' is a collection of concepts, constructs and propositions that explain the relationship that exists among them in a simplistic manner to explain and determine the outcomes of that relationship. Theory can also define and explain the problem as well as provide the bases of a given situation and the right solution.

This study was informed by Ecological Systems Theory (EST) and Transformational Theory of Educational Leadership (TT). The two theories complement each other. The Ecological Systems Theory embraces the perspective that community is a large system with several subsystems which make parts of the whole. On the other hand, Transformational Leadership theory focuses mainly on the function of the School administration on the role the administration plays in fine tuning the school operations in relation with the needs of the community.

Moreover, the school is a subsystem of the large system referred to as community. Therefore, the combination of the two theories explain better the critical aspect of the co-existence of both the school and community as they work together towards the common goal in support of public primary schools in their locality. Thus, for the purpose of this study, one theory could not adequately explain the central problem of this study.

## **Ecological Systems Theory**

Ecological Systems Theory focuses on the relationship between the parts, rather than reducing an entity into its parts or elements. The organization is considered as a system having integrated parts that must be coordinated for efficiency and effectiveness. This study was informed by Bronfenbrenner's ecological system theory, otherwise known as Human Ecology (Bronfenbrenner, 2005), which according to Siporin (1980), the ecological systems theory has become popular and is the preferred form of the systems models by community practitioners.

As early as 1970, Urie Bronfenbrenner known as the founder of ecological model, posited that reciprocate influences between individuals, families, groups, organization, and communities were the basis of this approach. In essence, the theory describes how human beings grow and change in the context of multiple systems; and how the reciprocal interactions with various systems can become long lasting processes with sustainable outcomes (Bronfenbrenner, 2005). This describes the synergetic relationship that exist between the rural community and the school which are the concern of the current study.

In a case study by Chikere and Nwoka (2015) they acknowledge the importance of Ecological Systems Theory approaches in the modern day organizations which exit and operate in the highly changing environment. The study posits that it is crucial to think of organization as a whole entity made up of parts that must work together to accomplish the objectives of the organization. In the case of the current research, an organization such as school, the authors categorize the parts into two: technical (academic/professional) and social (Teachers/Parents/Community/Pupils) and perceive that if a change occurred in one part of either category, it is bound to affect the whole organization. In the interest of the current study, the

implication is that between the community and the school in the community environment, if any change occurred for example on the teaching or learning process at school, it will certainly affect the community and vice versa. A change in some education policy, like fee-free education, affects the community in one way or the other. Similarly, when the community responds differently by participating or not participating in the demands for education supply, the effect is felt in teaching and learning process at school.

Unlike Weber, Taylor and Fayol who viewed an organization as a closed system, the work of Ludwing Von Bertalanffy as cited in Chikere and Nwoka (2015) document that organizations were like living things that need to operate in an open system in order to survive. Consequently, Bertalanffy's view became applicable to the modern organizations' situation. The environment or context in which school organizations operate are critical. This is because there is a reciprocal coexistence between the local community and the school organization; the two closely influence each other. Consequently, it is important to give consideration to stakeholder involvement, through collective design and implementation. EFA, as a system itself, is portrayed as unable to generate a partnership of equals or a culture of building collective confidence; therefore, it has not been a vehicle for achieving universal basic education. So, successful ecological systems embrace inclusivity of the other parts.

### **Transformational Theory**

James Mac Gregor Burns is known to be the founder of Transformational Leadership (TL) theory when he introduced the concept in 1978 (Burns, 1978). According to Burns, the transforming approach creates a significant change in the life of people and organizations. He theorized that TL could change organizational

culture. It restructures perceptions, values, expectations and aspirations of people and organizations.

Vanderheide (2017) observed that transformational leadership in schools was desirable at such a time when educational aims keep changing to suit the changing demands of the 21<sup>st</sup> century. It is deemed that, transformational leaders would accommodate the flexibility in their school objectives to facilitate the output of responsible educated whole citizens capable of serving their communities accordingly. Bush (2008) observes that transformational leadership assumes that there is consensus of interest and values by the leaders and staff; consequently, unity of achieving educational objectives by all stakeholders. Further, it assumes that harmonious relationship and convergence is inherent to the extent that it may genuinely lead to agreed decisions.

The transformational leadership theory, therefore, signifies the role that school administration plays in facilitating adaptability of the school to its environment, that is school and the local community environment. In order to maintain a successful school that is bound to benefit both the school and the local community, it is imperative to promote a healthy and harmonious understanding within the school as well as between the school and the local community and among all the parts that contribute to the positive development of the community.

### **Scope**

This study sought to explore community participation and perceptions on project-based support to public primary schools and their implications for sustainable basic education in Rorya District, Tanzania. Specifically, the study explored the perceptions of the parents, School Management Committee members and some designated government district officers, on aspects of interest to the researcher to help

answer the research questions as pertains to educational reforms and sustainability, community participation in project-based support to public primary schools, and the challenges faced in policy implementation; finally, to recommend a model suitable for rural communities' participation to guarantee sustainability in basic education for public primary schools in Rorya District, Mara, Tanzania.

The study captured a period from 2016 to 2018, the researcher was involved personally at every stage of the study. The data for the current study was gathered through questionnaires and face to face interviews which were conducted to individuals and to focused discussion groups, to some parents and to Ward Education Coordinators (WECs). The participants of this study were sampled conveniently, purposively and randomly. These included the District Executive Director (DED); the District Education Officer Primary (DEOP); the Ward Executive Officers (WECs), and the School Management Committee (SMCs) members of the selected schools. The participants for the focus discussion groups (FDGs) included the 8 WECs and the 6-10 parents of 4 randomly selected schools, one from each ward. The current study investigated Community participation and perceptions on project-based support to public primary schools, and the findings generalized to Rorya District.

### **Definition of Terms**

The terms are operationally defined based on the current study.

**Basic Education:** It refers to the education offered at the targeted public primary schools for the current study. Alternatively, it also refers to the quality education aiming to provide for the expected learning outcomes (skills, knowledge and attitudes) acquired by the learners at the completion of primary schools.

**Capitation Fee:** Means the fund allocated monthly by the Tanzania government to each student, for teaching and learning materials, for students enrolled in public primary schools in Rorya District.

**Community participation:** refers to parents, guardians or community involvement in education development activities to support education at the public primary schools in Rorya District, Tanzania.

**Community:** Used synonymously to ‘parents’ it describes the population at Rorya District in Tanzania.

**District Executive Director:** Used to describe the head of the paid service in the district authorities, appointed for Rorya District by the President under section 22 of the Local Government Service Act, 1982 of the United Republic of Tanzania.

**District Education Officer Primary:** Used to describe the officer at Rorya district level responsible to oversee the education affairs of all the primary schools at Rorya district, Mara, Tanzania.

**District Council:** Refers to Rorya rural district local government that advise and partner with the government on Rorya District matters.

**Division:** Means the four sub-divisions in Rorya District Council.

**Education:** Depicts the overarching agenda of SDG4 or the basic education as may apply to Rorya District in Tanzania.

**Education reforms:** Means policies that are discussed in the study as pertains to improvement of some educational practices, behaviors and activities.

**Fee-Free Basic Education:** Means setting free from paying school fees, the parents of the pupils who attended public primary schools in Rorya District.

**Fee-Free Primary Education:** Means the public service in education availed by the Tanzania Government for public primary schools in Rorya District, where parents are not expected to bear the burden of paying tuition fee for their children.

**Interventions:** Refers to the alternative strategy or approach to mitigate the challenges faced in providing expected teaching and learning environment as pertains to Rorya District.

**Knowledge:** Means the learners' ability to comprehend some concepts and principles expected by the end of primary school curriculum taught in public primary schools in Rorya District.

**Local Community:** Used to refer to all residents who co-exist with a primary school in a shared contextual setting.

**Model for community project-based support programs:** Refers to the most suitable approach proposed for the rural communities for sustainability in providing education for the rural public primary schools in Rorya District Councils of the United Republic of Tanzania (URT), as emerged from the findings and recommendations of the current study.

**Project-Based Support Programs:** Refers to community projects exclusive to support programs whose main aim is to back education sustainability while improving the community life.

**Public Primary Schools:** Refers to primary schools located in Rorya District, Mara, Tanzania. owned and operated by the Tanzania Government.

**Quality education:** Describes the teaching and learning that takes into consideration the successful learning objectives, processes, materials, and evaluation to attain the expected outcomes for public primary schools in Tanzania.



**Quality school:** Refers to a school with attributes that are supportive to teaching and learning process.

**School Management Committee Members:** Refers to the statutory committee members (The Head Teacher, 2 teachers, 5 parents, 1 local government leader, 1 Mayor of the area, and 1 local community representative) legally mandated to work as a go between the school administration and the local communities for public schools of Rorya District.

**Stakeholders:** Means all those who, in one way or the other, have a role to play or have an interest in the basic education delivery or in implementing Fee-Free Education as specified in the policy for the children in the public primary schools, in Rorya District.

**Sustainable Basic Education:** Refers to provision of supportable minimum level of educational skills, knowledge and attitudes to all pupils in public primary schools in Rorya District with assurance of continuity for a lifelong education.

**Value of Education:** Means the significance of education as perceived by the participants, based on criteria used in this study as pertains to the public primary schools in Rorya District.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

The purpose of this study is to investigate on how community participation and perception on project-based support to public primary schools and its implications to sustainable basic education in Rorya District.

This chapter contains review of theoretical and empirical literature taken from both local and international publications such as books, journals, research reports or theses, working papers, internet publications, and government publications as pertains to community-based development and education. The review of literature was done to source evidence that substantially portray similarities to inform the development of this study.

#### **Community Participation**

There are better prospects for development in education when parents and schools work together. Empirical findings show that community involvement in education positively correlates with higher academic performance and school improvement (Rout, 2013). Community involvement is enhanced when they perceive that school satisfy their needs. As early as two decades ago, the World Bank and the International Monetary Funds (IMF) initiated intervening policies in hope to mitigate the economic instability that imposed devastating problems to most governments including those of the countries in the sub-Sahara Africa (Daven, 2008; Hakielimu, 2017a). As a result many countries were forced to cut their development programs and sought to follow the Structural Adjustment Programme (SAP). Specifically, the countries were forced to reduce the social sector spending in order to reduce their budget deficits (UNICEF, 1990). The decline in resources emerged into serious

impacts on a number of social services delivery of different sectors (Daven, 2008). Education is one sector that suffered badly the repercussion of adjustment policies (Hakielimu, 2017a). Consequently, due to adjustment policies, there was an emergency of the poor people in the rural areas (World Bank, 2003). Hence, there unemployment and urbanization increased. Subsequently, the international community sought to introduce participatory strategy to development process and activities (UNDP, 2000).

In the work of Dongier et al. as cited in Mansuri and Rao (2004) described the significance of community participation as an instrument that increases: sustainability, efficiency and effectiveness, poverty reduction, more inclusive development, empowerment of the poor, and social capital. Also Berkes (2004) purports that when community development project objectives are marched with the objectives of education, and the perceived rural development meet the needs of the local community, then simultaneous development can be achieved. Moreover, it has been confirmed that social, economic and environment intervention activities of community-based development approaches have had positive impact among poor communities in the developing countries (Mansuri & Rao, 2004).

Mansuri and Rao (2004) posit that community development has revolved into quickest developing components and critical structures for channeling developments; Further, Katz and Valentine (2009) allege that it is the most renowned approach for community level interventions. Community participation derives from Community-based development (CBD) otherwise referred to as Community development with the primary objective of empowering communities.

The significance of community participation and education is seen in a reciprocate outcome resulting from the shared social environment as argued in the

work of the First President of Tanzania, Mwalimu Julius Kambarage Nyerere cited in Lema, Omari, Rajani (2005) purport that development and education are interrelated, and that the local citizens were the strength of poor countries in achieving appropriate development. Further, Lema et al. (2005) echo that “people were both the agents and the subject of their own development and also their education” (p.vi). According to Beider (2007) community participation at the local level, in policy and decision-making process, has been a crucial principle of government policy. Further, the importance of community participation in education decision-making process has long been emphasized as a sign of devolving power to the local level (Russell, Reimers, Mapp, Robotham, & Warren, 2009).

Phillips and Pittman (2009) describe the characteristics of community development as an outcome of physical, social, and economic improvement in a community; and a process that signifies the ability of communities to act collectively while increasing the ability to work together.

Some empirical research studies have shown how community project-based support programs have worked in sustainability of public service sectors such as health, forestry and environment. Some sources support the idea that collaboration and cooperation of all the stakeholders including local communities involvement in planning and implementation of policies is indispensable for reaching the SDGs by 2030 (Phillips & Pittman, 2009; UNESCO, 2015a; 2015b). Consequently, while there is difference of how to accomplish the objectives of education, Clark (2018) alludes to the inadequacy of strategies in addressing the demands of education for the 21<sup>st</sup> century. Figure 1 exemplifies the community development chain.

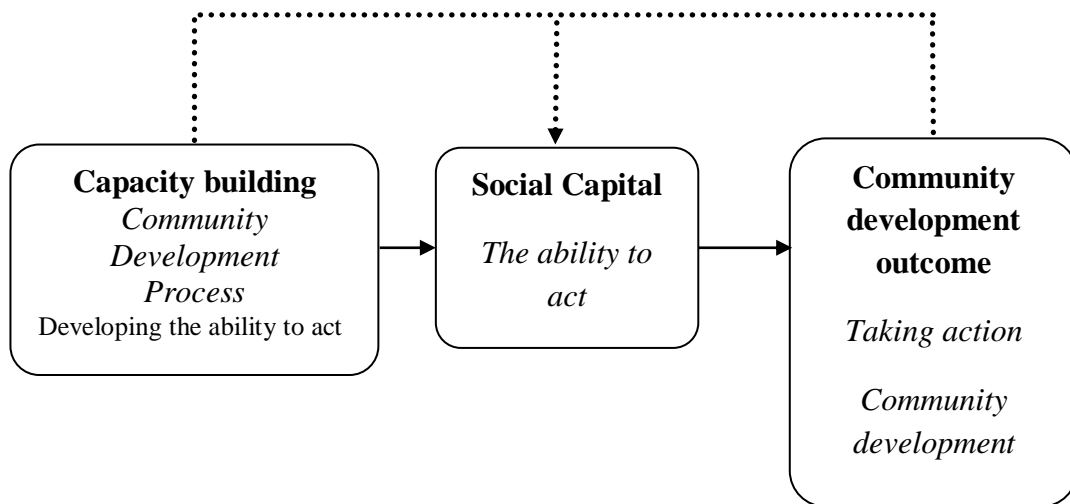


Figure 1. Community development chain. Source: Adapted from (Phillips and Pittman, 2009)

The solid lines show the primary flow of causality. However, there is a feedback loop shown by the dotted lines. Progress in the outcome of community development (taking positive action resulting in physical and social improvements in the community) contributes to capacity building (the process of community development) and social capital. Implications of Figure 1 to the current study is that it depicts the effect of the concept of community participation in project-based support to public primary schools.

Kimani and Kombo (2011) employing a case study research design, studied Kiambu District, Kenya on An Investigation of Community Participation in the Development of Schools and Income Generating Projects in Rural Areas in Kenya. The aim of the study was to find out the factors prohibiting community from participation. The study shade light on the worldwide perspective trend in the significant role that primary development beneficiaries play in rural development project planning and implementation process, in the developing countries; therefore, they find it important in encouraging their participation. To achieve that, proper

coordination and mobilization as well as encouragement of the rural poor people must be deliberately undertaken. The findings indicated some factors related to socio-economic, including marital status, level and source of income; while the others were safety and accountability, project related skills, quality of leadership, and gender dynamics. Those findings imply that successful projects must give extensive consideration on the contextual factors, both personal and social, needs in order to get support and sustainability from the primary beneficiaries.

In addition, Chirenje, Giliba and Musamba (2013) allege that communities are seen to be more efficient in development projects when they participate in decision-making processes, as managers or owners and not as implementers of policies issued by the government. The implication of this in the current study is that the local communities must be involved from the initial stage in planning and implementation of reforms that aim at meeting the needs and wants of the community. That way there will be increased responsibility and accountability among the community members who are being targeted to benefit from the reforms.

The work of Fafunwa as cited in Kingdom and Maekae (2013) recapitulate by defining education as “what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviors which are the positive values to the society in which they live” (p. 313). The definition given by Fafunwa suits to guide this study, and clarifies that the burden of educating children in the community is mainly the responsibility of the parents and members of the community in which they grow. It is the community to ensure inculcating their children with attitudes, skills, values and behaviors for the advantage of their society.

A successful example of a project-based support to school in a poorest neighborhood was by UNESCO (2015b) in 2004, the Egyptian non-governmental

organization with the support of the other interested stakeholders and some global development agents were able to establish 'The Spirit of Youth Association (SOY) School of a garbage collectors' community in Cairo, Egypt, whose core development scheme is the Recycling School for Boys. The aim was to boost the integration of practical knowledge (context resource both economic and environmental) in order to advance the community's education levels and to strengthen their recycling business. This approach has ensured accountability and sustainability of the community as both the objectives of the community members and those of the development agenda are reciprocally considered and served.

Ahmad and Talib (2015) observe that community empowerment was significantly related to sense of community that helped communities in improving the quality of their lives in Pakistan. Therefore, community empowerment and community participation in sustainable development reforms could change the way communities achieve the quality of life as well as improve education outcomes in the developing countries elsewhere. Consequently, CBD proves to be the favorable approach and means of building local capacity towards improving quality of life for the developing countries. The implication here is that community-based approach can yield positive outcomes in education among the poor communities.

Similarly, Dahlman (2015) posits that developing countries whose population is predominantly rural, need better strategies to deal with the emerging challenges, to be able to achieve sustainable development. The implication here is that the rural poor who make the majority divide of the population in the developing countries need a practical and ingenious strategy that suit their diverse situations and environment of communities. UNDP (2016) contend that those who are left behind must be empowered.

Parallel with that perspective, the Human Development Report of UNDP (2016) describes the problem of income inequalities as a chain reaction that influence inequalities in other scopes of wellness, and revolving as well. Sei (2016) purports that lack of community participation in development projects was attributed by low income and hence, inequality. In his study, Sei identified that a clear perspective of the socioeconomic profile of the community households, describe the capacity of the community to participate.

Further, improvement of a school especially in the rural area involves a number of factors, among which the impact of the context of the rural community always stands out (Carson, 1990). This concurs with Nzinga-Johnson, Baker and Aupperlee (2009) in that, parental involvement has been often associated with improved child performance, academic achievements, lower dropout rates, and more positive student attitudes.

Spires, Shackleton and Cundill (2014) stress that community development projects are bound to succeed if they are based on contextual specific resources critical to a given society (people, economy, and environment). Therefore, it is imperative that the community development objectives, program goals as well as the government policies are coordinated accordingly with the critical local context resources. This perspective concurs with Bukenya and King (2012) on the role of critical contextual factors on community involvement.

Spires et al. (2014) postulates that successful intervention results rely upon an all-around arranged Community-Based Adaptation (CBA) or mediation that thinks about logical specifics of helpless groups, and also powerful coordination and correspondence between the partners in charge of planning and actualizing the intervention. In reference to the case of community-based conservation, Berkes



(2004) purports that coordination between the objectives of both conservation projects and those of the targeted-community's well-being could be mutually accomplished if they are properly matched.

From the above cited examples, it is worthwhile learning from the different communities' involvements with workable practices in development projects of other public sectors. Consequently, this study intends to argue that the lives of the rural poor communities is likely to improve, achieve education sustainability and lifelong learning opportunities if community participation in project-based programs were well coordinated with education objectives, the local needs and available resources.

### **Project-Based Support**

One of the roles of the stakeholders is backing the projects that aim to support public primary schools to guarantee sustainability of basic education in Rorya District. Like "rights-based approach which is founded in the principle of participation, and empowering individuals and communities to promote change and enable them to exercise their rights and comply with their duties" (UNHCR, 2008, p. 16); project-based support is patterned after the similar principle of participation, empowering individuals and communities. This approach encourages change and facilitates the community to use locally initiated projects and comply with their responsibility to support public primary schools to guarantee sustainability of basic education.

Several studies have been done to assess the impact of community project-based in other sectors, including conservation of the forest; another study sought to evaluate the contribution of community-based resources in establishing tourist destination; and yet several studies sought to study the role of parents in relation to

students' or teachers' performance. We can draw lessons from the successful example as follows:

Mansuri and Rao (2004) describe that community development as a strategy for improving the lives of the people in the developing countries; however, in their review of the conceptual foundations and evidence on the effectiveness with evidence of the World Bank, it showed that community participation has not necessarily been effective in targeting the poor. Evidence show that they have been effective in community infrastructure, yet no empirical study has been conduct to established a causal relationship between any outcome and participatory element of a community-based development project.

Yet another study by Nkonjera (2008) sought to investigate community participation in rural domestic water development project in Mbeya, Tanzania, in which a total of 120 participants from six villages were interviewed through key informants and focus group discussions (FGDs). The findings showed that there was low level of participation in selected rural water development projects. The participants were involved in evaluation, problem identification, monitoring and decision making. The same study also identified factors that hindered community participation in the water project as: individual, technical and leadership related.

Kimani and Kombo's (2011) study sought to investigate the factors which may enhance community participation in the development of schools and income-generating projects in Kiambu District, Central Province of Kenya. The study comprised of schools and income-generating projects, selected in each of the seven divisions in the district. Among the projects selected were primary and secondary schools, youth polytechnics and income generating projects. The findings showed that socio-economic factors such as marital status, level and source of income had a

bearing on community participation in schools and projects aimed for income generation in the district. Other related factors identified were project-fund safety and accountability, project related skills, quality of leadership, and gender dynamics as well as government policies and guidelines seemed pertinent.

In a case study of El Salvador on Community-based tourism in developing countries, Lopez-Guzman and Sanchez-Canizares (2011) observed the opinion of the residents in order to develop a tourist destination; they integrated the contextual specifics: the hospitality of hosts, the remarkable ecology resources of the area, and the importance of the role of the residents. The local community envisioned the future benefits and they were willing to participate. They noticed that tourism development was inclined to create jobs and generate wealth for them as the accrued advantages.

Abu (2014) conducted a study in empowering local communities: decentralization, empowerment and community driven development. The aim was to carry out a comparative study where the governments in both Australia and Malaysia invested substantially in rural library services with the intention to promote development in the rural areas. The same explored on the relationship of library service and the communities in both the countries. Further, the study established that in Malaysia the services were mostly standardized and limited to children, while the information needs of the communities were not in any way being addressed. In Australia, unlike Malaysia, the community participation was great and the library services were supportive and responsive to their needs. The conclusion was that there is a need for a deeper understanding of the contextual factors or resources such as culture and community based development projects for achieving the intended development outcomes.

In yet another study, Oni (2015) studied community participation in rural development: catalyst for sustainable development efforts. The study sought to reveal that ineffectiveness of rural development initiatives in Nigeria was associated with lack of people's participation in the identification of problems, designing and execution of the development projects and programs. Further, the study examined the nature of socio-cultural and political factors which were critical for consideration in order to apply community participation method in planning and implementation of projects.

Communities in Rorya District in collaboration with other stakeholders need to engage in active participation of project-based activities that are responsive to the local needs to support the sustainability of basic education.

### **Value of Basic Education**

Basic education is an ongoing global initiative which is a revolving plan of governments providing funds to support education to ensure access and equitable opportunity for all; as well as ensure the completion of the basic education level as stipulated by UNICEF. According to World Conference on Education for All (1990) primary schooling was considered the central system of basic education for the children's education. Tanzania government shows its commitment to provide basic education as it has endorsed a clear system to facilitate educational activities. Through the system, each child is ensured of the benefit of education. The Ministry of education Science and Technology (MoEST), the system of education is managed and coordinated according to the policies sanctioned by the legislatures. According to Hakielimu (2017a) Tanzania's system of education is 2-7-4-2-3+. Children of age 7 to 13 are expected to be in primary school for seven years. At the end of the seven years, the pupils complete their primary education with the Primary School Leaving

Certificate. This examination does not lead to any certificate, but it provides the results based on which the grade seven leavers are admitted to secondary school level.

It is evident that when basic education plan is successful and children in the community take full advantage of basic education, the community would equally be benefitted. According to Watt (2001) schools in the community are meant to fill needs that the government is unable to meet, accommodating the concerns, needs and interests of communities in education planning and management can help to generate strong demand for education, and improve enrolment, attainment and achievement. Oyunge (2015) concurs that primary education correctly delivered would enable the learners to realize their full potential in their areas of study and participate meaningfully in the society.

From the perspective of Ecological System Theory, school is a complex system that operates in interaction within a multifaceted environment. All the parts in the complex system depend on each other to improve the quality of life for citizens in a community (Bronfenbrenner, 2005). A study in Thailand provides an example of a lesson based on an experiential community-based approach that lead to effective participation, responsibility and discovery. The school children at the community forest project, together they put up a seedling project as a result of work taking advantage of linking community and school resources. The grades 5 and 6 students and the community both enhanced their appreciation of the ecosystem that surrounds them as well as the forest management in their community environment. Rightfully, UNESCO (2002) describes schools as the heart of communities where the whole community benefits from.

Basic education can only succeed with active facilitation of community participation. The significance of community and education is seen in a reciprocate

outcome resulting from the shared social environment as argued in the work of the First President of Tanzania, Mwalimu Julius Kambarage Nyerere cited in Lema, Omari, Rajani (2005) purport that development and education are interrelated, and that the local citizens were the strength of poor countries in achieving appropriate development. Further, Lema et al. (2005) echo that “people were both the agents and the subject of their own development and also their education” (p. vi).

According to Kingdom and Maekae (2013) reiterate in their study, the Humanists perspective that “The function of education is to develop the natural potentialities in the child to enable him function in the society according to his abilities, interests and needs.” The implication to this study is that without education, people will be deprived of development. Basic education aims to build, develop and strengthen human capital for the developing countries.

Basic education takes place in a conducive environment of a school in a community, hence, a quality school in a community is a valuable entity for the local environment. Finucan’s work, as cited in Robinson and Green (2011) observed that in a case of Madison, community well-being improved because of the quality school in the community. The Madison community initiative of new residents to their community was successful as they persuaded new residents on the bases the local quality school in community and with the support of other external stakeholders. In addition, Gibbs, as cited in Robinson and Green (2011) purports that while public school educate individuals, but the benefit spills over to the labor force of the local and state economic affordability. Moreover, Robinson and Green (2011) argue that educating a number of community young people with skills and knowledge, they increase the capacity of community’s future productive adults.

Basic education like other global education initiatives will thrive in matching the local needs and resources. Carm (2013) argues that educational reforms target the resources available both internal and external, embedded in existing educational structure and satisfy the local choices and needs, for the benefits of individuals and societal benefits, are bound to succeed because they contribute to increased learning, sustainability and lifelong learning. The implication here is that while educational policies aim at improving practices and delivery of education, if they are developed with the needs and the involvement of community in mind the value of education extends beyond school environment to individuals and community at large.

Other values of basic education can be seen in the words of, Kingdom and Maekae (2013) that education plays the role of nurturing and empowering children to unleash their potential to be productive in the society. The work of Fafunwa as cited in Kingdom and Maekae (2013) defines education as “what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviors which are the positive values to the society in which they live” (p. 313). Developing countries would find basic education valuable for improving the life of the poor communities. Consequently, Dahlman (2015) argues that developing countries whose population is predominantly rural, need better strategies to deal with the emerging social, cultural and economic challenges, in order to be able to achieve sustainable development.

UNESCO (2015a) purport that education has been highly prioritized at both national and international forums as the global development stakeholders acknowledge the value of education in development. They advocate that it is the main change agent and outcome that can guarantee sustainable development; while on a

different note, those in extreme poverty will be the hardest to reach. The implication here is true to the value of basic education in Tanzania.

Another value of basic education is the opportunity for acquiring skills and knowledge. Mwaura and Ngugi (2014) observe that skills and knowledge that an individual is able to acquire through formal or informal education are necessary for carrying out tasks and thus enhance their work performance. In similar perspective on the value of education, primary education has been recognized globally in its capacity to enhance productivity and creativity among the least educated people (UNDP, 2015). This is the foundational stage of human development to literacy, and most governments are currently working to provide equitable and quality education for all (URT, 2015a; 2015b; & 2016).

### **The Advantage of Fee-Free Education**

Educational reform policies all over the world seek to extend the equitable and quality education to the rural communities. Kattan and Burnett (2004) observe that a study by the United Kingdom's Department for International Development (DFID) of Bangladesh, Nepal, Sri Lanka, Kenya, Uganda, and Zambia revealed that education spending takes a huge portion of household basic resource expenditure, one-third to one-half in Ghana and Ethiopia, respectively. The given outlook has all the indicators that are inhibitive to the objectives of fee-free education policy, subsequently impedes the community from maximizing the benefit of the laudable education policy.

Kingdom and Maekae (2013) observe that the development of any nation is measured after its quality of education. It justifies the distress of the global development partners concerning education, particularly, in the developing countries. Abuya, Admassu, Ngware, Onsomu, & Okech. (2015) argued that there was substantial increase of school enrollment in the sub-Saharan African countries.



Further, the need for the teachers' attitude and proper implementation of the policy would determine its success and sustainability.

“Fee-Free Basic Education” as referred to in the Tanzania’s Education Circular No 5 (URT, 2015a) and 6 of 2015 (URT, 2015b) as well as Education Circular No.3 of 2016 (URT, 2016) provided the guidelines to ensure that primary education was free. The policy stipulated the removal of all types of fees and contributions (Hakielimu, 2017a). This move set out the beginning of the implementation of fee-free basic education by January 2016.

It is for this reason that the Tanzania government has committed itself to enhance provision of education, in order to increase sustainability in equitable and quality basic education. Hence, the government provides funding through development grants and capitation, while the parents are required to participate through shared costs as itemized in the government circulars (URT, 2015a; 2015b & 2016).

According to the aims of fee-free basic education policy, school fees is just one aspect of the FFBE program. The other aspect is to ease the poorest households’ burden and offer equal opportunity for all children of school age, to access formal schooling and to enjoy the benefit of equal human rights to quality education (Hakielimu, 2017b).

Because developing the human capital of a nation is primarily the responsibility of the national government, to address the issue of inequalities and low quality of education and the public education services in the country, the Tanzania’s Ministry of Education Vocational and Training (MoEVT) has been mandated to ensure and empower all citizens without exclusion of any section, to access equitable opportunities to education (Magombeyi & Odhiambo, 2016). Schools are registered,

infrastructures are developed and inspected among other roles (MoEVT 2015 cited in Magombeyi & Odhiambo, 2016). Moreover, Tanzania government has currently committed itself to provide Fee-Free Basic Education from pre-school to lower secondary school level through shared responsibilities with the local communities. Contemporary empirical literature has shown that enrollment has increased tremendously (Abuya, et. al.,2015; Oyunge, 2015& Hakielimu, 2017a). However, subsequent developments have ushered in a complex trap of issues that are economic and social in nature, and they are obstructing the national education reform objectives. The impact is increasing inequalities and low quality of education as well as disparities, particularly among the majority of the citizens located in the rural areas (URT, 2015a; 2015b & 2016, Hakielimu, 2017a).

A survey in Tanzania by Hakielimu (2017a) indicated that free education policy has been celebrated by parents and the poorest members of the communities because it has seen all the children, without discrimination, enrolled in school. However, some stakeholders have shared their sentiments on the negative side of this policy as favoring the parents without considering the teachers who are poorly remunerated for the hard work and difficult working environment (Hakielimu, 2017a). Nevertheless, Fee Free Education policy has not been a solution to the issues of equity and quality education in Tanzania. This study recommends a framework of community participation in education development programs in which community members will take an active role to ensure sustainable implementation of Fee Free Basic Education policy

### **Community Participation in Development Programs for Education**

Community participation in development programs for education is a crucial strategy to contributing to equality and quality education. Pandey (1981) alludes to a

similar perspective in that community development programs as outcome driven approaches essential to distributing responsibility and resources while involving the stakeholders. While referring to the case of community-based conservation, Berkes (2004) purports that coordination between the objectives of both conservation projects and those of the targeted-community's well-being could be mutually accomplished if they were properly matched. On a similar note, in the work of Dongier et al. as cited in Mansuri and Rao (2004) alludes to community participation as an instrument that increases: sustainability, efficiency and effectiveness, poverty reduction, more inclusive development, empowerment of the poor and social capital. This implies that through community development projects participation, there would be a long lasting solution to some community needs such as the support to public primary schools which would lead to sustainability in basic education.

According to Khan, Kurosaki, and Miura (2011) a study was carried out in Pakistan in order to assess the effectiveness of community-based development in poverty reduction, considering the unique characteristics of women groups whose villages were members. The community-based association (CO) programs were aligned with their needs specific profile. The findings confirmed a correlation that the family units in COs member villages had a tendency to perform superior to those from non-village member families with respect to ladies empowerment and children's school enrollment among others.

Community participation can take different approaches at different levels depending on a given situation. On improving public service delivery, at a meeting convened in Alma-Ata, USSR, in 1978, World Health Organization (WHO) focused on the significance of cooperation of the community in extending primary Health care

human services. Likewise, in their projects, UNESCO has been known to include the recipients and different partners in their improvement programs, since 1970s.

Carm (2013) in the study aimed to re-conceptualize the Education for All in a broader contextual perspective, two case studies were analyzed to describe how the wider stakeholders involvement through collective participation and implementation resulted into innovative and educational change that lead to relevant sustainable knowledge acquisition and improvement at personal and community levels. Carm (2013) further purports that successful educational reforms that contribute to increased learning and sustainable and lifelong learning must target individual and societal benefits connected to available resources external and internally, embedded in existing educational structure and satisfy the local ranges and needs. Consequently, it implies that, while seeking to improve the personal and community levels, the community can propose the projects that they deem viable to implement in order to enhance their capacity to support the demands of providing basic education for their children.

Successful community in development in some program will require mind change and repositioning of individuals and community disposition. Spires et al. (2014) postulates that successful intervention results rely upon an all-around arranged Community-Based Adaptation (CBA) or mediation that thinks about sound essentials of helpless or poor groups, and also powerful coordination and correspondence between the partners in charge of planning and actualizing the intervention.

Ogbu as cited in Schnell and OAPEN Foundation (2014) expand that in case resources and diverse forms of capital are unequally dispersed, educational inequalities will show up. It has been documented that when educational significant resources and the forms of capital are extremely correlated with the parents' social

class, both points of view would potentially explain education inequalities in the sociology of education. The implication here is that in a situation where sources of income and levels are diverse, like in the rural setting, the inequalities will stand out, that fact that has affected the support of public primary education in rural communities. Community projects will ensure even distribution of resources to enable even the poorest in the community to support their children sustainably.

Schnell & OAPEN Foundation (2014) assert that the experts in sociology of education have identified families, peers, and teachers as most intervening factors, while family or parents are inclined to exert enormous impact on their children's educational attainments. Further explanation, Sociologist Pierre Bourdieu; and Bourdieu and Passeron cited in Schnell and OAPEN Foundation (2014) use the term "economic capital" when discussing inequalities in material resources in the social class. The social class perceive the cost of continuing in higher education greater for children from working class than for those from non-working backgrounds. This perspective considers inequalities measured according to availability of material resources associated with social status such as financial. The implication for the current study is that, there will be a variation from one community to another, given their available resources and the programs they are able to initiate in order to support the public primary schools in each community.

However, Dahlman (2015) and UNESCO (2015a) posits that developing countries with such a large population of approximately 60% or more who live in the rural areas, need improved strategies to deal with the emerging challenges, for them to be able to achieve sustainable development. That has an implication for the current study. Community participation in project-based support to public primary schools is

bound to be a sustainable alternative strategy to achieve sustainability in basic education.

UNDP (2016) observes that in order to maintain human being wellness, community-based development (CBD) programs are fundamental routes to change the development status quo. Some contemporary body of literature is in harmony that community-based development (CBD) is a widely popularized approach that has proved functional over the years by communities to achieve expected development outcomes among the poor communities (Gumus, 2014, Juma & Onkware, 2015; Makinde, 2005). Additionally, lessons from the past experience in Education for All (EFA) and the Millennium Development Goals (MDGs), inform UNESCO (2015c) of the overdue change of strategies that is needed for all stakeholders' participation, collaboration and cooperation with local communities, in hope to achieve the expected outcomes in education by 2030.

### **The Role of Community for Sustainability in Basic Education**

Understanding the views of basic education justifies the role of community for education. UNESCO (1996) provides that “Basic education is the first step in attempting to attenuate the enormous disparities affecting many groups – women, rural populations, the urban poor, marginalized ethnic minorities and the millions of children not attending school and working” (p. 118). From this understanding, the rights to education have since been seen to span from basic education to lifelong learning (UNESCO, 2000). It means that basic education is for the good of the community at large, particularly to provide the support of all the marginalized groups to enjoy their human rights.

The international community recognizes community participation as a dependable strategy to mitigate the inequalities and disparities among the groups of the poor people who have not benefitted from development programs (UNDP, 2016). Community has a vital role to play in the development of their own communities for example in providing support for their children's basic right to education as stipulated in Article 26 (1) "Everyone has the right to education. UNESCO (2015a) observes that the current strategy toward achieving the objectives of Basic Education and consequently the education goals by 2030 may not be possible. Therefore, the new perspective of a workable strategy is to engage the participation of all stakeholders through partnership and collaboration. Hence, local community has a vital role to play in the development of their own communities. On a similar note, Makinde (2005) reiterates that the effect of human resource is critical to achieving educational objectives.

Bruns, Filmer, and Patrinos (2011) conducted a study in Indonesia which indicated that the community's level of awareness of their role in education was capable of warranting that responsible teaching and learning and educational aims and objectives are being met. In addition, the school board constituted of the school heads, teacher, parents and students, would ensure education performance, enhanced services, and that actual learning seen both at school and away from school (Bruns et al., 2011).

The Ghana experience also is an example of the role of community participation in a development program in which Myers (2016) advocates that Community-based forestry management (CBFM) with policies and projects that fused community-based involvement and decision making facilitated equitable and sustainable forestry management.

A very close relationship exists between community and education such that education has the potential to control whether or not the sustainable development targets will be achieved by 2030 (UNESCO, 2015a). Therefore, how schools adjust to environmental pressure for change and the strategies that fit at the school/local community level has always been important (Carson, 1990).

Bukenya and King (2012) assert that both contextual difficulties and inadequately planned strategies and approaches, unfit for the given contexts, stifled government initiated social responsibilities and accountability. As the community and parents do play their part, they coordinate with the schools in the community to achieve the purpose of basic education for their children. School administration play a crucial role in facilitating the teaching and learning environment in order to obtain improved educational outcomes. According to Mestry (2017) school heads lack preparedness to handle the challenges of school leadership position; and hence they are ineffective. The study which employed qualitative research design investigated fifteen principals on the importance of professional training prior to taking office. The findings concluded that in South Africa there was a critical need for education authorities to provide prior training for the prospective heads of schools to be able to handle their work and increase their effectiveness.

Sifuna& Sawamura(2010) and Yimer (2012) cite an example of low parental/household commitment. They concur that in the Sub-Saharan African countries, the poor households' parents withdrew their children and youth from school due to increased inequalities and the compromised quality of education as a result of the escalated shared cost required cost. Torres as cited in Carm (2013) state that geographically, education was unable to meet the desired objectives and points to EFA as a 'system failure' especially in the rural areas. However, Bukenya and King



(2012) purport that contextual difficulties and a failure to design strategies and approaches that are suitable for such contexts are bound to affect the achievement of the intended development objectives. For example, on the effect of geographical or poverty constraint, UNESCO (2015b; 2015c) projects that during the post-2015, millions of the poor children would remain globally out of school.

Oyunge (2015) conducted a study in Moshi Rural District which contends that while Tanzania's Basic Education policy is to provide quality education to all, however, it was clear that the glaring constraining factors such as excessive class capacity, lack of inclusiveness, and hostile school environments interfered with the intended outcomes. He further urges the government and the development partners supporting primary school to review their priorities and strategize better for more effective facilitation of the objectives of the Basic Education policy.

The work of Fafunwa as cited in Kingdom and Maekae (2013) recapitulate by defining education as "what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other behaviors which are the positive values to the society in which they live" (p. 313). The definition given by Fafunwa suits to guide this study, and it makes clear that the burden of educating children in the community is mainly the responsibility of the parents and members of the community in which they grow. It is the community to ensure inculcating their children with attitudes, skills, values and behaviors for the advantage of their society.

Literary evidence contends the education predicament and dissatisfactions of the developing countries. Tiongson (2005) purports that the reforms of the 1980s aimed to increase access and equity in education and improve the quality of education in many developing countries; yet, the work of Global Monitoring Report (GMR) as cited in Carm (2013) exhibits how education inequalities have become a worldwide

concern. Sifuna & Sawamura (2010) and Yimer (2012) concurs that education in the Sub-Saharan Africa has increasingly suffered inequalities and compromised quality, particularly among the poor households. Torres as cited in Carm (2013) state that geographically, education was unable to meet the desired objectives and points to EFA as a 'system failure' especially in the rural areas. Similarly, UNESCO (2015b; 2015c) alluded to the escalated number of out-of-school children, when globally considered, during the post-2015.

Several scholars have conducted various research studies in community development and education in the developing countries. Sifuna & Sawamura (2010); Carm (2013); Oyunge (2015) concur that lack of adequate involvement of the local communities in education has contributed a great deal to the negative educational outcomes. Further, Carm (2013) reiterates that successful educational reforms that contribute to increased learning and sustainable and lifelong learning must target individual and societal benefits connected to available resources, both external and internally, embedded in existing educational structure, and satisfy the local choices and needs. In the case of education in Rorya District, no known study has been conducted to establish the authenticity of such a claim, and to be able to come up with empirical findings pertaining to community participatory explanation.

Spires et al. (2014) postulates that successful intervention results rely upon an all-around arranged Community-Based Adaptation (CBA) or mediation that thinks about logical specifics of helpless groups, and also powerful coordination and correspondence between the partners in charge of planning and actualizing the intervention. In reference to the case of community-based conservation, Berkes (2004) purports that coordination between the objectives of both conservation projects

and those of the targeted-community's well-being could be mutually accomplished if they are properly matched.

While there may not be doubt over unanimity on the effectiveness of community involvement in development projects such as education, on the other hand there is growing empirical literature that indicates the contrary. It has been observed that there is little or no participation at all, of the rural communities in the implementation of policies on education sector; hence, lack of support from local communities in implementation of government initiated reforms in education. Citizens reported that lack of parental participation in their children's education is the most serious problem facing FFBE policy implementation in Tanzania. For the past two decades such initiatives would frequently be associated with negative outcomes (Fhika, J, 2015; Gumus, 2014; Hakielimu, 2017a; Matete, 2016).

It is clear that developing the human capital of a nation is primarily the responsibility of the national government; therefore, to address the issue of inequalities and low quality of education and the public education services in the country, the Tanzania's Ministry of Education Vocational and Training (MoEVT) has been mandated to ensure and empower all the citizens without exclusion of any section, to access equitable opportunities to education. Schools are registered, infrastructures are developed and inspected among other roles (MoEVT 2015 cited in Magombeyi & Odhiambo, 2016). However, subsequent developments have ushered in a complex trap of issues that are economic and social in nature, and they are obstructing the national education reform objectives. The impact is increasingly inequalities and low quality of education as well as disparities, particularly among the majority of the citizens located in the rural areas (URT, 2015a; 2015b & 2016, Hakielimu, 2017a). The introduction of FFBE is a typical scenario of the effects of

education reforms' which lead to an upsurge of enrollment. From grade 1 to grade 7 the increase of 5.1% equivalent of 8.22 million in 2014 to 8.63 million in 2016 (PORALG, 2016). Consequently, given the above situation, children from the poorest households in the rural areas are pushed to remain illiterate and the community as a whole challenged both economically and socially; the quality of education and quality of life of those communities are threatened.

## **Challenges Facing the Stakeholders' Implementation of Fee-Free Basic Education**

Challenges facing the stakeholders in implementing education policies are enormous. The work of Global Monitoring Report (GMR) as cited in Carm (2013) exhibits how education inequalities have become a worldwide concern. Tiongson (2005) posits that the reforms of the 1980s aimed to increase access and equity in education and improve the quality of education in many developing countries.

There are various barriers that discriminate some communities' children from getting the full benefit of education. Crul and Vermeulen (2003, 2006) cites one such example of Turkish immigrants' children, the largest in north-west Europe. It has been observed that those who suffer the most are the majority of the children; while the few advantaged who are favored by the environment enjoy the full benefit of education they get from their parents.

Similarly, challenges have been reported pertaining to other countries, for example, Akyeampong (2009) posited that like Ghana, initially the enrollment grew gradually; but after the 1995 introduction of Fee-Free Education with the promise of Education for All by 2005, Ghana's Education system started declining and the implication was low-educational inputs that did not match the outputs.

Further, Oyunge (2015) concurs that some of the constraining factors that interfered with intended educational outcomes included lack of inclusiveness, hostile school environment and class capacity. These factors commonly glare among primary schools located among the poor communities in the rural areas. Simmons (2012) concurs that poverty has been one of the challenging factor in achieving access to education and learning outcomes. Yet, Torres as cited in Carm (2013) state that geographically, education was unable to meet the desired objectives and points to EFA as a ‘system failure’ especially in the rural areas.

Challenges may be classified by different sources in diverse categories. For example, Oakley’s work as cited in Fhika (2014) identifies three categories as (a) Structural, (b) administrative and (c) social barriers. Structural barriers are complex and systemic with control in decision, monopoly of resource allocation and information, and disoriented from people’s participation synonymous to top-down approach. Administrative barriers are bureaucratic in nature and constraining the freedom of decision making. Mestry (2017) concur with the findings in South Africa that lack of prior training for the heads of schools by the education authorities hamper the school heads efficiency and ability to handle their work. On a similar note, UNESCO (2015b; 2015c) projected that during the post-2015, millions of the poor children would remain globally out of school. In circumstances such as described here, they reflect identical situation of experience in the rural poor communities in Tanzania, such as Rorya district, Mara, Tanzania.

Dustmann, Frattini and Lanzara; and Heath et al. as cited in Schnell and OAPEN Foundation (2014) also note that even with compulsory school, the second-generation Turks, they inclined to high dropout or repeat grades, lower school attainment rates, and generally lower levels of access to higher education.

Some scholarly studies on community development and education in the developing countries are in agreement that lack of adequate involvement of the local communities in education has contributed a great deal to the negative educational outcomes (Sifuna & Sawamura, 2010; Carm, 2013; Oyunge, 2015). Further, Carm (2013) reiterates that successful educational reforms that contribute to increased learning and sustainable and lifelong learning must target individual and societal benefits connected to available resources, both external and internal, embedded in existing educational structure, and satisfy the local choices and needs. In the case of education in Rorya District, I have not encountered a study that has been conducted to establish the authenticity of such a claim, and to be able to come up with empirical findings pertaining to community participatory explanation.

While there may not be doubt over unanimity on the effectiveness of community involvement in development projects such as education, on the other hand there is growing empirical literature that indicate the contrary (Fhika, 2015; Gumus, 2014; Hakielimu, 2017a; Matete, 2016). It has been further observed that, in some cases, there is little or no participation at all of the rural communities in the implementation of policies of education sector; hence, lack of support from local communities in implementation of government initiated reforms in education. As a result, for the past two decades, such initiatives would frequently be associated with negative outcomes (Fhika, 2015; Gumus, 2014; Hakielimu, 2017a; Matete, 2016).

The scope of basic education includes pre-primary, primary, and lower secondary school education. In recent years, Tanzania has committed to provide 'Fee-Free Basic Education' (FFBE) which aims "at freeing families from any school fees and contributions for children in pre-primary, primary and ordinary level secondary schools" (Hakielimu, 2017a, p. 5). It suggests that financing education at

those levels will be by the government through capitation and development grants. It was made clear that “each school will get 100% of the required capitation for attainment of learning materials, payments of school bills, and schools’ infrastructure” (Hakielimu, 2017a, p. 5). Basically, the government aims at extending opportunity for the children from the poor households to enjoy equitable and quality education as their constitutional human right (URT, 2015a; 2015b).

Due to its economic, social and political benefits in development, education has taken top priority on development agenda both at national and international level. Adan and Orodho (2015) observe that many countries such as Britain, USA, Canada, Sweden and Egypt long embarked on offering free education. Sub-Saharan countries such as Nigeria, Uganda, Kenya and Tanzania, just to name a few, have also committed to provide fee free education (Adab & Orodho, 2015). The United Nations sees this move as a global corporate approach to address future development challenges in education sector (UNESCO, 2002).

As a result, various developing countries have committed the government resources to increase equality and quality education in order to improve the quality of life for the citizens. However, enormous challenges keep looming around the implementation of the government given policies thus defeating the main objective of the Free Basic Education (Paraide, 2015; Hakielimu, 2017a & 2017b).

United Nations (2015) considering the extent to which the millennium goals had been met, identified more challenges than achievements in the poor countries, particularly in the Sub Sahara Africa. Evidence from the findings of various empirical studies of various countries in the region focusing on diverse factors, confirmed similar results about the alleged state of the poor countries (Chimombo, 2005; Fhika, 2015; Gumus, 2014; Hakielimu, 2017b; Matete, 2016).

In studies that assessed how effective the implementation of the Fee-Free Basic Education policy was meeting the needs raised in education, Hakielimu (2017a) indicated there were more issues with the implementation, including increase in inequality and compromised quality of education, particularly among the poorest. It was perceived further that the policy assumes level ground for all the children in the country without consideration of the context factors diversity. Due to inadequate resource to fund the free education, challenges intensified and therefore, there was a recommendation to review the strategy that could make a positive impact in education among the neediest households who were mostly affected (Hakielimu, 2017a).

For the purpose of the current study, the challenges considered are categorized in the following groups:

### **Attitudes or Beliefs**

A perceived exclusion can be a factor in implementing fee free education. Berkes (2004) purports that when community development project objectives are marched with the objectives of education, and the perceived rural development meet the need of the local community, then simultaneous development will be achieved. According to Chirenje, Giliba and Musamba (2013) advocate the idea of participatory inclusion of communities in decision making for planning and implementation development project policies.

It has been observed that there is little or no participation at all, of the rural communities in the implementation of policies education sector; hence, lack of support from local communities in implementation of government initiated reforms in education. For the past two decades such initiatives would frequently be associated with negative outcomes (Fhika, J, 2015; Gumus, 2014; Hakielimu, 2017a; Matete, 2016).



Children from poorest communities, especially those from the rural areas have been withdrawn from school due to several reasons related to attitudes and beliefs held as cultural and norm in the community. The belief that education was not important for girls and women influenced low enrollment and dropouts of girls unlike their boys counter parts. Further, a substantial number of students could never proceed to secondary school level, and an increased number of youth had no mastery in 3Rs after completion of Secondary School. As a result, communities perceived attending school as worthless and waste of time and resources (Hakielimu, 2007a).

### **Lack of Awareness**

Makinde (2005) in his study on Problems of policy implementation in developing nations: The Nigerian experience, alludes to communication as one of the crucial factors, among others, that affect negatively the implementation. Makinde claims that effective policy implementation is possible through communication that transmits to the implementers the clear, consistent and accurate information.

According to Spires et. al (2014), based on a systematic literature review investigation, the context-specifics barriers were predicted, and that the most prevalent barriers among them were related to poor coordination, lack of relevant information, as well as ineffective communication between stakeholders involved.

A qualitative study that was conducted by Hakielimu (2017a) in several districts, both urban and rural, in Tanzania ascertains that the manner in which funds were received by the schools and how they are to be used, posed a major challenge. Heads of schools were not clear with the government's directives on that respect. Further, the findings indicated that due to lack of clear communication by the government to the other stakeholders of Basic Education as well as mixed and contradictory information relayed by some reputable government officers gave to

misleading instructions/directives. As a result, parents believed the government was to bear every part of the cost for each pupil's education. Therefore, they decided to refrain from making any contribution for their children's education. This phenomenon created a bottle neck and caused huddles in the implementation of the fee-free education policy in Tanzania (Hakielimu, 2017a).

## **Social Statues**

Kattan and Burnett (2004) observed a study of Bangladesh, Nepal, Sri Lanka, Kenya, Uganda, and Zambia that was conducted by the United Kingdom's Department for International Development (DFID), which revealed that education spending was only next to food expenditure. The poor communities see schools, teaching and learning as a responsibility to be carried out by professionals, but since the poor are largely uneducated, they should not participate.

At times the poor communities are threatened from getting involved due to their level of exposure and professional or technical understanding, therefore, they are limited in their capacity from full participation. Khwaja (2001) as cited in Mansuri and Rao (2004) remarks that the community-managed projects were found to be better than the local government-managed projects. Moreover, efficiency decreased in project management when the communities were involved in technical decisions than when involved in non-technical decisions.

According to the aims of fee-free basic education policy, it is meant to give equal opportunity for all the children of school-going age to be able to enjoy equal access to school and to benefit from quality education (Hakielimu, 2017a). However, sources suggest that fees constitute a significant portion of household expense for primary education among the poor families in the Sub-Saharan Africa. It ranged from one-third to one-half in Ghana and Ethiopia, respectively. This fact has a bearing on

the capacity of the poorest in the rural districts to participate as expected in cost-sharing.

Some other challenges related to inadequate resources as a result of the sudden increased enrolment were identified as low execution rate of the budget and overall limited capacity of the education sector to absorb the demand. This situation has some implications on improving the learning outcomes both directly and indirectly, in terms of the poor learning environment; inadequate or insufficient buildings and desks as well as lack of teachers' houses; lack of qualified teachers, large and oversize enrolled classes (Mwesiga, 2017; Hakielimu, 2017).

### **Inadequate Resources**

Chimombo (2005), in the study conducted in Zambia, alludes to the issue of out-of-school children and dropout cases. They were rampant in a Sub-Saharan Africa country. The progress in increased enrollment was seen as the major cause even of school incompleteness. However, over all, it was deduced that there were many factors involved. Hence, evidence showed that the strategies needed to deal with schooling problems will have to vary and be country specific. The implication of this in the current study is that there are other contextual factors, that tend to be geographical, social economic or environmental, that are bound to affect the implementation of fee-free education policy.

The World Inequality Database on Education (WIDE) as cited in UNESCO (2015a) confesses that enormous disparities have thrived at the expense of the most disadvantaged groups; and it emphasizes the urgency for governments and other stakeholders to take critical consideration of such groups during policy making and resources distribution. In a study conducted in primary schools in Tanzania, Matete (2016) found that there were critical shortages of latrines, desks, classrooms and

teaching and learning materials. The shortage is attributed to the over enrollment as a result of FFBE policy implementation demand.

In the work of Sumva and Katabaro (2014) and URT/BEST 2001-2013 as cited in Mwesiga (2017) conducted a study in Dodoma and cautioned the country of the danger of losing educated and effective labor force due to inadequate resources. Two factors were identified, first attrition rates in primary education where enrolment remained 90 percent while only 54 percent completion rate was recorded especially among the lower income and female-headed households (Mwesiga, 2017). The implication in this respect is that the national education goals such as Fee Free Basic Education could successfully be realized if the rural communities in Tanzania participated actively in education development projects. In return, teaching and learning environment would be improved; consequently, community facilitation of Fee Free Basic Education and increased completion and literacy rate.

Inadequate resources have also been the experience in Tanzania (Hakielimu, 2017b). The study further describes the Tanzania profile where it was observed that the capitation grant for 2016/2017 budget fell under by 50%, donors pledges equivalent to only 46.7% were honored by March 2017, while 80% of the participants across categories concurred that there was a reduction on parental direct contribution to education costs such as school fees, even though they were still expected to contribute through school uniform, school books, breakfast and lunch food for their children at school, etc.

The implication in this respect is that the national education goals such as Fee Free Basic Education could successfully be realized if the rural communities in Tanzania participated actively in education development projects. In return, teaching and learning environment would be improved through their support. Consequently,

community facilitation of Fee Free Basic Education and increased completion and literacy rate would increase.

Some other challenges related to inadequate resources as a result of the sudden increased enrolment were identified as low execution rate of the budget and overall limited capacity of the education sector to absorb the demand. This situation has some implications on improving the learning outcomes both directly and indirectly, in terms of the poor learning environment; inadequate or insufficient buildings and desks as well as lack of teachers' houses; lack of qualified teachers, large and oversize enrolled classes (Hakielimu, 2017b).

### **Inadequate Training**

Yussuf (2016) posits that despite the laudable improvements in school enrolment, challenges including congested classrooms, limited facilities and shortage of qualified teachers pertaining to implementation of the Free Education Policy had potential implications on educational outcomes.

Matete (2016) noted that the dire shortage of teachers in the schools of her study, both in Dar es Salaam and Mbeya, posed apprehensions among the teachers who participated in the study. The situation raised concerns pertaining to the rationale for teachers' accountability of pupils' performance. Currently, while the trend of hiring untrained teachers is a thing of the past, shortage of teachers in public schools as well as unqualified school administrators continues. The government through Ministry of Education authority, therefore, is obliged to train and hire more teachers as well as primary school head teachers.

## Synthesis

The review of related studies and literature traced some key factors which included some of the constructs considered in this study. Discussion that focused on community participation in development projects implementation, traced through the international and national levels; and it related to Fee Free Basic Education policy implementation in Tanzania. It clearly emerged that community participation would play a significant role to ensure ownership, accountability and sustainability in the implementation of development projects such as FFEB among the developing countries.

Further, it clearly emerged that community participation could take diverse approaches in different societal levels, depending on the needs and the environment of a given community. Accordingly, at the rural areas, members of the community could come together and make collective decision on how to deal with the emerging challenges about their environment. When environment factors such as people, place and economy are matched with the development project objectives, members of the community are destined to participate.

Literature review drew valuable lessons on community participation from various fields of studies that set the direction for the current study. The significance of Ecological Systems Theory is inevitable on how the sub-systems and parts of society interact to form the whole; subsequently, the need for community as a subsystem is meant to compliment the other parts of the subsystems such as educational projects for sustainable fee free basic education. Moreover, Transformational Leadership Theory explains that school leadership has a significant role in influencing change in the community by developing a cordial relationship with the community in order to influence developmental change in the society.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter presents the appropriate design of the study, the population and sampling technique, research instruments, validity and reliability of the instruments, data gathering procedures, statistical treatment of data and ethical considerations that the researcher used. Silverman (2011) describes these methodological items as the choices that confront the researcher in planning and executing a research study.

#### **Research Design**

This is a detailed plan on how research was conducted towards collecting, analyzing, interpreting and reporting data (Creswell, 2008). When a researcher chooses a research design the rationale should be clear (Creswell, 2014; Creswell & Creswell, 2018). Thus, it is advantageous according to Clark (2018) as research design makes available multiple ways of approaching a research problem.

According to Bryman (2006) and Creswell (2014), the mixed method was the appropriate strategy to explore the most relevant information to answer the problem of the current study. Moreover, mixed methods has been known as one of the three major paradigms that has gained popularity among a number of researchers over the years as a method that provides for depth and understanding of issues of interest in a researcher's study (Johnson, Onwuegbuzie & Turner, 2007). The quality of methodological 'pluralis or eclecticism' renders concurrent mixed methods research superior to the traditional qualitative or quantitative methods (Johnson & Onwuegbuzie, 2004). Consequently, in this study, the researcher made use of the concurrent mixed method research design, in that the researcher explored the

collection of both qualitative and quantitative data which were the best way to understand the research problem of this study (Creswell and Creswell, 2018).

Kothari (2016) describes concurrent mixed method as a design that provides data collection and analysis by both quantitative and qualitative approaches. The study engaged the use of closed-ended questionnaires (numerical data) and face to face individual and focus discussion groups' interviews. The researcher made use of the focus group interviews in order to triangulate the data, increase the dependability and credibility of the data and their interpretation (Zohrabi, 2013).

The interviews of different participants both individual and focus groups, assisted the researcher to understand more on the role that communities or parents play and the challenges they face in implementation of fee-free primary education in Rorya District, Mara, Tanzania. Further, it was the best way for the researcher to elicit the emerging information which otherwise would not be captured.

### **Population and Sampling Techniques**

The study targeted population included the parents, school management committees, the head teachers, Ward Education Coordinators and the District Officers responsible for Education of all the public primary schools located in Rorya District, Mara Region, and Tanzania. The various sampling techniques used included stratification, randomization, purposive and convenient methods.

The United Republic of Tanzania is divided into 31 regions (*mikoa*), see Appendix. Each region is subdivided into districts (*wilaya*). Each district is subdivided further into divisions (*tarafa*). Each division is subdivided further into local wards (*kata*). The subdivisions at this level vary, for management purposes, in that the urban wards are subdivided into streets (*mitaa*), while the rural wards are



subdivided into villages (*vijiji*). Then villages are subdivided further into hamlets (*vitongoji*).

Rorya is one of the six districts in Mara Region, located in northern Tanzania. It is the latest formed district among the rest. The district area measures 9,345.496 sq. kms, of which 7,252 sq. kms, equivalent to 77.6 per cent, covers the Lake Victoria water while only 22.4% is inland or dry land. Rorya District borders the Republic of Uganda in the North West, the Republic of Kenya in the North, and borders the following districts: Tarime in the East, both Butiama and Musoma in the South.

Rorya District Administration is subdivided into 4 divisions, 26 wards, 87 villages and 506 hamlets. It was endowed with a projected population growth of 295,197 by 2016. The major occupation of approximately 91% of the residents of Rorya district is predominantly agriculture and fishing.

### **Sample Selection and Size**

Various sampling methods were employed to select the sample and the sample size of the current study. The sample of the study included parents and School Management Committee members (SMCs) of the public primary schools in Rorya, government officers including the Ward Education Coordinators who according to the Tanzania government have an obligation to participate in education development programs such as Fee-Free Basic Education (FFBE), and ensure that the children acquired expected knowledge, skills and attitudes for basic education at the selected public primary schools in Rorya District, Mara, Tanzania.

Table 1

*Sample and Sample Size for Schools*

Categories	Population	Sampling Method	Sample size
Divisions	4	Stratified	4 Div.
Wards	26	Simple randomization	8 Wards
Public Private Schools	124	Convenient Clustered	16 Schools
Selection of Public Primary Schools	16	Simple randomization	8 Schools

Sampling process was as follows: Purposive sampling method was employed to select Rorya District out of 169 districts in Tanzania Mainland, as the target area for this study, due to its interest and preference of the researcher. Rorya District has 4 Divisions, namely Girango, Nyancha, Luo Imbo and Suba. The researcher stratified the district into the four Divisions. Further, the researcher used convenient sampling method to cluster the 26 Wards into the 4 divisions where they fall. Two strata had 7 Wards each; while the other two Divisions had 6 Wards each. To obtain a sample of 8 Wards (approximately 30%) out of 26 Wards, systematic sampling methods was used. simple random sampling method was employed to select 2 schools from each of the selected Wards in each Division.

According to the Rorya District Profile (2016) there were 130 primary schools of which 95.4% or 124 were public primary schools against the private primary schools which constituted only 4.61%. or 6 private primary schools. The 124 public primary schools are conveniently distributed in all the 26 Wards, each allocated 4 or 5 such primary school. The researcher employed Simple random sampling to select a total of 8(30%) out of 26 Wards, 2 from each Ward. Then another simple random

sampling was employed to obtain one school from each of the 8 selected Wards. The following randomized selection provided the sample for the current study: Bukwe (Bukwe Primary); Rabuor (Ligero Primary); Raranya (Raranya Primary); Roche (Ratia Primary); Tai (Sota Primary); Komuge (Iryenyi Primary); Nyamunga (Kinesi A Primary) and Kigunga (Randa Primary).

Table 2

*Sample Size for Participants*

<b>Participants</b>	<b>Population</b>	<b>Sample</b>	<b>Method</b>
DED	1	1	Purposive
DEO(P)	1	1	Purposive
WECs	8	8	Purposive
SMCs	104	75	Convenient
Questionnaire respondents	5300	185	Convenient
FDG Participants	2600	16	Convenient
<b>TOTAL</b>	<b>8014</b>	<b>286</b>	

After obtaining the sample of the 8 public primary schools, all the parents and all the SMC members were conveniently sampled from the selected schools. The first 25 to 30 parents, out of approximately an average of 660 parents per school who turned up, were conveniently considered representative sample; while for the SMCs, the 8 to 13 SMC members were conveniently considered for a representative sample.

The respondents of the sets questionnaires were mostly those who could read and write Kiswahili language that enabled them to respond accurately to the questionnaire items. A small percentage of some of the respondents is assumed they could be unable to read or write. The researcher, in such cases, requested some

volunteers who could assist them in reading and marking the options of their choices. Similarly, the participants of the FDGs were those who were conversant to communicate in Kiswahili language. Therefore, the FDG participants mostly should be able to understand the interview questions; however, in the event some of them might have required translation, the other participants who were fluent with Kiswahili were requested to assist.

### **Response Rate**

The researcher distributed a total of two hundred (200) sets of questionnaires to parents; but one hundred and eighty five (185) questionnaires returned; thus the return rate was 92.5% return rate. While, eighty (80) questionnaires were distributed to the School Management Committee members, but collected seventy five (75), equivalent to 93.75% return rate.

### **Research Instruments**

This study employed the use of several approaches for data gathering. These included; self-constructed questionnaires (See Appendix G &H) and interview schedules (See Appendix I &J). Based on the literature and related studies the researcher consulted during the reviews, the researcher drew insights to develop questionnaire items capable of provoking the participants' responses suitable to address the problem of the current study.

Pertaining to the format of the questionnaires, they included closed ended items while employed Likert rating scale. Also the open-ended questions were included, in compliant with Kothari (2016) in order to reduce 'question fatigue' these questions afforded the respondents opportunity to add their personal comments, expand or clarify on some information that helped the researcher to gain some insights in

respondents' perceptions on how project-based support could be integrated to basic education in Rorya District, Tanzania.

Hence, there were two sets of questionnaires (see Table 1). One was for the parents' of the children enrolled in public schools in Rorya District, Mara; and the other was for the School Committee Members of the selected schools. These sets were designated to collect both quantitative and qualitative data through closed and open-ended sets of questions.

The parents' questionnaire (Append. H) had parts A, B, C and D. Part A collected the demographic information of the respondents. Part B collected main data to answer the research questions with regards to the perceptions of community participation in development projects to support education sustainability of public primary schools in Rorya District, Mara, Tanzania. The parents' questionnaire focused in the following aspects:

- i. Perceptions on the value of public primary school education,
- ii. Perceptions on advantages of free primary education
- iii. Parents' perceptions on the importance of community participation in community development programs for education.
- iv. Parent's perceptions on role played by community for sustainability in education.

Parts C and D gathered qualitative data of the parents' questionnaires that contain open-ended questions.

Part C solicited the respondents' ideas of the challenges that faced the implementation of free education policy in the public primary schools in Rorya District.

While Part D solicited the parents' suggestion on the best project-based support programs which could assist in sustaining basic education in public schools, in Tanzania.

The questionnaire for the School Management Committee Members (Append. G), also had parts A, B, C and D. Part A collected the demographic information of respondents. Part B collected main data to answer the research questions with regards to the perceptions of community participation in development programs to support education sustainability of public primary schools in Rorya District, Mara, Tanzania. The School Management Committee Members' questionnaire focused in the following aspects:

- i. Committee Members' perception on the importance of community participation in community development programs for education
- ii. Committee Members' perceptions on role played by community for sustainability in education.
- iii. Committee Members' perception on challenges faced in the implementation of Fee-Free Basic Education in public primary schools.

Parts C and D gathered qualitative data of the Committee Members' questionnaires contained open-ended questions.

Part C solicited for additional ideas from the Committee Members' about the challenges that faced the implementation of fee-free education policy in the public primary schools in Rorya District.

While Part D solicited the Committee Members' suggestions on the best project-based support programs which could assist in sustaining basic education in public schools, in Tanzania.

The use of digital recording was used to supplement the data gathered through the focus discussion group interview. It is used to capture the exact words used by the participants as they related their opinions and experiences. Where necessary, the researcher endeavored to confirm some information through inspecting the school environments, classrooms and staff rooms for other relevant clues deemed important to provide pertinent data or evidence to the study.

The interview schedule (see Appendix J) served to guide the interview and the FGD sessions and it helped the researcher to capture the relevant data that would help confirm, contradict, or support the data that was collected through research questionnaires.

### **Validity of the Research Instruments**

A test is valid if it measures what it is supposed to measure. Validity is the ability of a research instrument to obtain the required data; and according to Creswell (2008) validity enables the researcher to draw a worthy conclusion from the sample being studied. Validity is, therefore, more crucial and require expert's scrutiny (Ary, Jacob, Sorensem, & Asigher, 2010).

**Questionnaires for parents and school committees.** For the current study, the researcher's self-developed instruments through conceptualization and operationalization in concurrence with the comprehensive literature review was presented to the supervisors and statistician at the University of Eastern Africa, Baraton (UEAB) for inspection and evaluation for further guidance. To enhance the content validity of the instruments, the experts' comments were integrated to ensure the simplicity and clarity of all the questionnaire items.

**Interview schedule.** To ensure authenticity of data during collection, qualitative research makes use of triangulation process. There are four types of triangulation namely: data triangulation (from data sources), researcher triangulation (use of a research team), and theory triangulation (different theoretical perspectives on the same data), and methodological triangulation (use of different methods) (Baxter & Jack 2008, Hancock & Algozzine, 2006).

Further, the current study employed the use of both methodological triangulation where the researcher used different tools during interviews such interview schedules for both individuals and focus groups; as well as data triangulation where the researcher used different sources to ensure validity.

Various authors in the area of qualitative research underscore the importance of validity check in order to modify the research questions to elicit credible findings (Creswell, 2014; Merriam & Tisdell, 2015). For the purpose of internal validity, therefore, the interview protocol was subjected to the scrutiny of experts in qualitative research, who gave their feedback for revisions to improve the instrument.

### **Reliability of the Questionnaires**

According to Kothari (2016) reliability is the extent to which a data gathering process gives consistent results under consistent conditions. It is the extent to which an instrument measure what it is supposed to measure. To achieve reliability, a pilot study was conducted for selected parents and School Management Committee members from purposively selected public primary schools and communities in Rorya District, Mara. It should be noted, however, that while the schools and communities which were used for pilot study were selected from the same District, they were located in Wards other than those which were targeted for the current study.



Cronbach reliability coefficient was used to determine the internal consistency of the instruments (Mills & Gay, 2016). The Cronbach's alpha coefficient of above 0.6 is considered acceptable (Creswell, 2008). The coefficient alpha 0.70 or higher were considered reliable.

Cronbach's alpha coefficient was calculated for each set of questionnaire to determine the result of each questionnaire item and the result was collated. Meanwhile, two items were deleted from the parents' questionnaire set as they seemed not clear among the respondents. However, all the subscales on both the parents' and the School Management Committee members' questionnaires had a reliability coefficient above 0.7. The obtained reliability coefficient of each section of the parents' questionnaire is as follows: Value of primary school education - .867, advantage of free primary education - .733, importance of community participation in community development programs for education - .751, role played by community for sustainability in education - .833, Importance of community participation in community development - .741, role played by community for sustainability in education - .844, and challenges in implementation of free primary education - .844. Cronbach's alpha obtained for each sub-scale ranged from reliable to highly reliable.

### **Data Gathering Procedures**

The researcher personally administered the data gathering process for this study while the spouse voluntarily offered to drive her, for data collection, to the different schools which were located across Rorya District.

Upon the approval of the dissertation proposal by the supervisors, the researcher applied to the research ethics committee of the University of Eastern Africa, Baraton for clearance before data collection. The researcher obtained a letter of introduction from the Director of Graduate Studies and Research of the University

of Eastern Africa, Baraton, in order to seek for research clearance from COSTECH as well as permit from the District Executive Director (DED) in Rorya District headquarters. With the two authorizations, then the researcher in turn, notified the District Education Officer for Primary (DEOP) who was in charge of the primary education. Following the identification of schools, the DEOP then served the researcher with letters of introduction to all school head teachers, respectively and the researcher generated two photocopies of each. The researcher then visited each school for introduction, met the head teachers and acquainted herself with the location of the earmarked schools; and further, for setting an appointment for appropriate date to collect data. One copy was for each of the Ward Education Coordinator. The researcher went around all the schools, and was able to leave the copy of the introduction letter for the WECs at their respective schools. The head teachers as requested to hand the copy to the WECs of their respective Wards. In the meantime, the researcher was able to secure the mobile contacts of all the WECs and make phone calls to each WECs to inform them of the appointment date with the school. The WECs or the head teachers in some instances helped notify the village leaders about the visit, appointment date, and for facilitation and support.

Each person at their designated position was kindly requested for their support and cooperation. In order to get the parents and the committee members to come at school, the head teachers assisted through the pupils, each to bring their parents. Since most of the committee members were also parents, their children were able to bring both of them to school on appointment day.

The researcher, with the help of the head teacher, was able to select the participants for the Focus Group Discussions from those who did not taken part in the questionnaires. Soon after the parents and the committee members complete

responding to the questionnaires, the FGDs sessions were held for a period, approximately 45 minutes to 1 hour.

A focus group is an informal discussion among a group of strategically selected individuals, between 6 and 12, as informants on a particular topic. It would involve a collective conversation or discussion. It provides the researcher and opportunity to probe critically to gain more in-depth information from the group to supplement the questionnaire surveys (Krueger & Casey, 2009).

The researcher was able to take notes The notes taken, later on were reviewed, transcribed and analyzed into themes and sub-themes; while the researcher also transcribed the audio recorded conversations which were captured during interview responses. Kothari (2016) supports the use of recording in that it helps preserve the information collected and facilitates the transcription and data analyses.

As much as possible, the researcher made prior appointments with all the participants to establish the most convenient time to conduct an interviews with them. In some situations, when necessary, the researcher had to make several phone calls to reach some participants such as administrators and some officers, or in some instances the researcher went in person, to confirm the appointments. The interview discussion sessions were planned for duration of 45 minutes to 1 hour the most.

It is crucial for a researcher to decide carefully on data collection methods that complement each other. Observations is another effective method of data collection to supplement the questionnaire. It is a systematic description of events, behaviors, and artifacts in the social setting chosen for study, these descriptions enable the researcher to capture the clear description using the five senses (Marshal & Rossman, 2016). Like other qualitative methods, documents are examined and deduced in order to produce meaning and develop an empirical knowledge (Corbin & Strauss, 2008).

The researcher took keen interest in observing the environment and behaviors of the data gathering sites and the people. The researcher endeavored to take note of some important cues such as posters on the notice boards and state of the environment in the manner which deemed critical to compliment, confirm or clarify some important areas of the study.

### **Statistical Treatment of Data**

Descriptive statistics was used to analyze demographic information of the respondents to determine frequency counts and percentages. Data from interview schedules, and Focus Discussion Groups were transcribed and analyzed from the audio recording, while supplementary data from observations, were transcribed, coded and analyzed thematically. This process consisted of methods of collating, displaying and describing data by use of tables in Microsoft excel. Data which was obtained through quantitative method were analyzed by the use of descriptive statistics to determine mean scores and standard deviations in question one, two, four and five using the SPSS software.

The following scale was applied on questions number one, two and four for the interpretation of the mean scores as follows:

- 1.00 – 1.49 Disagree (Negative perception)
- 1.50 – 2.49 Tend to disagree (Tend to be negative)
- 2.50 – 3.49 Tend to agree (Tend to be positive)
- 3.50 – 4.00 Agree (Positive perception)

Research question number one had sections (a) with ten items and (b) with eight items for the parents to indicate their views on what is the perception of parents of primary school children in rural communities in Rorya District, Mara, Tanzania on

a) the value of public primary school education and b) the advantage of free primary education?

Research question number two had sections (a) with nine items for parents' views and (b) with nine items for the School Management Committee members' views on the respondents' perceptions on the importance of community participation in community development programs for education.

Research question number four had two sections (a) with ten items for parents and (b) with ten items for School Management Committee members to give their views on what role does the local community play in facilitating basic education for public primary schools in rural Rorya District, Tanzania to guarantee sustainability of education as perceived by a) parents and b) School Management Committee members.

The following scale was applied on question number five for the interpretation of the mean scores as follows: 1.00 – 1.49 - Disagree (Not a challenge); 1.50 – 2.49 Tend to disagree (Minimal challenge); 2.50 – 3.49 Tend to agree (Moderate challenge); and 3.50 – 4.00 Agree (A challenge)

Research question number five had ten items for the respondents to provide their views on what are the challenges faced in the implementation of fee-free basic education in public primary schools in Rorya District from the perceptions of the School Management Committee members?

Research question three for the null hypothesis was analyzed by the use of statistical treatment of hypothesis using Pearson Product moment correlation coefficient to establish whether relationship existed between the perceptions on the value of primary school education and perceptions on the importance of community participation in community development programs for education. It guided in

understanding the data, show the patterns and relationships, a significant aspect in reporting outcomes (Krueger & Casey, 2009).

Research questions six and seven were open-ended questions. Therefore, data was qualitatively analyzed in a non-statistical method. On question six, both the parents and the School Management Committee members gave their views on what intervention should be implemented to integrate project based support to public primary education in Tanzania. Question seven both the parents and the School Management Committee members gave their views on recommended model for project-based support to public primary education in Tanzania.

The content analysis was done on qualitative data that was obtained from interview schedules and Focus Group Discussions. It was coded, analyzed summarized and arranged using thematic approach based on the following aspects:

- i. Opinions of the respondents towards the value of education, the advantage of fee free primary education, and the importance of participation in project based support to primary education.
- ii. The role played by the community in basic education for primary schools to guarantee sustainability of education.
- iii. Challenges faced by the stakeholders in the implementation of Fee Free Basic Education policy in the rural area.
- iv. Suggestions of interventions for implementing integration of project-based support to basic education in public primary schools in Rorya District, Mara, Tanzania.
- v. Recommended model for project-based support to basic education for public primary schools in Tanzania.

The researcher combined the responses of each theme, related it to the existing literature to establish validity of content and if there was some similarities or differences and finally drew a conclusion

### **Ethical Considerations**

The researcher adhered to ethical principles in terms of, non-discrimination policy, intellectual property, legality, honesty and confidentiality as follows:

**Non-Discrimination:** Discrimination against colleagues or in any other forms were avoided, respondents on the basis of sex, race, ethnicity, or use of terms that are not related to their competence and integrity.

**Intellectual property:** respondents were given their due respect, copyrights, and other forms of intellectual property and all rules that govern acknowledgment of literature sources were observed. Prior to participation, the consent form attached to the questionnaire was signed by the participants to show their disposition to participate voluntarily in the study.

**Confidentiality:** such as papers submitted for publication, personal records, etc. After clarifying the instructions on responding procedures, the respondents in this study were left to decide the best way of registering their views. No harm, whatsoever, was imposed on the respondents, while the researcher remained solely responsible with the collection of information, analyzing and reporting.

**Legality:** Relevant laws of the institutions and governmental policies observed. The researcher sought permission from relevant bodies as follows: The researcher obtained clearance from the UEAB Research Ethics Committee as well as the director of research and graduate studies (UEAB), from the District Executive Director and the District Education Officer of Rorya District Council, and finally clearance from COSTECH

**Anonymity:** The researcher observed the code of research ethics, by refraining from exposing or mentioning names of respondents in any way.

To maintain confidentiality for the interview participants, the actual names of the respondents were not used during data collection and recording. The research respondents were referred to as p1, p2, p3, p4, and so forth with the 'p' signifying participants and digits represent the way they will be numbered for identification purposes in terms of responses. Further, the community and school identity will remain disclosed. This confidentiality will be well discussed with the respondents before the beginning of the focus groups discussions.

In order to allow the respondents to present their viewpoints themselves, the focus group discussion questions will be semi-structured, followed by some probing. The researcher will conduct and record the interviews personally. Meanwhile, clear instructions will be communicated to the research participants to ensure that they could answer the questions accurately. The researcher will also inform the participants the manner in which the researcher would gather data in order to make things very clear to participants before the data collection process starts.

### **Researchers' Positioning**

Berger (2013) advocates that the social characteristics of a researcher such as age, gender, race status, sexual orientation, personal experience and professional beliefs constitute reflexivity of a researcher. These characteristics may influence the quality of the study outcomes. The researcher will have to declare those characteristics to ensure quality control in this study. Therefore, the researcher will declare thus. She has long time experience in parenting and a professional educator, this study, therefore, is based on solid understanding of theories and practices of parenting, community and teaching-learning dynamics. Since the researcher is not



originally from the target location of the current study, the researcher may not be well acquainted with the community language and culture, this fact may deny the researcher from noticing some valid information or interpretation. Given that she enjoys a middle-income family background and have not lived in a typical rural setting, this might deny the researcher the ability to interpret adequately some important cues and nuances that could otherwise enrich this study. Despite the hurdles, the study remains valid and adequate since the researcher intends to engage triangulation strategies (observation and interviews, photo taking) to verify the validity of the data to be gathered.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION**

This chapter presents the results of parents of the children and School Management Committee members of the selected public primary schools in Rorya District, Mara, Tanzania, on their perceptions of community participation in project-based support to public primary schools. The chapter also includes the results of the individual interviews of the government officers from the District to Ward levels in their capacity, and the Focus Group Discussions of some selected parents from selected communities. A total of 185 parents of the children enrolled and 75 School Management Committee members of the selected public primary schools; 2 District Officers and 8 selected Ward Education Coordinators.

To establish the perceptions of the respondents on community participation in project-based support to public primary schools. It begins by dealing with the presentation of the statistical treatment of data for the four research questions, a hypothesis, the analysis and interpretation of the findings.

#### **Description of the Respondents**

This part of the chapter presents the demographic description of the respondents in their categories in terms of gender, age group, education level, period of service, and respondents with children in the respective participant schools in their categories as School Management Committee members or as parents. This information is presented below in figures and tables.

## Gender of the School Committee Respondents

Table 3

*School Management Committee Members' Gender*

Gender	Frequency	Percent
Male	51	68.0
Female	24	32.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

Table 3 reveals that 68% of the school committee members who were the respondents in the current study were male while only 32% were female. The frequency indicates that male respondents exceeded by (36%) respondents as compared to their female counterparts who constituted barely a third of the total respondent school committee members in public primary schools in Rorya District, Tanzania.

## Age of the School Management Committee Members Respondents

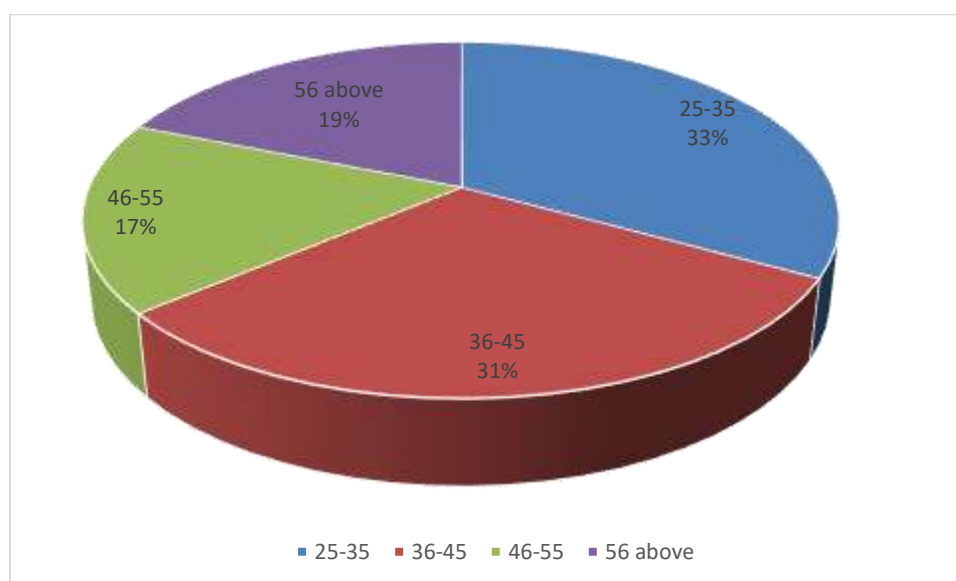
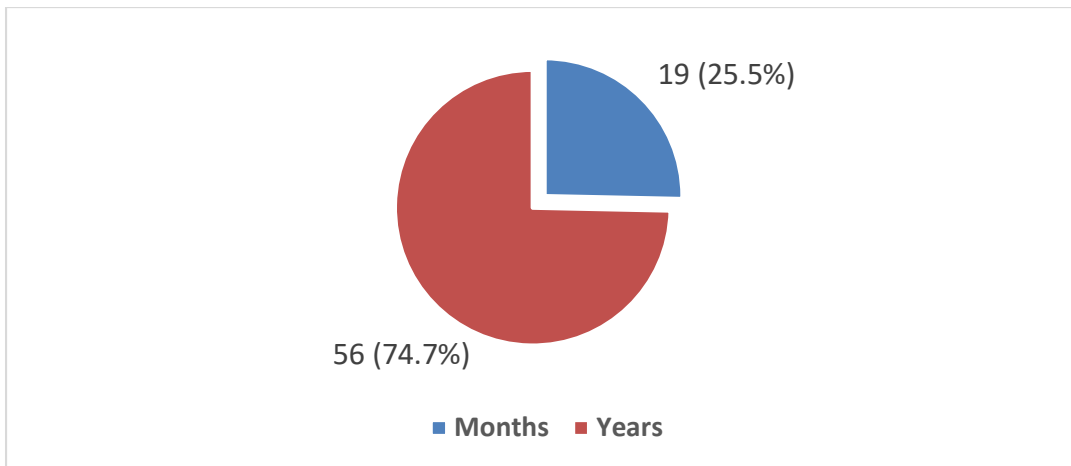


Figure 2. Age group of school management committee members.

Figure 2 reveals that the majority 36% of the school committee members who were the respondents in this study were of the age group between 25-35 years, while the least ranked 16% were on the age group 46-55 years. The second in rank belonged to age group 36-45 who constituted 29.3%; and the third in rank belonged to age group 56 years and above who constituted 18.7%.

### **Service Period of the School Management Committee Members**



*Figure 3.* Period served in a school committee.

Figure 3 reveals that a majority 74.7% indicated they have been serving at least for a year or years as School Management Committee members; while those who have been serving for only a period of less than a year constitute a smaller 25.3% group of School Management Committee members.

## Education Level of School Management Committee Members

Table 4

### *Education Level for School Committee Members*

<b>Education Levels</b>	<b>Frequency</b>	<b>Percent</b>
Never attended school	1	1.3
Primary school	29	38.7
Secondary school form 2	2	2.7
Secondary school form 4	21	28.0
College training for 1 year	3	4.0
College training for 2 years	13	17.3
College training for 3 or more years	6	8.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

Table 4 reveals the frequency distribution of the level of education for the members of the respondents. The majority of the school committee members' distribution of 38.7% said they were of primary school education level; followed by 28% of secondary school education level. The third on rank is 17.3% who said they had two-year college training. Those who said had college education level of three years constitute 8%. The other 8% comprised of those who had 1 year college training which constitute 4%, had 2-year secondary school education constitute 2.7% and one never attended school constitute 1.3%.

## Members with Children Attending School where They Served

Table 5

*Members with Children Enrolled at the School They Served*

Options	Frequency	Percent
Yes	48	64.0
No	27	36.0
<b>Total</b>	<b>75</b>	<b>100.0</b>

Table 5 is a frequency distribution of the School Management Committee members who have or do not have children in the respective schools they served. The table reveals that 64% agree that their children attend; while 36% said they do not have children attending school there.

## Gender of Parents

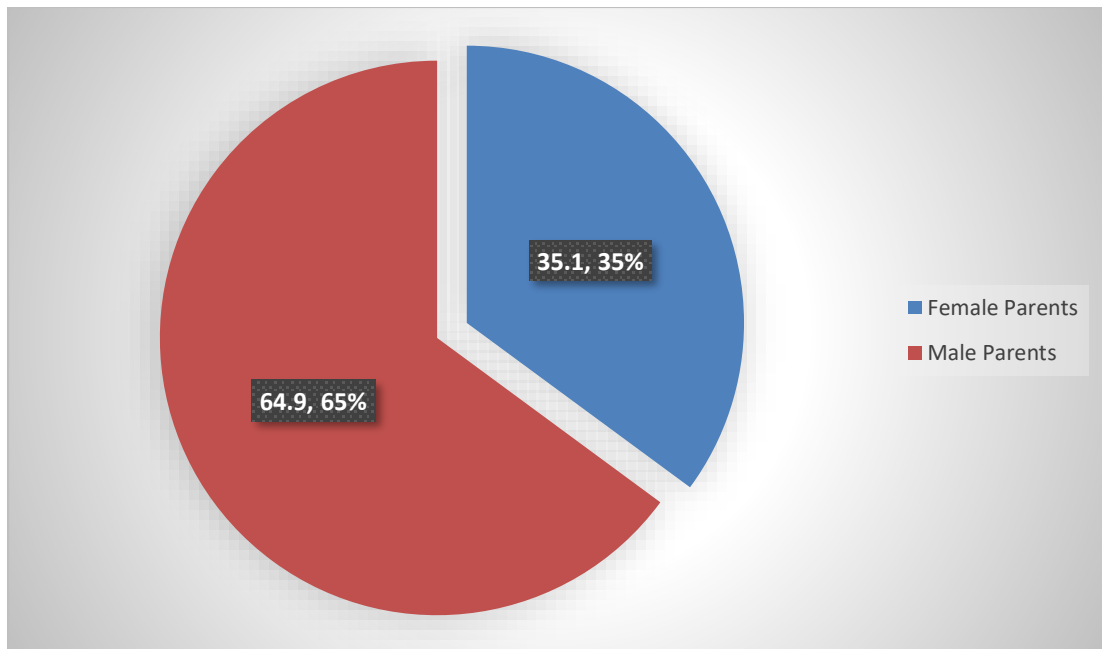
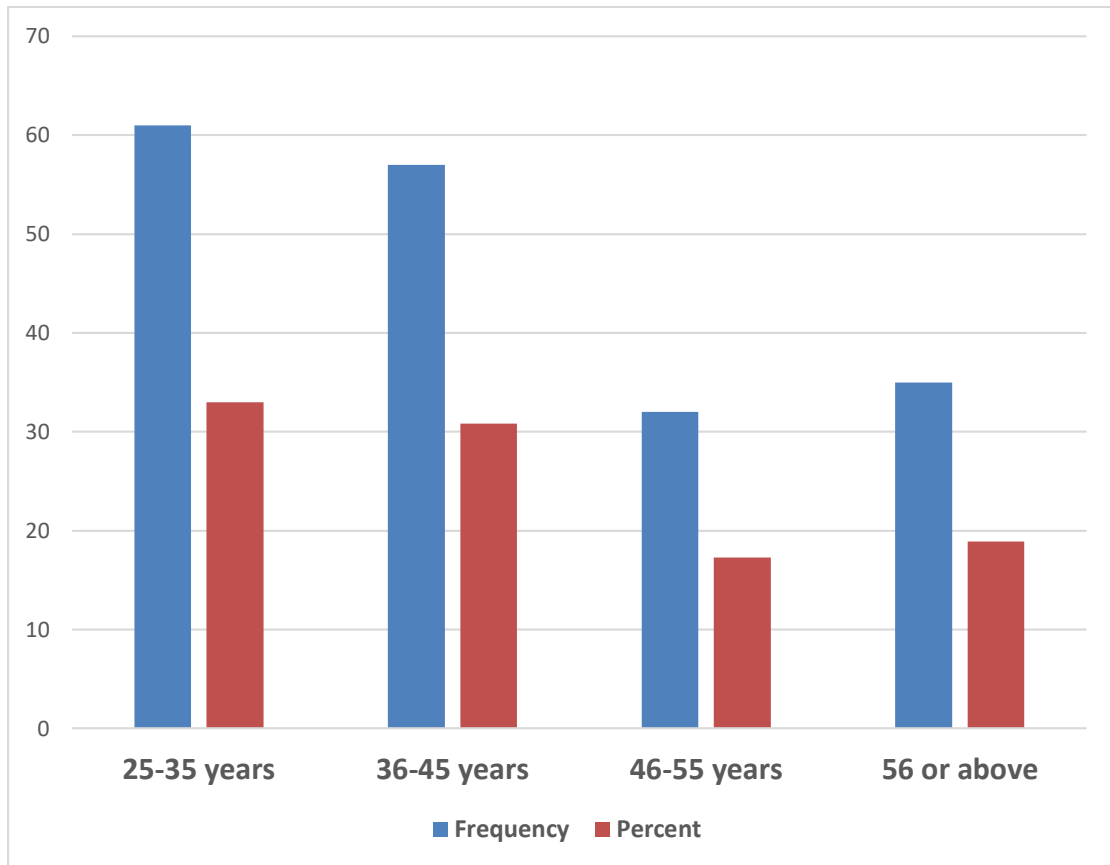


Figure 4. Gender of parents.

Figure 4 reveals that 64.9% (120) are male parents while female parents constitute only 35.1%. (65).

## Parents' Age Group



*Figure 5.* Parents' age.

Figure 5 above shows the parents' age group. It reveals small majority of the parents 33% indicated that their age fell within 25-35 years bracket; while 30.8% said their age fell within 36-45 years bracket; followed by 56 years or above who ranked third and they constituted 18.9% and the fourth category are those whose age fell within 46-55 years bracket.

## Parents' Level of Education

Table 6

### *Parents' Level of Education*

Categories	Frequency	Percent
Never attended school	14	7.6
Primary school	119	64.3
Secondary school form 2	7	3.8
Secondary school form 4	18	9.7
High school form 6	1	.5
College training for 1 year	2	1.1
College training for 2 years	16	8.6
College training for 3 or more years	6	3.2
Other levels of training	2	2
Total	185	100

Table 6 shows the parents' level of education. It indicates that those parents who constitute a large majority of 64.3% said they completed primary school education; 9.7% completed said they completed secondary school form 4; those who constitute 8.6% said they had completed college 2 years; 7.6% said they never attended school; those who contributed 3.8% are the parents who completed secondary 2 years; 3.2% are those who completed 3 years of college training; 2% had other levels of training; 1.1% had college training for 1 year and .5% are those who completed High school form 6.



## Parents with Children Enrolled at the Observed Primary School

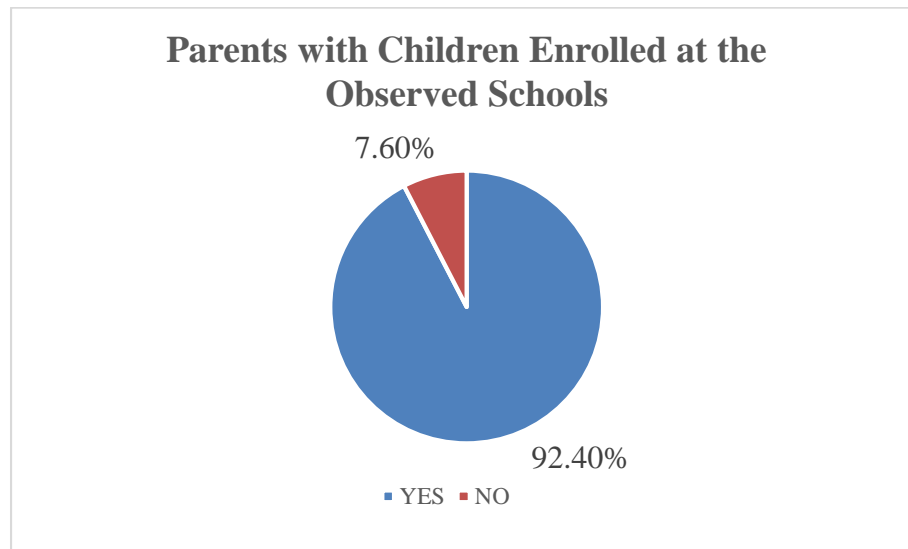


Figure 6. Parents with children enrolled at the observed primary schools.

Figure 6 is the distribution of the respondents whose children are attending the observed primary schools. It reveals that the majority 92.4% of the parents have children attending school at the primary schools observed; while the minority 7.6% are those who do not have children in schools under study.

### Perceptions of Parents of Children Enrolled in Primary School

Parental perception has been considered to be a noteworthy factor capable of influencing parental disposition positively or negatively toward schools. Subsequently, perception on the value of public primary schools is fundamental in parental participation in education development programs in support of sustainable education in Tanzania. Swift-Morgan (2006) in his qualitative study one of the parents in appreciation of education, commented "...We appreciate the importance of education". "We built this school using the energy of the people here". "We initiated it by ourselves". "Education itself is development for this area". When

communities realize the value of education, they are self-driven to participate in education development.

Therefore, in this study the researcher sought to establish the perception of the parents of public primary school children. To determine that, the first research question stated; *“What is the perception of the parents of primary school children in rural communities in Rorya District, Mara, Tanzania on a) the value of public primary school education and b) the advantage of free primary education?”* To achieve that, the respondents were presented with ten items on perception on the value of primary school education which they rated according to the following categories of perception; “disagree (negative perception)” = 1.00-1.49; “tend to disagree (tend to be negative)” = 1.50-2.49; “tend to agree (tend to be positive)” = 2.50-3.49, “agree (positive perception)” = 3.50-4.00, on the value of primary school education. It shows how the parents of the children enrolled in public primary schools in Rorya District valued primary school education.

Table 7 shows the perceptions of the value of primary school education. It revealed the general mean scores of ( $M= 1.55$ ;  $SD = .67$ ) which indicates that the respondents tend to disagree and their perception on value of primary school education is negative on public schools in Rorya District. The standard deviation indicating heterogeneity of responses signifies that in Rorya District, while in some public schools the value of education is not seen, it is not always the case; it is seen in the public primary schools. The heterogeneity of response shows the disparity of perception among the respondents. The parents equated the value of the public primary schools with lack of the qualities that provide conducive teaching and learning environment.

Table 7

*Perceptions on the Value of Primary School Education*

	Mean	Std. Deviation
Every single child (boy or girl) should be able to complete primary school education.	1.24	.693
Completing the seven years of primary school education provides children with competencies in basic skills of reading, writing, and arithmetic.	1.42	.837
Primary school education is the foundation for gaining basic knowledge that leads to the betterment of a child.	1.34	.844
Education earned during the seven years in primary school promotes individual's creativity and innovativeness.	1.65	1.068
Basic education increases individual's self-esteem and assertiveness.	1.60	.996
The skills, attitudes, and knowledge that children gain in primary schools make children successful in the future.	1.51	.979
Children who complete the seven years of primary education tend to increase productivity in the society.	1.90	1.221
The community's investment on primary school education will result to its economic development.	1.61	1.032
Completion of primary education opens opportunities for the community to enjoy other human rights.	1.57	1.020
The education that students get through primary school adds value to the community.	1.64	1.065
<b>PERCEPTION ON THE VALUE OF PRIMARY SCHOOL EDUCATION</b>	<b>1.549</b>	<b>.665</b>
N = 185		

Note: Perception categories. "Disagree (negative perception)" = 1.00 -1.49; "tend to disagree (tend to be negative)" = 1.50 -2.49; "tend to agree (tend to be positive)" = 2.50 - 3.49; "agree (positive perception)" = 3.50 - 4.00.

The data generally revealed that there is no value of primary school education in Rorya District at the mean rating and standard deviation (M=1.54; SD = .66). The parents tend to disagree that through primary school education, every single child (boy or girl) will be able to complete primary school education; completing the seven years of primary school education provides children with competencies in basic skills of reading, writing, and arithmetic.

They disagree further that primary education obtained the children will be the foundation of gaining basic knowledge that leads to the betterment of a child; education earned during the seven years in primary school promotes individual's creativity and innovativeness; basic education increases individual's self-esteem and assertiveness; the skills, attitudes and knowledge that children gain in primary schools make children successful in the future; children who complete the seven years of primary education tend to increase productivity in the society; the community's investment on primary school education will result to its economic development; completion of primary education opens opportunities for the community to enjoy other human rights; and that the education that students get through primary school adds value to the community in Rorya District.

The parents tend to disagree in all the ten statements showing their perception on the value of primary school education in Rorya District with the means ranging from (M= 1.24 – 1.90) “disagree” to “tend to disagree” respectively. The standard deviation on most statements were greater ranging between (.837 and 1.221), showing heterogeneity of responses in the following statements: The following six items “*Education earned during the seven years in primary school promotes individual's creativity and innovativeness.*” (M=1.65; SD = 1.06). “Tend to disagree”; “*Basic education increases individual's self-esteem and assertiveness.*” (M=1.60; SD = .99) “Tend to disagree”; “*The skills, attitudes, and knowledge that children gain in primary schools make children successful in the future.*” (M=1.51; SD = .97) “Tend to disagree”; “*Children who complete the seven years of primary education tend to increase productivity in the society*” (M= 1.90; SD = 1.22) “Tend to disagree”; “*The community's investment on primary school education will result to its economic development*” (M= 1.61; SD = 1.03) “Tend to disagree”; “*Completion of primary*

*education opens opportunities for the community to enjoy other human rights.”*

(M=1.57; SD = 1.02) “Tend to disagree” and “*The education that students get through primary school adds value to the community*” with the mean (M= 1.64; SD = 1.06) “Tend to disagree.” This heterogeneity signifies that in Rorya District, while there are no values are seen in primary school education, there are some values that are obtained in the primary school education in Rorya District. It is important to note that it is possible to add value to primary school education in Rorya District.

Further heterogeneity in responses are in agreement with the perception of Gibbs, as cited in Robinson and Green (2011) that public school educate individuals, but the benefit spills over to the labor force of the local and state economy. The parents of children attending the public primary schools are of the perception that primary education obtained in Rorya District primary schools lack value enough to impact their community.

However, the findings can be explained further by John (2009) in a comparative study of public primary schools against private primary schools, alludes the qualities suitable and preferred school environment for learning. The private primary schools, unlike the public primary schools were found to be rich in motivated, quality, skillful and committed teachers, resources and facilities; child centered teaching methods, responsible parents and good learning environment. Accordingly, the researcher observed that in the selected schools of Rorya District, they are far short of such qualities. In words of the Mwalimu Julius K. Nyerere in Lema, Omari and Rajan (2005) alludes to the contribution that community need to make to better improve the education delivery of these schools.

Further, that the primary school education provided in Rorya public primary schools need more work to improve education and quality of delivery to enhance the quality of learning environment and amount learning that take place.

The following interview participants' comments support rating scores in that "...Teachers are not teaching." "...There is scarcity of teaching and learning materials and children don't have books." "...There is shortage of qualified teachers and the teacher student ration is not according to the expected standards." These comments justify the findings of the current study.

In this aspect, Makomelelo and Swai (2013) validate the concerns verbalized by some participants in agreement with the observation that the trend of Tanzania public primary schools for the past two decades experienced a substantial number of school age children who lacked basic literacy and numeracy skills. Consequently, to a certain extent a number of parents are justified to say there see no value of primary school education in Rorya District schools.

The findings here reveal that the respondents tend to disagree with all the seven statements

These findings imply that parents of the children enrolled in public primary schools in Rorya District when rated according to the ten items given, do not value the kind of primary school education given to their children at the public primary schools in Rorya District. The sentiments of the Focus Group Discussions of both parents and the Ward Education Coordinators (WECs) as well as the open-ended questions for the parents, and the concerns related to quality education were repeatedly expressed in various indicators. Several participants said:

".... Teachers are not teaching well."

".... Children are not learning."

“... Parents and teachers have no good relationship.”

“... There are no books in schools.”

“... Schools no longer call parents to school on closing day to give pupils’ reports cards.”

“...Poor infrastructure at school.”

“... Teachers are not committed to their work.”

“...Children stay hungry at school.”

“...There is conflict between teachers and community.”

“...Classrooms are very few while pupils are over enrolled.”

“... There are very few teachers.”

“... Some children sit on the floor.”

In addition to the participants’ expressions, the researcher’s observations confirmed that most of the concerns were genuine, especially the dilapidated classroom conditions, over used facilities with the number of pupils, and pupil-teacher ratio which was out of proportion. According to the Citizen News (May 15, 2018), in most primary schools teachers per class, managed more pupils than acceptable standard of (PTR-1:40). These sentiments justify the perception of the participants on the value of primary school education. The school environment as expressed and observed by the participants and the researcher render the public primary school incapable to facilitate the workforce Tanzania Development Vision (TDV) 2025 with the theme “Nurturing Industrialization for Economic Transformation and Human Development” (Ministry of Finance and Planning of The United Republic of Tanzania, 2016).

Oyunge (2015) in support these findings argues that while the aim of Tanzania Government Free Basic Education Policy is to improve quality, evidence for

provision of quality education for all children is obscure as many classes are overcrowded. Further, John (2009) validates with the findings in a comparative study of government primary schools (GPS) versus the private primary schools (PPS) of some selected schools in Tanzania, whose result reported that PPS provided better quality education compared to GPS.

This perspective can be traced in some of the participants' comment that "*...They want the government to make their school nice like private schools.*" Mwaura and Ngugi (2014) reiterate that skills and knowledge that an individual is able to acquire through formal or informal education are necessary for carrying out tasks and thus enhance their work performance. Further, UNDP (2015) concurs that primary education enhances productivity and creativity among the least educated. The discord between the parents' perceptions and the fact on the value of education could be lack of awareness on the part of the parents. The age of a big majority 33% fall within 25-35 years; and the level of education of most parents is grade 7 which constitute a bigger majority 64.3%, could have an influence on the perception level of the respondents.

Further, the findings in the current study are verified by the World Bank (2013) observations that despite the significant gains in universal enrollment 90% in the low and middle income countries by 2011, learning remains far low. UNESCO (2015a) reiterate that up to one third of all children Worldwide could not read or write; 130 or 250 millions who could neither read nor write had been in school for a period of four years; while more than 50% of the estimated 2million shortage of teachers will be in Sub-Saharan Africa.



## Perceptions on the Advantages of Free Primary Education

The researcher, further, wanted to establish the perception of the parents on the advantages of free primary education. To achieve that, the respondents were presented with eight items for perception on the advantages of free primary education which they rated accordingly on the basis of the given categories: “disagree (negative perception)” = 1.00 -1.49; “tend to disagree (tend to be negative)” = 1.50 -2.49; “tend to agree (tend to be positive)” = 2.50 – 3.49; “agree (positive perception)” = 3.50 – 4.00.

Table 8 shows a mean score of the parents’ perception on the advantage of free primary education. The study generally recorded the mean rating of (M= 1.72; SD = .62). The parents tend to be negative in their perceptions on the advantages of free primary education with low standard deviation meaning there is strong homogeneity of responses. This homogeneity of response indicates that these findings reveal that the parents perceived that they have not realized the benefits of free primary education.

The parents tend to disagree on all the eight statements indicating that they see no advantages of free primary education in Rorya District with means ranging from (M=1.36 to M=2.14). The mean score indicate that majority of respondents tend to disagree with the statements presented that “*Free education has eased the financial burden of education in public primary schools.*” (M= 1.45; SD = 1.14) “Disagree”; “*Every child has equal opportunity to quantity and quality of education due to the free primary education*” (M= 1.36; SD = 1.81) “Disagree”; and “*Free education has raised*

Table 8

*Perceptions on the Advantages of Free Primary Education*

	Mean	Std. Deviation
Free education has eased the financial burden of education in public primary schools.	1.45	1.146
All enrolled children have remained in school since the beginning of Free Education in 2016.	1.60	1.023
The government capitation and grants adequately cover the demands for education.	2.14	1.215
Free education will be sustainable this time due to the current government's determination and support.	1.56	.926
Every child has equal opportunity to quantity and quality of education due to the free primary education.	1.36	.816
Free education has raised the prospects of getting all children to complete primary education.	1.45	.766
Children in rural public primary schools currently enjoy the benefits of equal rights to education due to free primary education.	2.11	1.255
Quality of teaching and learning has declined with free education implementation.	2.06	1.164
<b>PERCEPTION ON THE ADVANTAGES OF FREE PRIMARY EDUCATION</b>	<b>1.716</b>	<b>.622</b>

N = 185

Note: Perception categories; "Disagree (negative perception)" = 1.00 -1.49; "tend to disagree (tend to be negative)" = 1.50 -2.49; "tend to agree (tend to be positive)" = 2.50 – 3.49; "agree (positive perception)" = 3.50 – 4.00.

*the prospects of getting all children to complete primary education*" (M= 1.45; SD = .76) "Disagree"; "All enrolled children have remained in school since the beginning of Fee-Free Education in 2016"(M= 1.60; SD = 1.02) "tend to disagree"; "The government capitation and grants adequately cover the demands for education" (M=2.14; SD = 1.21) "tend to disagree"; "Fee-Free education will be sustainable this time due to the current government's determination and support (M= 1.56; SD = .92) "tend to disagree"; "Children in rural public primary schools currently enjoy the benefits of equal rights to education due to free primary education." (M=2.11; SD =

1.25); “tend to disagree”; and “*Quality of teaching and learning has declined with free education implementation*” (M=2.06; SD = 1.16) “tend to disagree”.

The respondents tended to be negative in their perceptions with high standard deviation scores showing heterogeneity of the respondents in their perception. The heterogeneity in perception signifies the high disparity of scores from the mean and hence the responses are highly divergent in their perceptions. These findings imply that the fee-free primary education in Rorya District is perceived by the parents variably. Some see advantages, some do not see it, considering the different statements presented.

However, the standard deviations in most variables were higher ranging from (.766 - 1.215), showing the high heterogeneity of the respondents’ perception. The heterogeneity response signifies that while there are some advantages seen in free basic education, there are many advantages that are not currently realized in free primary education in Rorya District. It is important that much is done on the implementation of free education in Rorya District in order to enhance the other related advantages

According to the interview participants, the free primary education has brought more damages among the public schools in Rorya. Several participants echoed their sentiments as follows: “...*The capitation money is not enough*. This sentiment justifies the FFBE policy plan and the very reason why the government, for the sake of sustainability, required the parents to participate in supporting their children’s education through cost sharing in terms of following up on attendance and pupil’s academic progress; purchasing the learning materials, pens, pencils, text and exercise books; to cooperate with the school administration on planning lunch meals within the contextual setting; to ensure availability of transport fare for school pupils

to and from school; and to follow up on absenteeism and academic progress, and construction (URT, 2015a, 2015b, 2016).

“The government should bring more money.” “There are too many pupils and the teachers cannot teach them; books are also scarce.” Moreover, Oyunge (2016) reiterates in his study he found that lack of inclusiveness; excessive class enrollment, and hostile environment interfered with the intended outcomes. For parents to enjoy the advantages of education, their children must prove they are acquiring knowledge, skills, and attitudes expected from school; and that the educational objectives such as ability to read, write and speak are evident in children when they came home.

These findings confirm the researcher’s observation whereby the respondents, across the schools visited, complained concerning the introduction of free primary education, despite the monthly capitation of TShs.500 that the government disburses. There was a general view among people that parents feel the government has denied them to perform their rightful role for their children’s education. “... We are not allowed to contribute any money to the school.”

Further, the findings support Bray (2000) that increased government control tends to decrease community participation. However, the researcher observed that the government had positive intentions to restrict any kind of demand for cash at school level, but the community can contribute in kind or manpower. Further, the researcher observed some ill motives from some few citizens intended to distort the government’s intent and what is actually being experienced. This observation is in agreement, for example, with the parents perception on the statement “*Quality of teaching and learning has declined with free education implementation*” (M=2.06; SD = 1.16) “Tend to be negative,” in which the parents’ perception tend to be negative. Yet, during the interviews with Focus Group Discussions, the participants

were in unison to inform that “... *Free education has eased the financial burden of education in public primary schools*” “Disagree.

Nishimura et al. (2009) reported that “a general observation of schools indicate that parents hold more negative and passive attitudes in most schools” (p. 155). Parents in this study, like the parents in Malawi Nishimura et al. (2009) held negative perception on the statement “*Every child has equal opportunity to quantity and quality of education due to the free primary education.*” This perception is supported by the obvious themes observed by the researcher during data collection both among the Focus Discussion Groups participants and the SMC’s interviews. It was clear that parents held negative perception toward the school due to scarcity of books and teaching and learning materials. However, it was also clear that parents including other stakeholders need to raise their awareness. They do not understand the role the parents have to play to facilitate the FFBE policy, for lack of proper dissemination of information.

On the other hand, these findings are supported by the Theme: Teacher pupil’s ratio. It emerged from the respondents’ observations that “*Over enrolment of pupils in schools; and teachers are overwhelmed by the numbers.*” The following statement emerged severally among the responses “*Inadequacy of teaching learning materials such as text books and classroom space;*” another statement “*There are few teachers*” and “*teachers are not teaching*” or “*Teachers are not taking their work seriously.*” Banerji, Berry and Shotland (2014) argue that factors such as poor schools infrastructures, limited materials, and low quality teachers among others lead to low quality of education outputs. Consequently, these factors are bound to influence the negative perceptions for the parents to conclude there is no advantage of fee free education neither to the children nor to the parents. Moreover, majority 92.4% of the

respondents have children enrolled in these schools, hence, their perceptions could be authentic.

**Perceptions on the Importance of Community Participation in  
Community Development Programs for Education  
Parents' Perceptions**

Table 9

*Parents' Perceptions on the Importance of Community Participation in Community  
Development Programs for Education*

	Mean	Std. Deviation
Community participation in programs to support education will increase a sense of ownership and accountability.	1.36	.775
If community members participated actively, it would benefit the school and the community.	1.36	.761
Participating in the programs will ensure equal distribution of resources to improve the community life.	1.43	.812
Community participation in programs will increase the sustainability in basic education.	1.36	.816
The programs to support education may empower the poor communities.	1.34	.784
I take responsibility and accountability for my community and school as I participate in programs to support education.	1.46	.866
Programs that are responsive to local community needs while targeting the educational demands can sustain basic education.	1.33	.711
Community participation to support education through cost-sharing will meet the demands of education.	1.66	1.009
Participation in project-based programs to support education will increase social capital in solving the community's education demands.	1.44	.826
<b>IMPORTANCE OF COMMUNITY PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS FOR EDUCATION</b>	<b>1.416</b>	<b>.499</b>
N = 185		

*Note: Perception categories; "Disagree (negative perception)" = 1.00 -1.49; "tend to disagree (tend to be negative)" = 1.50 -2.49; "tend to agree (tend to be positive)" = 2.50 - 3.49; "agree (positive perception)" = 3.50 - 4.00.*

Table 9 presents the rating results of the respondents for each statements on the importance of community participation in community development programs for education. The table presents parents responses on nine items asked. The response shows that the importance of community participation in community development programs for education in Rorya District is generally regarded as indicated at the mean (M=1.42; SD = .49) “disagree.” The low standard deviation indicates the homogeneity of responses. This homogeneity signifies that the parents’ perception is highly concentrated around the mean, implying that the respondents are consistent in their perceptions on the importance of community participation in community development programs for education for public primary schools in Rorya District.

The mean scores distributions of the eight item by item range from (M=1.33 to 1.66) “Disagree” to “Tend to disagree” meaning the respondents disagree with all the eight items stated as follows: “Community participation in programs to support education will increase a sense of ownership and accountability” (M=1.36; SD = .77) “Disagree”; “If community members participated actively, it would benefit the school and the community” ( $\bar{x}$ =1.36; SD = .76) “Disagree”; “Participating in the programs will ensure equal distribution of resources to improve the community life” (M=1.43; SD = .81) “Disagree”; “Community participation in programs will increase the sustainability in basic education” (M=1.36; SD = .81) “Disagree”; “The programs to support education may empower the poor communities” (M=1.34; SD = .78 “Disagree”); “I take responsibility and accountability for my community and school as I participate in programs to support education” (M=1.46; SD = .86) “Disagree”; “Programs that are responsive to local community needs while targeting the educational demands can sustain basic education”(M = 1.33; SD = .71) “Disagree”; “Participation in project-based programs to support education will increase social

*capital in solving the community's education demands*" (M =1.44; SD = .82)

"Disagree." "*Community participation to support education through cost-sharing will meet the demands of education*" (M=1.66; SD =1.00) "Tend to disagree",

These findings can be interpreted that the parents view their participation as not appreciated. They have no confidence in cost-sharing strategy to meet the demands of education for their children.

Similar views were pointed out by participants in focus groups through their statements as they said:

"... The government promised to provide books."

"... The government should provide adequate teaching and learning materials to schools."

"... Education is now free. We are not supposed to give anything to education."

"... The government should improve the schools for our children."

"... Teachers are not friendly."

"... Parents have nothing to do with the schools. They belong to the government."

"... The contributions we ever made earlier for the identified school projects were never used for the intended purposes, and the projects were never completed."

"... The leaders have never given reports on the development of such projects and the meetings have never been convened for the past three years."

Hornby and Lafaele (2011) in line with community participation in education, "Parents who believe that their role is only to get children to school, which then takes over responsibility for their education, will not be willing to be actively involved ... either school-based or home-based" (p.39).



These findings imply that the parents whose children are enrolled in public primary schools in Rorya District are of perception that the idea of community participation in community development programs for education is not of importance and is bound to fail due to the past experiences they have had with school development programs. Such attempts were never fruitful. This view is verified in the utterances from some interview participants:

*“...We have seen organizations come to bring ideas of projects to improve education for our children. The ideas sounded good, and the parents showed confidence in the viability of such project ideas, but when those people left they never came back again.”*

*“...The members have since been trained in a seminar, and they have been instructed exactly on what they should do; but when they realized there was no cash being given to them individually, they went underground.”*

Given the findings, Shackleton and Cundill (2014) contend that community development programs that are targeting needs and resources (people, economy, and environment) at a given society stand better chance to thrive. Bukenya & King (2012) emphasize that local factors play a major role that shape social accountability and warrant sustainability. Parents in Rorya District need to get mobilized to participate in community development projects for their children’s education. The statements above that consolidate their negative perceptions, tend to suggest parents’ state of reluctance to participate or dependency on getting help from elsewhere. It is imperative that parents get involved to change the conditions under which the children enrolled in public primary schools in Rorya are getting their education. Oni (2015) in a study in Nigeria, observed that lack of peoples’ participation in the identification of

problems, designing and execution of the development projects programs were associated with ineffectiveness of rural development initiatives in Nigeria.

It is clear that the parents' view on joint effort has been distorted. Yet, deliberate initiatives towards satisfying the government's vision TDV 2025 is through joint effort by local communities, government agents, and school administration to improve the educational institutions is the sure direction to take. Therefore, it is obligatory to ensure that community involvement in development programs for education is viable and sustainable to produce the workforce that target the demands for industrialized economy of Tanzania.

### **Committee Members' Perceptions**

School Management Committee comprised of 13 legal members including: The Head Teacher, 2 teachers, 7 parents, 1 local community representative, 1 local government leader and 1 mayor of the area (Makomelelo & Swai, 2013). One of the responsibilities of the School Management Committee is to coordinate activities of education and mobilize community to participate in education development programs. The committee further links between the community and school administration.

In the second part of research question two, the researcher sought to establish the perceptions of *school committee members on the importance of community participation in projects to support primary education*. To achieve this, nine items were presented to the respondents for mean score rating.

Table 10 presents the results on the ratings the respondents for each of the statements on the importance of community participation in development programs for education. The table presents the SMCs members responses on the nine statements itemized. The responses generally show that with regards to the importance of community participation in community development programs for

Table 10

*Committee Members' Perceptions on the Importance of Community Participation in  
Community Development Programs for Education*

	Mean	Std. Deviation
Community participation in programs to support education will increase a sense of ownership and accountability.	1.31	.735
If community members participated actively, it would benefit the school and the community.	1.32	.738
Participating in the programs will ensure equal distribution of resources to improve the community life.	1.52	.921
Community participation in programs will increase the sustainability in basic education.	1.15	.456
The programs to support education may empower the poor communities.	1.67	1.057
I take responsibility and accountability for my community and school as I participate in programs to support education.	1.37	.712
Programs that are responsive to local community needs while targeting the educational demands can sustain basic education.	1.32	.661
Community participation to support education through cost-sharing will meet the demands of education.	1.60	1.040
Participation in project-based programs to support education will increase social capital in solving the community's education demands.	1.53	.949
<b>PERCEPTION ON THE IMPORTANCE OF COMMUNITY PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS FOR EDUCATION</b>	<b>1.421</b>	<b>.496</b>

N = 75

*Note: Perception categories; "Disagree (negative perception)" = 1.00 -1.49; "tend to disagree (tend to be negative)" = 1.50 -2.49; "tend to agree (tend to be positive)" = 2.50 - 3.49; "agree (positive perception)" = 3.50 - 4.00.*

education, the SMCs perception is not important at the mean score and standard deviation (M=1.42; SD = .496) showing "disagree" or "negative perception". The low standard deviation shows homogeneity of responses. This means the respondents are highly consistent in their perceptions.

The mean scores on each of the five items is as follows: The mean scores of the first five outlined items show “Disagree” which means that the perceptions of the respondents is negative: “*Community participation in programs to support education will increase a sense of ownership and accountability*” (M=1.31; SD = .73) “Disagree”; “*If community members participated actively, it would benefit the school and the community*”(M= 1.32; SD = .73) “Disagree”; “*Community participation in programs will increase the sustainability in basic education*” (M=1.15; SD = .45) “Disagree”; “*I take responsibility and accountability for my community and school as I participate in programs to support education*” (M=1.37; SD = .71) “Disagree”; “*Programs that are responsive to local community needs while targeting the educational demands can sustain basic education*”(M= 1.32; SD = .66) “Disagree.” Each one of the above five individual sentences consolidates the negative perspective held by School committee members. They inclined to the capability of community participation in community development programs for education. These findings are bound to destroy the school completely the opposite is true with community participation in that the community will see no benefits of such schools. Community would not see the benefit of such a school as the teaching and learning environment will be poor and the children will not be able to learn.

These findings support some of the statements by the participants in relation to if they contribute to the development of the school. One of the participants commented that, “*We do not have anything to do with the school any more. The school belongs to the government. Moreover, we have no good relationship with the school. Teachers and parents see each other as enemies.*” Participation brings people together to create and make collective decisions of their environment. It promotes ownership and control of their affairs (Oregon as cited in Turner, 2012). Moreover

Russell, Reimers, Mapp, Rogotham, and Warren (2009) when people are not empowered there is loss of ownership and increased disparity and marginalization. As it has been observed earlier on, increased awareness would empower the participants to embrace the idea of community participation.

The researcher also observed very dirty and dilapidated school environment and building structures in most schools. It is evident that the parents are removed completely from the welfare of the school to improve the situation. UNDP (2016) supports these findings in that community-based initiated programs are fundamental to maintain human being wellness.

The mean scores on each of the nine items is as follows: The means scores of the first five outlined items show “Disagree” which means that the perspective of the respondents is negative: *“Community participation in programs to support education will increase a sense of ownership and accountability”* (M=1.31; SD = .73) “Disagree”; *“If community members participated actively, it would benefit the school and the community”*(M= 1.32; SD = .73) “Disagree”; *“Community participation in programs will increase the sustainability in basic education”* (M=1.15; SD = .45) “Disagree”; *“I take responsibility and accountability for my community and school as I participate in programs to support education”* (M=1.37; SD = .71) “Disagree”; *“Programs that are responsive to local community needs while targeting the educational demands can sustain basic education”*(M=1.32; SD = .66) “Disagree.”

Each one of the above five individual sentences consolidates the negative perspective held by School committee members. They inclined to the capability of community participation in community development programs for education. These findings are bound to destroy the school completely the opposite is true with community participation in that the community will see no benefits of such schools. Community

would not see the benefit of such a school as the teaching and learning environment will be poor and the children will not be able to learn.

The next mean scores distribution in Table 9 show that the respondents' perspective "Tend to disagree" meaning their perspective tend to be negative in all the four sentences: "*The programs to support education may empower the poor communities*" (M=1.67; SD = 1.05) "Tend to disagree"; "*Community participation to support education through cost-sharing will meet the demands of education*" (M=1.60; SD = 1.04) "Tend to disagree"; "*Participation in project-based programs to support education will increase social capital in solving the community's education demands*" (M=1.53; SD = .94) "Tend to disagree"; "*Participating in the programs will ensure equal distribution of resources to improve the community life*" (M=1.52; SD = .92) "Tend to disagree."

The result, further, reveal that the members of the perception of School Management Committee is negative on all the four items with very high standard deviations. High standard deviation indicates that the members are not in harmony in the way they view they each of these items. These findings suggest that these members do not have are not capable of committing their effort to perform the responsibilities of a committee member. They tend to be negative in all the four items, each of which is rated separately. This can be supported by Nishimura et al.,(2009) who observed that financial and administrative constraints together are likely to affect the School Management Committee members' perception on provision of primary education. Lack of financial resources, for example, could attribute to a tendency of negative perception on cost sharing and so forth. Therefore, this trend that has been projected by the parents of the SMC members of public primary schools in Rorya District is not exceptional.

At these findings, it is noteworthy to emphasize the significance of SMCs in educational institutions. Yamada (2014) alludes to the assumption of the role of SMCs as a central tool to improve both access to and quality of education consequently a driver with a sense of ownership and behind expected quality education delivery in primary schools towards achieving the goals of Education for All (EFA). Hence will encourage the local residents and school administration to contribute on effectiveness and efficiency of school administration.

The results imply that the SMCs members are not optimistic about achieving their primary role. The SMCs should be seen enthusiastic about facilitating a meaningful relationship between the community and the school's administration, particularly among public primary schools in Rorya District. Most likely, due to their level of education and that some have never gone to school, the members could be ignorant of their responsibilities, therefore, they may have inadequate foresights to motivate the rest of the community. However, in this study, the researcher observed that parents harbored similar complaints that cut across the district, against the SMCs. These SMCs members appeared to have acquired similar traits which were not promoting improvements in education and school environments at all. Such utterances as follow validate the tendency of the SMCs:

Several members of the Focus Group Discussion expressed that “... *We do not have no platform where to report our (parents) concerns about education for our children.*” It was clear that some parents in various communities are interested to participate in improvement of the schools, but the effort to achieve that would be thwarted at some point.

“... *Some members of the SMCs are illiterate.* ”Meaning such committee members have no capability of following, understanding, and challenging the proceedings for the interest of the parents and the development of the school.

“...*There is no way the concerns of the parent are made known to the school administration.*” This suggests that the community representatives in the committee either are not aware of their responsibilities or they compromise their responsibility by not conveying properly the parents’ concerns to school administration

Hence, SMC being at the governance category it is key tool to stimulate action at the school level, support the deliberations and advance concerns of the school community: parents, administration and government for meaningful decisions and implementation has become an issue. Carlitz (2016) alluded to the SMC as serving as a rubber stamp for decisions made by the head teacher which does not give room for active, participatory deliberations and therefore the minutes taken to be sent to the local authority would never go through for action or feedback.

## **Relationship between Perceptions on the Value of Primary School Education and Importance of Community Participation in Community Development Programs for Education**

The researcher sought to establish relationship in the parents’ perceptions. To ascertain if such a relationship existed, the third research question stated; “*Is there a significant relationship between the parents’ perceptions on the value of public primary school education and perceptions on the importance of participation in project-based support to education?*”

In order to answer the third research question, the researcher formulated the following null hypothesis: There is no significant relationship between the parents’ perceptions on the value of public primary school education and perceptions on the



importance of participation in project-based support to education. To test for the relationship between the two perceptions, the Pearson’s correlation coefficient was used.

Table 11

*Correlation of Perceptions on the Value of Primary School Education with Importance of Community Participation in Community Development Programs for Education*

		IMPORTANCE OF COMMUNITY PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS FOR EDUCATION
PERCEPTION ON THE VALUE OF PRIMARY SCHOOL EDUCATION	Pearson Correlation Sig. (2-tailed) N	.510** .000 185

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The correlation coefficient ( $r = .510, p = .000 < 0.01$ ) shown on Table 11 reveals that there is a significant positive relationship between the parents’ perceptions on the value of public primary school education with the perceptions on the importance of community participation in community development programs for education at .000 which is less than the significance level of 0.01. It means those who value primary education tend to consider community participation in community development programs for education important. Therefore, null hypothesis was rejected.

Banerji, Berry and Shotland (2014) argue that low education is often considered as a result of a low quality education system, characterized by poor schools infrastructures, limited materials, inappropriate pedagogy and low quality teachers. The result is manifested in the utterances drawn from the Focus Group interviews such as “*Children are not learning these days,*” “*Parents have disowned*

*the schools,*” *“Teachers are not teaching to mean they are not well qualified.”* Such statements show that the parents have negative perspective toward primary schools. While Lindsjo (2017) observed that parents have a sense of the value of primary education since they believe it is the only way to change their household life from poverty to wealthy, on the other hand, they realize that with the current situation of inclusivity and the poor environment of the school condition their children may not be able to acquire the quality education. Such prevailing situation which does not promise the acquisition of education sought for their children, tend to intensify negative perceptions.

On a similar note, in a comparative study between the private primary schools and government primary schools of Tanzania in some selected regions, John (2009) showed the private primary schools unlike government primary schools had characteristics: responsible parents, quality teaching and learning environment, skillful and committed teachers, availability of resources and good learning environment, meaning that these factors influenced positively the perceptions of parents as they saw the value of education.

Consequently, it is imperative, as previously seen the parents’ perception tends to be negative on the value of primary school education. Given the prevailing perspective of parents’ perception on the value of primary school education, it equally influences the perception in community development programs for education where by the participants perception will tend to be negative too.

### **Role Played by Community for Sustainability in Education**

It has been noted that community has a critical role to play in education development. Community in Rorya District have mandate to practice decision-making to school control through the channels put in place by the government through

the Ministry of Education, e.g. School Management Committee representation. The role that community can play is both at school and out of school in helping their children maximize learning (World Bank, 2007; UNESCO 2009). Russell, Reimers, Mapp, Rogotham, and Warren (2009) argued that community is able to remodel their education systems (schools) and fulfill their participation rights if authorized correctly to demand accountability.

### **Parents' Perceptions on Role Played by Community for Sustainability in Education**

The researcher sought to establish the parents' perceptions on this aspect. To accomplish that, the fourth research question stated; "*What role does the local community play in facilitating basic education for public primary schools in rural Rorya District, Tanzania to guarantee sustainability of education as perceived by a) parents and b) school committee members?*"

Table 12 presents the study results on the ratings of respondents for each variable on the role played by community for sustainability in education. The table presents the parents' perceptions responses on the role played by community on ten statements itemized. The study generally showed that the community rarely fulfill their role for sustainability in education at Rorya District at the mean rating and standard deviation ( $M=1.72$ ,  $SD=.749$ ).

The respondents were presented with ten items to rate their perceptions. The following are the individual mean scores of each of the ten statements shown on Table 12. While all the scores indicate that the parents' perceptions "tend to disagree" meaning they "tend to be negative"; however, the mean scores range from the lowest ( $M=1.54$ ,  $SD=.909$ ) to the highest scores ( $M=1.85$ ,  $SD=1.108$ ). "*Community*

Table 12

*Parents' Perceptions on Role Played by Community for Sustainability in Education*

	Mean	Std. Dev.
Community members encourage each other to attend the PTA meetings regularly and actively for education sustainability.	1.53	.929
Most community members are concerned about the need of their children's acquisition of the essential materials required to ensure sustainable education process.	1.81	1.096
Parents from the community follow on their children's school progress to ensure sustainability in their education.	1.78	1.032
Parents take initiative in financing education for their children in order to ensure sustainability in education.	1.80	1.127
The community works together with the school administration to provide guidance to sure that the children enjoy their basic human right for sustainability in education.	1.68	1.023
Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education	1.85	1.108
Community members jealously safeguard the school premises from vandalism or any destruction to ensure education sustainability.	1.54	.967
Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school.	1.73	1.0
Parents normally follow up on their children's progress at school by consulting with the teachers and the school administration for their education sustainability.	1.72	1.004
Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment.	1.74	1.060
<b>ROLE PLAYED BY COMMUNITY FOR SUSTAINABILITY IN EDUCATION</b>	<b>1.717</b>	<b>.749</b>

N = 185

Note: Means categories of the perceptions 1.00-1.49 = Disagree (Negative perception), 1.50-2.49 = Tend to disagree (Tend to be negative), 2.50-3.49 = Tend to agree (Tend to be positive), 3.50-4.00 = Agree (Positive perception).

*members encourage each other to attend the PTA meetings regularly and actively for education sustainability*"; "Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education" (M=1.85; SD=1.10); respectively "tend to disagree" meaning they tend to be negative. The high

standard deviations ranked from the lowest .929 to 1.127 the highest indicating heterogeneity of responses. This heterogeneity signifies that while community is perceived not to participate enough at times. They should increase the level of participation.

These findings indicate that the parents' perceptions tend to be negative that community played their role as shown in the all the ten items in order facilitate sustainability in education. The overall high standard deviation of .749 indicates that their perceptions are highly spread out and away from the mean.

These findings are in agreement with what some of the participants in the focus groups said:

*"... Parents have nothing to do with the school. There is no relationship, unlike before when the school called parents to school especially on closing day to witness performance reports of their children. It is no longer happening."*

*"...I do not know who the teachers are in our school."*

*"...When the parents are called to school is because there is a problem, and not to discuss or share ideas for development."*

Much as the community or parents could be proactive in steering up the relationship with the school, it is important that the school initiates the process by creating a healthy relationship. Hakielimu (2017a) observed a gap in governance of school administration, where the head masters appointed in office without any training preparation for the job. In most cases such untrained head masters are overwhelmed by responsibility. For example, it was noted that approximately 55% of the head teachers had limited understanding of the meaning of FFBE. Such orientation would affect the way the school administration operates and the manner in

which the head teacher dispenses his or her responsibilities. Hence, the need to raise awareness on the head teachers' responsibilities in Rorya District.

Pertaining to the following aspects, the all recorded a high standard deviation. They all range above 1. The high standard deviation shows that the scores of the participants on all the statements ranged far from the mean scores, hence inconsistent in the parents' perception on these aspects. The parents in Rorya District have varied points in which they tend to be negative. *"Most community members are concerned about the need of their children's acquisition of the essential materials required to ensure sustainable education process"* (M =1.81; SD =1.09) "Tend to disagree"; *"Parents from the community follow on their children's school progress to ensure sustainability in their education"* (M=1.78; SD =1.03) "Tend to disagree"; *"Parents take initiative in financing education for their children in order to ensure sustainability in education"* (M=1.80; SD =1.12) "Tend to disagree"; *"The community works together with the school administration to provide guidance to sure that the children enjoy their basic human right for sustainability in education"* (M= 1.68; SD = 1.02) "Tend to disagree"; *"Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school"* (M=1.73; SD = 1.07) "Tend to disagree"; *"Parents normally follow up on their children's progress at school by consulting with the teachers and the school administration for their education sustainability"* (M=1.72; SD = .1.00) "Tend to disagree;" *"Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment"* (M= 1.74; SD = 1.06) "Tend to disagree."

The results on Table 12 implied that the parents of the children enrolled in public primary schools have several concerns that influence their tendency to

maintain a negative perception on the role of community participation in sustainability of education. This is supported by the majority views of the participants during the focus group discussions. Both the parents and WECs during FGDs shared the following:

WECs: "...Lack of transparency and integrity on the part of leaders discouraged the community."

"...The idea of the role that parents have to play is not understood by most of them."

"...People are not clearly informed on matters affecting them directly, including education."

Parents said: "...They are never given reports of the projects for which the community contributed. We go for three years without feedback."

The discussion here shows lack of understanding. This situation is supported by Swift-Morgan (2006) the findings revealed that in rural Ethiopia, to a large extent community participation is characterized as monetary contributions rather than involvement in decision making or teaching and learning. One of the government officers also noted that "community in Rorya limits its contribution to financial rather than in other aspects." He referred to these contributions in two categories "hard" and "soft." This observation supports the result shown on Table 12 as pertains to the parents' perception in education sustainability of Rorya District public primary schools. The element of ignorance is traced in the part of the participant to discern and play their "soft" roles that the government could not do for their children.

## Committee Members' Perceptions on Role Played by Community for Sustainability in Education

Table 13

*Committee Members' Perceptions on Role Played by Community for Sustainability in Education.*

	Mean	Std. Deviation
Community members encourage each other to attend the PTA meetings regularly and actively for education sustainability.	1.21	.664
Most community members are concerned about the need of their children's acquisition of the essential materials required to ensure sustainable education process.	1.81	.926
Parents from the community follow on their children's school progress to ensure sustainability in their education.	1.43	.808
Parents take initiative in financing education for their children in order to ensure sustainability in education.	1.63	.997
The community works together with the school administration to provide guidance to sure that the children enjoy their basic human right for sustainability in education.	1.40	.805
Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education	1.64	.995
Community members jealously safeguard the school premises from vandalism or any destruction to ensure education sustainability.	1.40	.805
Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school.	1.57	.932
Parents normally follow up on their children's progress at school by consulting with the teachers and the school administration for their education sustainability.	1.63	1.100
Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment.	1.75	1.140
<b>ROLE PLAYED BY COMMUNITY FOR SUSTAINABILITY IN EDUCATION</b>	<b>1.547</b>	<b>.63</b>
N = 75		

*Note: Means categories of the perceptions 1.00-1.49 = Disagree (Negative perception), 1.50-2.49 = Tend to disagree (Tend to be negative), 2.50-3.49 = Tend to agree (Tend to be positive), 3.50-4.00 = Agree (Positive perception).*



In addition, the researcher further sought to verify the perceptions of the School Management Committee on role played by community. To accomplish that, the respondents were presented with ten items. Table 13 presents the mean scores and standard deviations of each item.

Table 13 presents the study results on the ratings of respondents for each variable on the role played by community for sustainability in education. The table presents the committee members' responses on the role played by community on ten statements itemized. The study generally showed that the community rarely fulfill their role for sustainability in education at Rorya District at the mean rating ( $M=1.54$ ) and standard deviation ( $SD=.63$ ).

The respondents were presented with ten items to rate their perceptions. The individual mean scores of each of the ten statements shown indicate that the parents tended to disagree to the statements, which imply that they tend to be negative in their perceptions on their role for sustainability in education with heterogeneity in responses in most items.

This heterogeneity is also seen in the responses of the open ended comments on their perception as follows:

Several members said: “...*Lack of awareness on the part of community as marked by low level or no participation at all by some members of community in the matters to do with education.*”

These findings are in agreement with the way the parents indicated to value primary education in the current study. The parents recorded an overall response that ranged from negative to tend to be negative. This effect is seen in the way community tend to be. The findings suggest that the parents in Rorya District do not

value education and if they do, it is simply for the sake of their children attending school daily, but whether the children learn anything or not, it does not bother them.

The respondents were presented with ten items in this section. Table 13 shows the mean scores distribution of the individual items as follows: Four out of ten items whose mean scores were within the negative range to mean that they disagree with the statements: *“Community members encourage each other to attend the PTA meetings regularly and actively for education sustainability.”* (M=1.21; SD = .66) “Disagree”; *“Parents from the community follow on their children’s school progress to ensure sustainability in their education”*(M= 1.43; SD = .80) “Disagree”; *“The community works together with the school administration to provide guidance to be sure that the children enjoy their basic human right for sustainability in education.”* (M=1.40; SD = .80) “Disagree”; and *“Community members jealously safeguard the school premises from vandalism or any destruction to ensure education sustainability”* (M=1.40; SD = .80) “Disagree.” In the set of these four statements, the respondents’ mean scores are consistent in that, their perceptions are negative with respect to the four statements. The standard deviations indicating heterogeneity of responses.

The heterogeneity findings imply that the School Management Committee members are of divergent opinion that in Rorya District, the community does not encourage each other to attend the PTA meetings; they do not follow up their children’s school progress; community does not work together with the school administration to provide guidance; neither does the community safeguard the school premises from vandalism or any destruction. This situation is well verified and supported by the sentiments gathered from the participants to confirm their position. Several School Management Committee Members mostly who are also parents registered that

*“ . . . Parents are not interested any more in school affairs.”*

*“ . . . They no longer own the school; it belongs to the government.”*

*“ . . . Teachers are seen by the community as enemies.”*

In the other six aspects rated by the participants, they said their perceptions tended to be negative with the mean scores distribution as follows: *“Most community members are concerned about the need of their children’s acquisition of the essential materials required to ensure sustainable education process”* with ( $\bar{x}$ =1.81; SD = .92) *“Tend to disagree”*; *“Parents take initiative in financing education for their children in order to ensure sustainability in education”* ( $\bar{x}$ =1.63; SD = .99) *“Tend to disagree”*; *“Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education”*( $\bar{x}$ =1.64; SD = .99) *“Tend to disagree”*; *“Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school.”* ( $\bar{x}$ =1.57; SD = .93) *“Tend to disagree”*; *“Parents normally follow up on their children’s progress at school by consulting with the teachers and the school administration for their education sustainability”*( $\bar{x}$ =1.63; SD =1.10) *“Tend to disagree”*; and *“Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment”* ( $\bar{x}$ =1.75; SD = 1.14) *“Tend to disagree”*.

The participants, further, seem to be consistent in saying they tend to disagree to the given statements, interpreted that they tend to be negative in their perceptions. The implication here is that, while the committee members see a gap in the role played by the community, they have lacked initiative to turn around the trend in order for the community to take up their role.

## **Challenges in the Implementation of Fee-Free Basic Education**

The researcher sought to establish the school committee member respondents' perceptions on the challenges faced in the implementation of fee-free basic education in public primary schools. To ascertain that the fifth research question stated, *“What are the challenges faced in the implementation of fee-free basic education in public primary schools in Rorya District from the perceptions of the school committee members?”*

Table 14 presents the study results on the ratings of respondents for each variable on challenges faced in the implementation of fee-free basic education. The table presents committee members' responses to ten statements itemized. The responses generally show that there are minimum challenges faced in the implementation of fee free basic education in public primary schools, in Rorya District at the mean rating ( $M=1.62$ ) and standard deviation ( $SD=.585$ ).

The committee members tend to disagree that the implementation of the fee free basic education faced challenges in terms of the use of unqualified teachers and lack of teaching and learning materials due to free education has negatively affected the quality of education received in public primary schools in Tanzania, that some stakeholders have remained indifferent in implementing free education due to perceived inequalities and compromised disparities from policy expectations to practice.

Table 14

*Challenges Faced in the Implementation of Fee-Free Basic Education in Public**Primary Schools*

	Mean	Std. Deviation
The use of unqualified teachers and lack of teaching and learning materials due to free education has negatively affected the quality of education received in public primary schools in Tanzania.	1.91	1.199
Some stakeholders have remained indifferent in implementing free education due to perceived inequalities and compromised disparities from policy expectations to practice.	1.80	1.162
Lack of clear communication and dissemination of information on the role of parents in implementing the fee-free education policy affect the extent to which they participate.	1.67	1.082
Stakeholders are variedly challenged by disparities of community factors that affect the implementation of free education.	1.64	1.048
Inadequate participation and resources from the primary beneficiaries affected the stakeholders' implementation of free education.	1.63	1.037
Some other barriers that are bureaucratic in nature affected the stakeholders' implementation of free education.	1.60	.986
Some unmet needs that are social, economic and environmental in nature discourage stakeholders' participation in implementing free basic education.	1.56	.948
Some negative attitudes and beliefs held as cultural norms have affected the implementation of the free education due to irregular enrolment in public primary schools in Rorya district.	1.56	1.043
Inadequate inclusion of key stakeholders in planning on education reforms can lead to poor implementation of such initiatives.	1.47	.827
<b>CHALLENGES FACED IN IMPLEMENTATION OF FREE PRIMARY EDUCATION</b>	<b>1.62</b>	<b>.585</b>

N = 75

Note: Category levels; 1.00 - 1.49 = Disagree (Not a challenge), 1.50 - 2.49 = Tend to disagree (Minimal challenge), 2.50 - 3.49 = Tend to agree (Moderate challenge), 3.50-4.00 = Agree (A challenge)

The respondents tend to disagree further that lack of clear communication and dissemination of information on the role of parents in implementing the fee free education policy affect the extent to which they participate, stakeholders are variedly challenged by disparities of community factors that affect the implementation of free education, and that inadequate participation and resources from the primary beneficiaries affected the stakeholders' implementation of free education.

Moreover, the respondents tended to disagree that some other barriers that are bureaucratic in nature affected the stakeholders' implementation of free education, some unmet needs that are social, economic and environmental in nature discourage stakeholders' participation in implementing free basic education; and that some negative attitudes and beliefs held as cultural norms have affected the implementation of the free education due to irregular enrolment; and that inadequate inclusion of key stakeholders in planning on education reforms can lead to poor implementation.

However, these findings contradict what is the reality on the ground. It is difficult to explain the cause of the apparent contradiction. However, whatever the factors responsible for this could range from social to cultural in nature. Adan and Orodho (2015) findings established that among other factors, parental support which is deep rooted in social cultural aspect of a community, affected the implementation of Free Secondary Education in Kenya.

Moreover, some utterances confirmed the challenges in the implementation of the fee free basic education in public primary schools in Rorya District as per the following statements which emerged during interviews and focus group discussion:

*“ . . . The idea of free education has brought with it enormous challenges such that implementation is seriously hindered.”*

*“ . . . Parents are not interested to do anything that has to do their children 's education.”*

*“ . . . School Committees are not doing much to improve the situation ”*

These findings can be interpreted that the SMCs members are not aware of how they are performing in terms of how they are expected to dispense their responsibilities. The researcher's observations with regards to this aspect, support the concerns that parents are contending with. In reality the challenges are enormous. Unless the committee have no accurate criteria to measure their challenges against.

In this aspect, the respondents were presented with nine statement to be rated. The mean scores and the standard deviations of each of these items were distributed as seen in the following categories: Nine of the ten items recorded that they tend to disagree that there are challenges, meaning that the challenges are minimal as shown: *“The use of unqualified teachers and lack of teaching and learning materials due to free education has negatively affected the quality of education received in public primary schools in Tanzania”* with (M=1.91; SD =1.19); *“Some stakeholders have remained indifferent in implementing free education due to perceived inequalities and compromised disparities from policy expectations to practice”* with (M=1.80; SD = 1.16); *“Lack of clear communication and dissemination of information on the role of parents in implementing the fee-free education policy affect the extent to which they participate”* with (M=1.67; SD =1.08 .58); *“Stakeholders are variedly challenged by disparities of community factors that affect the implementation of free education”* with (M=1.64; SD = 1.04); *“Inadequate participation and resources from the primary beneficiaries affected the stakeholders' implementation of free education”* with (M=1.63; SD = 1.03); *“Some other barriers that are bureaucratic in nature affected the stakeholders' implementation of free education”* with (M=1.60; SD = .98); *“Some*

*unmet needs that are social, economic and environmental in nature discourage stakeholders' participation in implementing free basic education*” with (M=1.56; SD = .94). ; and “*Some negative attitudes and beliefs held as cultural norms have affected the implementation of the free education due to irregular enrolment in public primary schools in Rorya district*” with (M=1.56; SD = 1.04).

On the other hand there is only one out of the ten items in this aspect where the respondents rated with low mean score with standard deviation disagree with the statement to mean that it is not a challenge, the mean scores (M=1.47; SD = .827). The standard deviation indicates heterogeneity of response. This heterogeneity implies that the responses are spread out away from the mean. It means that there are times when challenges emerge and sometimes there are no challenges; and therefore, it is important to put measures in place to minimize such challenges.

The respondents tend to disagree with the given statements meaning they are of the opinion that the challenges faced in the implementation of Fee-Free Basic Education in public primary schools tend to be minimal, with “*The use of unqualified teachers and lack of teaching and learning materials due to free education has negatively affected the quality of education received in public primary schools in Tanzania,*” emerging with the highest mean score of (M=1.91; SD = 1.19) and the lowest being “*Inadequate inclusion of key stakeholders in planning on education reforms can lead to poor implementation of such initiatives,*”(M =1.47; SD = .827). Contrary to the School Management Committee members' position on this item, the concern for inadequate number of teachers and some not well qualified emerged severally from the other respondents, particularly the parents and the Ward Education Coordinators. Such statements as:

“... *There is a big shortage of teachers.*”



*“ . . . Pupils do not have text books.”*

*“ . . . Teacher-students ratio is out of proportion*

The results imply that due to misinformation or inadequate information dissemination, especially at the micro level of implementation, the School Management Committee members (the head teachers, teachers, parents and local government authorities) in Rorya District are limited in their understanding of the directives issued by the Tanzania Government as pertains to Fee-Free Basic Education policy. Consequently, they are unable to clearly identify the challenges of implementation. Hence there is a need to raise awareness.

The findings on challenges can be well explained by Hakielimu (2017a) that approximately 55% of head teachers misconstrued the implementation directives on the policy of Fee-Free Basic Education. They were of the notion the policy declared that the government was to take entirely the burden of educating the children.

Consequently, limited knowledge in understanding what the policy entails, particularly the objectives, result into the contradictory findings. Therefore, the committee members lack appropriate criteria to measure their performance against the objective in order to discern the level of challenges faced in the implementation of Free Primary Education.

## **Interventions towards Integration of Project-based Support to Public Primary Education**

To determine the interventions, the sixth research question stated: *“What interventions should be implemented to integrate project-based support to public primary education in Tanzania?”*

This question sought to address the issue of identifying possible interventions that should be implemented to integrate project-based support to public primary

education in Tanzania. The question was answered by the use of data from interview schedules, focus group discussions, and the findings from preceding research questions as well as included ideas from literature.

Sustainable Fee Free Basic Education in public primary schools in Tanzania, through community participation in project-based support is inevitable. Hence a need for an intervention in Rorya District, Tanzania. UNHCR (2008) alludes to community participation as empowering individuals and communities for change and to exercise their rights and comply with their duties.

### **Community Mobilization**

Community mobilization is an approach that involves community members themselves, whereby they set plans and strategies for themselves rather than plans imposed from outside. This approach provides for community participation at an earliest stage through dialogue and collaboration (Ukah, 2017; Myer, 2016).

### **Social Awareness Seminars**

The sentiments that emerged from the participants clearly stressed the need for awareness. Critical indicator for social awareness surfaced among the members of communities in Rorya District, as a substantial number of community members seemed unresponsive about their social issues, difficulties and hardships which they experienced across their society. Likewise, it seemed they were insensitive about the struggle in their children's education. These observations are supported by the following result: majority 64.3% of parents and 38% of the SMCs attained to primary school level. According to Banerji, Berry and Shotland (2014) the findings of their study support appropriate interventions, which included literacy, increased empowerment and participation in their children's education in India. Therefore, enlightenment is unescapable on matters pertaining to education development, the

value of primary education, the advantages of FFBE policy, and the significance of fulfilling the parental or community roles in education.

### **Social Capital Education**

Understanding that ecological system is a large body of governor constituted of numerous sub-systems in any community setting. Therefore, a need to alert community members at family level, and to develop relationships among components of social capital. This strategy will help the community to understand the various forms of parental expectations, obligations, and social networks that exist; as well as the benefits resulting from the trust, reciprocity, information, and cooperation that are associated with social networks.

### **Collective Action**

At this stage, the community, the parents, the guardians and the SMCs will have been sensitized about the need to unite together and work on communal action. As a large community of parents and residents of Rorya District, they are capable of acting together as a group of people whose common goal is to solve emerging problems challenges in their local community, in order to achieve the common good.

One such challenges would be facilitation of public primary schools basic education for their children. Particularly to engage in community participation in Project-Based support to public primary schools for sustainable basic education through Fee Free Basic Education policy by providing teaching and learning materials.

## Model for Project-Based Support to Public Primary Education

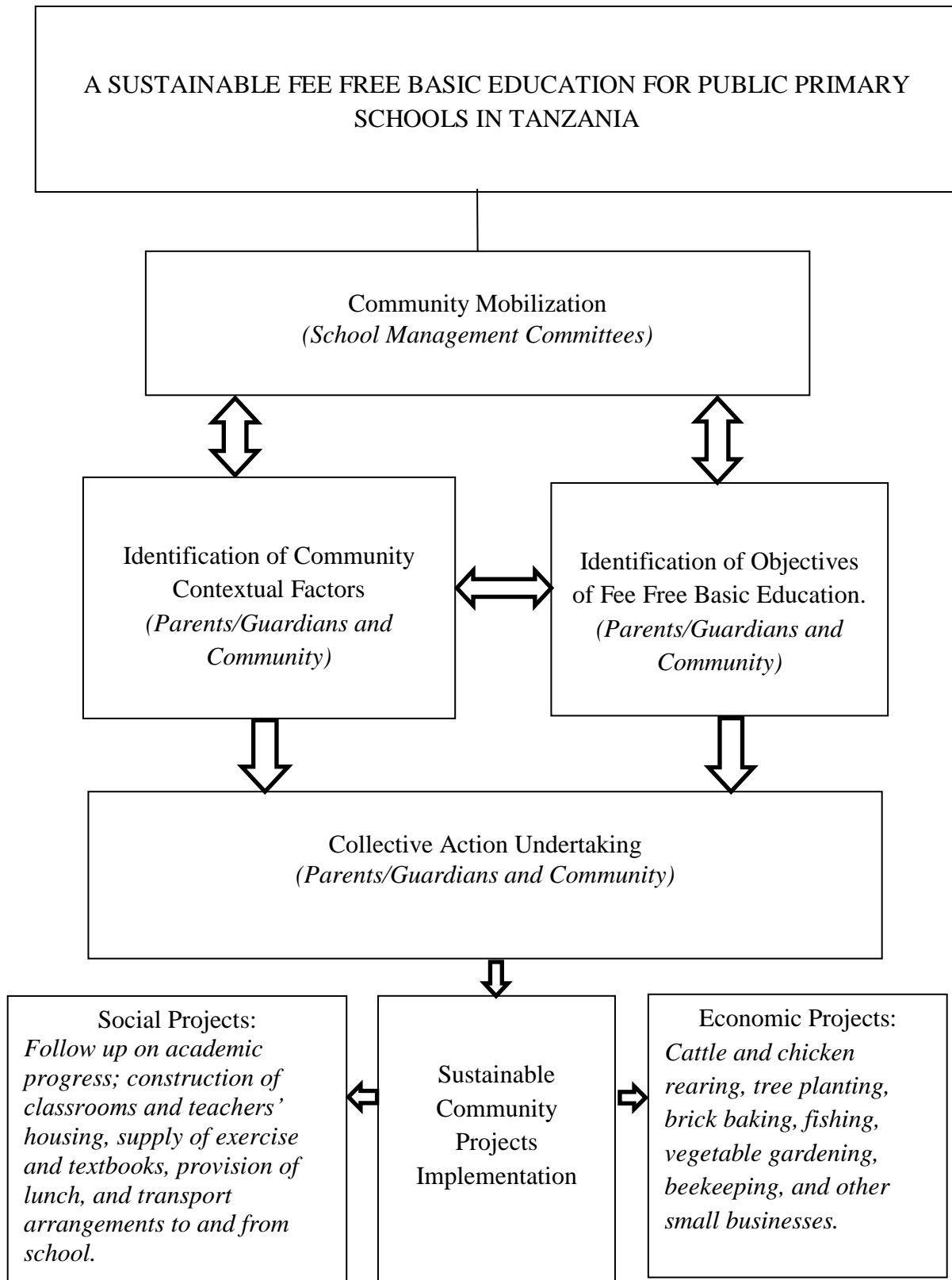


Figure 7. TWE project-based model: A sustainable fee free basic education for public primary schools in Tanzania.

Figure 7 presents *TWE Project-Based Model: A Sustainable Fee Free Basic Education for Public Primary Schools for Tanzania*. The researcher sought to recommend a model for Community participation in project-based support to public primary schools for sustainable basic education in Tanzania. The figure exemplifies the pattern in which the model should work to maintain sustainable fee-free basic education for public primary schools in Tanzania.

The researcher foresees through the proposed model, the status of Rorya community will be undergo transformation from the current poor community into a sustainable community, empowered to participate in projects geared to support the development projects for public primary school education. Tan (2009) concurs that community development is the most outstanding model that can provide the lasting change for individuals and communities in their localities.

The activities indicated on the model will be driven by the designated actors including, the SMCs, the parents/guardians and community members. Hence, the researcher was guided by a proposition that sustainable Fee Free Basic Education is possible through community participation in project-based support to public primary schools in Tanzania. Abu (2014) concurs that community development is an on-going process that involves a series of tasks related to social participatory initiatives of working together to improve their lives, environment, and culture for a better future, in line with the contextual available resources.

The School Management Committee members will act as the driving force to initiate the cooperation of the community in order to begin the action. Brain storming and generation of their own project ideas or plans to fit their situation will soon begin to shape up. Each member of the community will have an opportunity to contribute their idea of a project to help solve the challenges they face as a community.

The parents and the guardians as well as the general community will be involved in identification of some contextual factors which may include but not limited to the natural resources, physical features, human resources and other environmental resources. Similarly, they will engage in matching the identified contextual factors with the identified Fee Free Basic Education objectives while they continue to harness some more participation of as many community members as possible. This is a fine-tuning process that moves back and forth has shown in the double-pointed arrows, from *top-bottom* and *side by side*.

### **Collective Action Undertaking**

At this juncture, the community and school leadership will be able to work together in partnership. As a result, whatever project ideas they may have to undertake, they will both take ownership. It is assumed that the people will be motivated to identify themselves with the school in their community.

### **Sustainable Community Projects Implementation**

Consequently, implementation of sustainable community projects feasible. Communities are able to foresee the future benefits of the common good, consequence of their collective participation. As a result, social and economic projects are bound to succeed. Some of the social projects as stipulated in the cost-sharing plan, may include: Follow up on academic progress; construction of classrooms and teachers' housing, supply of exercise and textbooks, provision of lunch, and transport arrangements to and from school for the pupils. Some economic projects which will emerge from collective action may include: Cattle and chicken rearing, tree planting, brick baking, fishing, vegetable gardening, beekeeping and any other small businesses.

Consequently, the community will be able to support their children's educational needs through the discussed cost-sharing activities. While the main target is educational sustainability; but the benefits will indirectly begin trickling into the community at large. Hence, *A Sustainable Fee Free Basic Education for Public Primary Schools in Tanzania.*

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter presents the summary, conclusions drawn from the findings, and recommendations for further study to fill gaps established in the course of this study.

#### **Summary**

This study sought to explore Community Participation and Perceptions on Project-based Support to Public Primary Schools for Sustainable Basic Education in Rorya District, Tanzania. Specifically, the researcher sought to gain insights of the selected participants' perceptions on the value of primary education, the advantage of free education, the perceptions of both the parents and the SMCs on the importance of participation in education development programs, perceptions of the parents and the school committee members on the role played by the community in education sustainability, and on the challenges faced in implementation of fee free primary education. The study was guided by two theories: Bronfenbrenner's (1970) Ecological Systems Theory, and MacGregor's Transformational Theory.

The study employed concurrent mixed method approach, engaged both quantitative and qualitative approaches. The quantitative aspect of the study was descriptive while the qualitative was mainly interviews. Two sets of questionnaires were used to collect data and structured interviews both for individuals and focus discussion groups. The content validity done by the experts at UEAB; while reliability of the instruments was established through a pilot study conducted before the main data collection. The respondents 185 parents of students enrolled in the schools



selected and 75 members of the School Management Committee of the public primary schools in Rorya District, Tanzania. The data collected were analyzed using the statistical package for social sciences (SPSS).

### **Summary of Findings**

1. The perceptions of the parents tended to be negative both on the value of primary school at the mean score and standard deviation ( $M=1.54$ ;  $SD = .66$ ), and on the advantages of free primary education at the mean score and standard deviation ( $M=1.71$ ;  $SD = .62$ ). The findings showed homogeneity of responses.
2. The perception of parents of the pupils enrolled in primary school and the School Management Committee members on the importance of community participation in development projects to support primary education recorded the mean and standard deviation ( $M=1.41$ ;  $SD= .49$ ); while the findings of the School Management Committee members responses recorded the mean score and standard deviation of ( $M=1.42$ ;  $SD=.496$ ). In both the aspects, the standard deviation revealed homogeneity of the respondents' perceptions.
3. The value of primary school education was found to have positive significant relationship with importance of community participation in community development programs for education ( $p < .05$ ).
4. Parents' and the SMCs perception on role played by community for education sustainability tended to be negative with at a mean score and standard deviation high ( $M=1.74$ ;  $SD=.74$ ). The perceptions of the SMCs tended to be negative with the mean scored the ( $M=1.54$ ;  $SD=.63$ ), both the standard deviations showed homogeneity of the participants' responses.

5. The findings revealed that the committee members tended to be negative in their perception on the challenges faced in implementation of fee free primary education be minimal with the mean rating ( $M=1.62;SD=.58$ ) and the low standard deviation showing a strong homogeneity of the SMCs perception. However, these findings contradict with the comments of the parents during focus group discussions.
6. The participants proposed interventions for community through project based approaches as follows: To sensitize community members on Social Awareness about social issues, and social capital as pertains to parental expectations, obligations, and social network.
7. Consequently, the researcher recommend a model “TWE project-based model: A Sustainable Fee Free Basic Education for Public Primary Schools for Tanzania,” through consultation with community development programs and from the data gathered in the current study as well as the reviewed related literature.

## **Conclusions**

In this study which aimed at determining the perceptions of the participants on selected aspects as pertains to public primary schools education in Rorya District, Tanzania, the following conclusions were reached:

1. The parents’ perceptions were negative on the value of public primary school education and on the advantages of free primary education in Rorya District. Low level of education influences the perception of the parents as majority of them are primary school leavers and they lack awareness.

2. Both the parents and the school management committee members perceived that community participation in projects to support primary education was not important.
3. Those who value primary education tend to consider community participation in community development programs for education important. The null hypothesis was rejected.
4. The parents' negative perception implies very low involvement of the community. Similarly, on the School Management Committees, it indicates the community's involvement is inadequate. There is evidence of a weak cooperation between the local community and school administration in Rorya District.
5. The School Management Committee Members are ignorant of the objectives of the Fee Free Basic Education policy.
6. There is a need for interventions on community mobilization according to the recommendations given by the respondents for collective actions to strengthen community participation through project-based support to public primary education in Tanzania.
7. The researcher's proposed project based model will ensure successful and sustainable Fee-Free Basic Primary Education for communities in Tanzania.

### **Recommendations**

From the findings and conclusion of this study, the researcher draws the following recommendations:

1. The government in collaboration with the non-governmental stakeholders, the District Executive Director and District Education Officer for Primary should

conduct awareness seminars on the values of public primary schools and on the advantages of fee free basic education.

2. The District Executive Director in collaboration with the District Education Officer should conduct community awareness seminars on the importance of their participation.
3. The Ministry of Education and Vocational Training should mobilize funds and conduct seminars and workshops to sensitize communities on the value of primary education and the importance of their participation in project-based support to education.
4. The local government should sensitize the community in more active participation in project-based support to education.
5. The membership in school management committees should comprise only professionals whose expertise, skills and experiences will benefit the schools in such areas as education, finance, planning and development.
6. The interventions are overdue. There is need for swift action to implement the suggestions proposed in a timely manner, in order to reach the target people sooner.
7. The researcher strongly suggests to put on trial the implementation of the recommended TWE project-based model to some selected participant areas of Rorya District, Mara Tanzania.

### **Recommendations for Further Studies**

1. To conduct feasibility study on the implementation of TWE model in selected areas of Rorya District.

2. A comparative study on the topic to be conducted to establish the statuses of other contextual settings as pertains to the perceptions of respondents with similar characteristics.
3. To conduct a cross-sectional study to explore factors that influences the participation of local communities in project-based support to public primary schools in Rorya District.

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# APPENDICES

## APPENDIX A: TOPIC APPROVAL



**OFFICE OF THE DIRECTOR OF GRADUATE STUDIES  
AND RESEARCH  
UNIVERSITY OF EASTERN AFRICA, BARATON**

November 28, 2016

Mrs. Eliada W. B. Tieng'o  
Department of Education  
UEAB

Dear Mrs. Tieng'o:

This is to inform you that the topic *Community-based development and education: Implications for participation in basic education policy formulation in rural Tanzania*, which you presented on November 25, 2016, has been accepted for doctoral dissertation proposal development.

Prof. Elizabeth Role, Director of Graduate Studies and Research, and Dr. Millicent Ojwang', lecturer in the Department of Education, have been officially designated as your first and second dissertation supervisors, respectively. They will help you work toward the completion of the dissertation proposal you are to present before a panel of evaluators, and the completion of your dissertation you are to defend before a panel of oral examiners, when it is ready.

Kindly work with them very closely and make sure that every time you see them for advising, you and your supervisors have to sign the Consultation/Advising Report Form, a copy of which is provided to you. You will be required to present the filled form before you defend your dissertation proposal and your dissertation.

Please note that the Office of Graduate Studies and Research will provide consultancy services as you write the research methodology section of your dissertation proposal and with your statistical data analysis, if needed.

God bless you abundantly in your research undertakings.

Sincerely,

  
Elizabeth M. Role, PhD  
Director

cc: Office File



A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING  
CHARTERED 1991

## APPENDIX B: INTRODUCTION LETTER



### OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

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December 2, 2016

#### THE DISTRICT EDUCATION OFFICER

Rorya District  
Tanzania

Dear Sir:

This is to introduce to you Mrs. Eliada W. B. Tiengo, a Doctor of Philosophy in Education (Educational Administration) student of the University of Eastern Africa, Baraton, Kenya. She is currently writing her thesis entitled *Community-based development and education: Implications for participation in basic education policy formulation in rural Tanzania*.

She has chosen Rorya District as the site of her study. I am kindly requesting that you accord her the assistance necessary for the success of her research.

God bless you abundantly in your research undertakings.

Sincerely,

  
Elizabeth M. Role, PhD  
Director

cc: Office File



A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING  
CHARTERED 1991

## APPENDIX C: COSTECH Research Clearance

**UNITED REPUBLIC OF TANZANIA**

**TANZANIA COMMISSION FOR SCIENCE AND TECHNOLOGY  
(COSTECH)**




***RESEARCH PERMIT***

<b>Permit No.</b>	2019-353- NA-2019- 263
<b>Date</b>	24 <sup>th</sup> June 2019
<b>Researcher's Name</b>	Eliada Werungu Bina Tieng'o
<b>Nationality</b>	Tanzanian
<b>Research Title</b>	Community Participation in Project-Based support to public Primary School: Implications for Sustainable basic Education in Rorya District, Tanzania
<b>Research Area(s)/Region(s)</b>	Mara
<b>Validity</b>	From:24 <sup>th</sup> June 2019 to 23 <sup>rd</sup> June 2020
<b>Local contact/collaborator (with affiliated institution)</b>	Prof. William D. Tieng'o, P. O. Box 1121, Arusha



**PROGRAMM OFFICER**



**For: DIRECTOR GENERAL**

**IMPORTANT REQUIREMENTS**

- Research permit that involve collecting human, plant or animal materials / data that will be exported outside Tanzania must submit a signed Material Transfer Agreement (MTA), Data Transfer Agreement (DTA) between Tanzania host institution and the foreign counterpart. The MTA/DTA will indicate terms for collecting, storing/managing, transporting, disposal or returning of the materials/DATA to Tanzania after the closure of the research project.
- Any patent or intellectual property and royalty emanating from any research approved by the National Research Registration Committee (NRRC) shall be owned as stipulated in the research proposals and in accordance with the IP policy of the respective research institutions.
- All researchers are required to report to a Regional Administrative Secretary (RAS) of the study area and present the introduction letter and activity schedule(plan) prior starting any research activity.
- All researchers are required to submit quarterly progress reports and all relevant publications made after completion of the research.
- All communications should be addressed to COSTECH Director General through [clearance@costech.or.tz](mailto:clearance@costech.or.tz) or [dg@costech.or.tz](mailto:dg@costech.or.tz) or +255222700749; +255 (022) 2771938. Terms and conditions of the permit are found at [www.costech.or.tz](http://www.costech.or.tz)

## APPENDIX D: Rorya District Research Permit

### RORYA DISTRICT COUNCIL

**Mara Region:**  
Phone Number: + 255 732-985742.  
Fax Number: + 255 732-985742.  
E-mail: [dedrorya@yahoo.com](mailto:dedrorya@yahoo.com)



DISTRICT EXECUTIVE DIRECTOR,  
RORYA DISTRICT COUNCIL,  
P.BOX, 250,  
**TARIME.**

REF NO. HWR/T/01A/26

16/12/2016.

THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH,  
UNIVERSITY OF EASTERN AFRICA,  
**BARATON-KENYA.**

**RE: CONDUCTING RESEARCH**

Refer to the heading above.

The District Executive Director's Office informs you that our office has confirmed the request of **Mrs. Eliada W. B. Tiengo** to conduct a research entitled community based development and education to Rorya District Council. This research will be conducted From *May 14<sup>th</sup> 2018* to *June 6<sup>th</sup> 2018*.

You shall abide to all organizational rules and regulations while conducting your research at this District Council.

You're warmly welcome.

Mwasiti N. Shabani

**For: DISTRICT EXECUTIVE DIRECTOR  
RORYA DISTRICT COUNCIL**

- COPY: 1. DED - to be seen in file for records.  
2. ALL WEO'S of this council: for information, please receive her and give cooperation.  
3. Mrs. Eliada W. B. Tiengo,  
UNIVERSITY OF EASTERN AFRICA,  
BARATON-KENYA.



## APPENDIX E: INTRODUCTION TO PILOT STUDY



### OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON  
P. O. Box 2500, Eldoret, Kenya

06 May 2018

TO WHOM IT MAY CONCERN:


Re: **PILOT STUDY OF RESEARCH INSTRUMENT**

Mrs. Eliada Werungu Tieng'o is a graduate student pursuing the degree **Doctor of Philosophy in Education (Educational Administration)** at the University of Eastern Africa, Baraton. She is currently writing her doctoral dissertation entitled *Community participation in project-based support to public primary schools: Implications for sustainable basic education in Rorya District, Tanzania.*

To establish the reliability of her research instrument, Mrs. Tieng'o is conducting a pilot study. Please allow her to administer her questionnaires to committee members and parents in your school.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

  
Prof. Elizabeth M. Role, PhD  
Director

Cc: Chair, Department of Education  
Office File



**APPENDIX F-0: INFORMED CONSENT**

UNIVERSITY OF EATERN AFRICA,  
BARATON  
P.O. BOX 2500-30100  
ELDORET  
DATE: 10/05/2018

Dear Respondent.....

I am a Ph.D. student in the above named institution and conducting a study of

***COMMUNITY PARTICIPATION IN PROJECT-BASED SUPPORT TO PUBLIC  
PRIMARY SCHOOLS: IMPLICATIONS FOR SUSTAINABLE BASIC***

***EDUCATION IN RORYA DISTRICT, TANZANIA.*** You are among those chosen to participate in this study. The findings of this study will provide a feedback to educators and leaders in order to design a participatory model for the rural community participation in education sustainability. Your identity as a respondent will not be disclosed. The results of the study will be availed to participating school and personnel on request. Your participation on the study is voluntary. As an indication of your consent, please sign below.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Thank you,

Eliada Werungu B. Tieng’o

Mobile contact: \_\_\_\_\_

[williameliada@gmail.com](mailto:williameliada@gmail.com)

**APPENDIX F-1: INTRODUCTION TO RARANYA SCHOOL VIA  
RARANYA WARD EDUCATION OFFICER**

**HALMASHAURI YA WILAYA YA RORYA.**

(Barua zote zielekezwe kwa Mkurugenzi Mtendaji )

Phone Number: + 255 732985739,  
Fax Number: + 255 732985739.



OFISI YA MKURUGENZI MTENDAJI (W),  
S.L.P 250,  
**RORYA- TARIME**

**Unapojibu tafadhali taja:**

Kumb. Na HWR/ED/PR/109/98

14/05/2018

MWALIMU KUU,  
SHULE YA MSINGI Raranya  
RORYA,

K.K.  
MRATIBU ELIMU, KATA,  
KATA YA RARANYA

**YAH: UTAMBULISHO WA BI. ELIADA WERUNGU BINA TIENG'O KWA AJILI  
YA KUFANYA UTAFTI KUHUSU MASUALA YA ELIMU.**

Husika na mada tajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti kuhusu masuala ya Elimu hususani ushiriki wa Jamii kwenye masuala ya Kielimu.

Aidha mdau huyu atahitaji kukutana na baadhi ya Viongozi, Kamati za Shule na Wazazi kwa ajili ya mahojiano na ujazaji wa Dodoso lenye lengo la kuona ushiriki wa Jamii kwenye masuala yahasuyo Elimu.

Kwa barua hii naomba Bi. Eliada Werungu Bina Tieng'o apewe ushirikiano na ushiriki wa Waratibu Elimu Kata na Walimu Wakuu katika shughuli hii muhimu.

Nakutakia utekelezaji mwema.

Thobias M. Ojjo

Kny: MKURUGENZI MTENDAJI (W)  
RORYA

**APPENDIX F-2: INTRODUCTION TO RATIA SCHOOL VIA  
ROCHE WARD EDUCATION OFFICER**

**HALMASHAURI YA WILAYA YA RORYA.**

(Barua zote zielekezwe kwa Mkurugenzi Mtendaji.)

Phone Number: + 255 732985739,  
Fax Number: + 255 732985739.



OFISI YA MKURUGENZI MTENDAJI (W),  
S.L.P 250,  
RORYA- TARIME

**Unapojibu tafadhali taja:**

Kumb. Na HWR/ED/PR/109/98

14/05/2018

MWALIMU KUU,  
SHULE YA MSINGI RATIA  
RORYA,

K.K:  
MRATIBU ELIMU KATA,  
KATA YA ROCHE

**YAH: UTAMBULISHO WA BI, ELIADA WERUNGU BINA TIENG'O KWA AJILI  
YA KUFANYA UTAFTI KUHUSU MASUALA YA ELIMU.**

Husika na mada tajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti kuhusu masuala ya Elimu hususani ushiriki wa Jamii kwenye masuala ya Kielimu.

Aidha mdau huyu atahitaji kukutana na baadhi ya Viongozi, Kamati za Shule na Wazazi kwa ajili ya mahojiano na ujazaji wa Dodoso lenye lengo la kuona ushiriki wa Jamii kwenye masuala yahasuyo Elimu.

Kwa barua hii naomba Bi. Eliada Werungu Bina Tieng'o apewe ushirikiano na ushiriki wa Waratibu Elimu Kata na Walimu Wakuu katika shughuli hii muhimu.

Nakutakia utekelezaji mwema.

Thobias M. Ojijo  
Kny: MKURUGENZI MTENDAJI (W)  
RORYA

**APPENDIX F-3: INTRODUCTION TO SOTA SCHOOL  
VIA TAI WARD EDUCATION OFFICER**

**HALMASHAURI YA WILAYA YA RORYA.**

(Barua zote zielekezwe kwa Mkurugenzi Mtendaji )

Phone Number: + 255 732985739.  
Fax Number: + 255 732985739.



OFISI YA MKURUGENZI MTENDAJI (W),  
S.L.P 250,  
**RORYA-TARIME**

**Unapojibu tafadhali taja:**

Kumb. Na HWR/ED/PR/109/98

14/05/2018

MWALIMU KUU,  
SHULE YA MSINGI SOTA  
RORYA,

K.K.  
MRATIBU ELIMU KATA,  
KATA YA TAI

**YAH: UTAMBULISHO WA BI. ELIADA WERUNGU BINA TIENG'O KWA AJILI  
YA KUFANYA UTAFITI KUHUSU MASUALA YA ELIMU.**

Husika na mada tajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti kuhusu masuala ya Elimu hususani ushiriki wa Jamii kwenye masuala ya Kielimu.

Aidha mdau huyu atahitaji kukutana na baadhi ya Viongozi, Kamati za Shule na Wazazi kwa ajili ya mahojiano na ujazaji wa Dodoso lenye lengo la kuona ushiriki wa Jamii kwenye masuala yahasuyo Elimu.

Kwa barua hii naomba Bi. Eliada Werungu Bina Tieng'o apewe ushirikiano na ushiriki wa Waratibu Elimu Kata na Walimu Wakuu katika shughuli hii muhimu.

Nakutakia utekelezaji mwema.

Thobias M. Ojjo

Kny: MKURUGENZI MTENDAJI (W)  
RORYA

**APPENDIX F-4: INTRODUCTION TO IRIENYI SCHOOL VIA  
KOMUGE WARD EDUCATION OFFICER**

**HALMASHAURI YA WILAYA YA RORYA.**

(Barua zote zielekezwe kwa Mkurugenzi Mtendaji.)

Phone Number: + 255 732985739,  
Fax Number: + 255 732985739.



OFISI YA MKURUGENZI MTENDAJI (W),  
S.L.P 250,  
RORYA- TARIME

**Unapojibu tafadhali taja:**

Kumb. Na HWR/ED/PR/109/98

14/05/2018

MWALIMU KUU,  
SHULE YA MSINGI IRIENYI  
RORYA,

K.K.  
MRATIBU ELIMU KATA,  
KATA YA KOMUGE

**YAH: UTAMBULISHO WA BI. ELIADA WERUNGU BINA TIENG'O KWA AJILI  
YA KUFANYA UTAFITI KUHUSU MASUALA YA ELIMU.**

Husika na mada tajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti kuhusu masuala ya Elimu hususani ushiriki wa Jamii kwenye masuala ya Kielimu.

Aidha mdau huyu atahitaji kukutana na baadhi ya Viongozi, Kamati za Shule na Wazazi kwa ajili ya mahojiano na ujazaji wa Dodoso lenye lengo la kuona ushiriki wa Jamii kwenye masuala yahusuyo Elimu.

Kwa barua hii naomba Bi. Eliada Werungu Bina Tieng'o apewe ushirikiano na ushiriki wa Waratibu Elimu Kata na Walimu Wakuu katika shughuli hii muhimu.

Nakutakia utekelezaji mwema.

Thobias M. Ojjo  
Kny: MKURUGENZI MTENDAJI (W)  
RORYA

## APPENDIX F-5: INTRODUCTION TO KINESI "A" SCHOOL

VIA

### NYAMUNGA WARD EDUCATION OFFICER

#### HALMASHAURI YA WILAYA YA RORYA.

(Barua zote zielekezwe kwa Mkurugenzi Mtendaji )

Phone Number: + 255 732985739,  
Fax Number: + 255 732985739.



OFISI YA MKURUGENZI MTENDAJI (W),  
S.L.P 250,  
RORYA- TARIME

**Unapojibu tafadhali taja:**

Kumb. Na HWR/ED/PR/109/98

14/05/2018

MWALIMU KUU,  
SHULE YA MSINGI KINESI "A"  
RORYA,

K.K.

MRATIBU ELIMU KATA,  
KATA YA NYAMUNGA

YAH: UTAMBULISHO WA BI. ELIADA WERUNGU BINA TIENG'O KWA AJILI  
YA KUFANYA UTAFFITI KUHUSU MASUALA YA ELIMU.

Husika na mada tajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti kuhusu masuala ya Elimu hususani ushiriki wa Jamii kwenye masuala ya Kielimu.

Aidha mdau huyu atahitaji kukutana na baadhi ya Viongozi, Kamati za Shule na Wazazi kwa ajili ya mahojiano na ujazaji wa Dodoso lenye lengo la kuona ushiriki wa Jamii kwenye masuala yahasuyo Elimu.

Kwa barua hii naomba Bi. Eliada Werungu Bina Tieng'o apewe ushirikiano na ushiriki wa Waratibu Elimu Kata na Walimu Wakuu katika shughuli hii muhimu.

Nakutakta utekelezaji mwema.

Thobias M. Ojjo

Kny: MKURUGENZI MTENDAJI (W)  
RORYA

**APPENDIX F-6: INTRODUCTION TO LIGERO SCHOOL VIA  
RABUOR WARD EDUCATION OFFICER**

**HALMASHAURI YA WILAYA YA RORYA.**

(Barua zote zielekezwe kwa Mkurugenzi Mtendaji )

Phone Number: + 255 732985739.  
Fax Number: + 255 732985739.



OFISI YA MKURUGENZI MTENDAJI (W),  
S.L.P 230,  
**RORYA- TARIME**

**Unapojibu tafadhali taja:**

Kumb. Na HWR/ED/PR/109/98

14/05/2018

MWALIMU KUU,  
SHULE YA MSINGI LIGERO  
RORYA.

K.K:

MRATIBU ELIMU KATA,  
KATA YA RABUOR

**YAH: UTAMBULISHO WA BI. ELIADA WERUNGU BINA TIENG'O KWA AJILI  
YA KUFANYA UTAFTI KUHUSU MASUALA YA ELIMU.**

Husika na mada tajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti kuhusu masuala ya Elimu hususani ushiriki wa Jamii kwenye masuala ya Kielimu.

Aidha mdau huyu atahitaji kukutana na baadhi ya Viongozi, Kamati za Shule na Wazazi kwa ajili ya mahojiano na ujazaji wa Dodoso lenye lengo la kuona ushiriki wa Jamii kwenye masuala yahasuyo Elimu.

Kwa barua hii naomba Bi. Eliada Werungu Bina Tieng'o apewe ushirikiano na ushiriki wa Waratibu Elimu Kata na Walimu Wakuu katika shughuli hii muhimu.

Nakutakia utekelezaji mwema.

Thobias M. Ojjo

**Kny: MKURUGENZI MTENDAJI (W)  
RORYA**



**APPENDIX F-7: INTRODUCTION TO RANDA SCHOOL VIA  
KIGUNGA WARD EDUCATION OFFICER**

**HALMASHAURI YA WILAYA YA RORYA.**

(Barua zote zielekezwe kwa Mkurugenzi Mtendaji )

Phone Number: + 255 732985739,  
Fax Number: + 255 732985739.



OFISI YA MKURUGENZI MTENDAJI (W),  
S.L.P 250,  
RORYA- TARIME

**Unapojibu tafadhali taja:**

Kumb. Na HWR/ED/PR/109/98

14/05/2018

MWALIMU KUU,  
SHULE YA MSINGI LIGERO  
RORYA.

K.K.

MRATIBU ELIMU KATA,  
KATA YA RABUOR

**YAH: UTAMBULISHO WA BI. ELIADA WERUNGU BINA TIENG'O KWA AJILI  
YA KUFANYA UTAFTI KUHSU MASUALA YA ELIMU.**

Husika na mada tajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kwa ajili ya kufanya utafiti kuhusu masuala ya Elimu hususani ushiriki wa Jamii kwenye masuala ya Kielimu.

Aidha mdau huyu atahitaji kukutana na baadhi ya Viongozi, Kamati za Shule na Wazazi kwa ajili ya mahojiano na ujazaji wa Dodoso lenye lengo la kuona ushiriki wa Jamii kwenye masuala yahasuyo Elimu.

Kwa barua hii naomba Bi. Eliada Werungu Bina Tieng'o apewe ushirikiano na ushiriki wa Waratibu Elimu Kata na Walimu Wakuu katika shughuli hii muhimu.

Nakutakia utekelezaji mwema.

Thobias M. Ojjo  
Kny: MKURUGENZI MTENDAJI (W)  
RORYA

## APPENDIX G: QUESTIONNAIRE FOR SCHOOL

### MANAGEMENT COMMITTEE

This is a survey on *COMMUNITY PARTICIPATION AND PERCEPTIONS ON PROJECT-BASED SUPPORT TO PUBLIC PRIMARY SCHOOLS: IMPLICATIONS FOR SUSTAINABLE BASIC EDUCATION IN RORYA DISTRICT, TANZANIA*

#### INSTRUCTIONS:

Fill in the questionnaire by putting a tick in the space provided against the answer that best fits you, your school and community to describe your opinion.

Please answer all questions as honestly as possible.

Do not write your name, village name or your school name.

#### SECTION A: DEMOGRAPHIC DATA

1. Your gender:      Male [  ]                      Female              [  ]
  
2. What is your age?
  - a) 25 -35 years?              [  ]
  - b) 36 - 45 years? [  ]
  - c) 46 - 55 years? [  ]
  - d) 56 years or above?      [  ]
  
3. I have served for (a) months [  ] or (b) years [  ] as a member of the school committee.
  
4. What is the level of your education?
  - a. Diploma in Education [  ]
  - b. Bachelors in Education [  ]
  - c. Master in Education [  ]
  - d. Ph.D. in Education [  ]
  - e. Other \_\_\_\_\_

**SECTION B: Indicate to what extent your perception is in agreement with the following statements:**

**Instructions:** Tick the appropriate number to indicate your response using the following scale.

1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree

<b>YOUR PERCEPTION ON THE IMPORTANCE OF COMMUNITY PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS FOR EDUCATION</b>					
NO.	ITEM	1	2	3	4
1	Community participation in programs to support education will increase a sense of ownership and accountability.				
2	If community members participated actively, it would benefit the school and the community.				
3	Participating in the programs will ensure equal distribution of resources to improve the community life.				
4	Most community members would participate in activities to support education when the programs target their basic needs.				
5	Community participation in programs will increase the sustainability in basic education.				
6	The programs to support education may empower the poor communities.				
7	When community participate in programs to support education I take responsibility and accountability for my community and school.				
8	Programs that are responsive to local community needs while targeting the educational demands can sustain basic education.				
9	Community participation to support education through cost-sharing will meet the demands of education.				
10	Participation in project-based programs to support education will increase social capital in solving the community's education demands.				
<b>THE ROLE PLAYED BY COMMUNITY FOR SUSTAINABILITY IN EDUCATION</b>					
NO.	ITEM	1	2	3	4
1	Community members encourage each other to attend the PTA meetings regularly and actively for education sustainability.				
2	Most community members are concerned about the need of their children's acquisition of the essential materials required to ensure sustainable education process.				
3	It is a common practice for parents from the community to follow on their children's school progress to ensure sustainability in their education.				
4	Parents tend to take initiative in financing education for their children in order to ensure sustainability in education.				
5	The community works together with the school administration to provide guidance to sure that the children enjoy their basic human right for sustainability in education.				
6	Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education				
7	Community members jealously safeguard the school premises from				

	vandalism or any destruction to ensure education sustainability.				
8	Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school.				
9	Parents normally follow up on their children's progress at school by consulting with the teachers and the school administration for their education sustainability.				
10	Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment.				
<b>CHALLENGES YOU FACE IN IMPLEMENTATION OF FREE PRIMARY EDUCATION</b>					
NO.	ITEM	1	2	3	4
1	Lack of clear communication and dissemination of information on the role of parents in implementing the fee-free education policy affect the extent to which they participate.				
2	The households' socioeconomic dynamics negatively affect the majority of the children attending public primary schools in Rorya.				
3	Some unmet needs that are social, economic and environmental in nature discourage stakeholders' participation in implementing free basic education.				
4	The use of unqualified teachers and lack of teaching and learning materials due to free education has negatively affected the quality of education received in public primary schools in Tanzania.				
5	Stakeholders are variedly challenged by disparities of community factors that affect the implementation of free education.				
6	Inadequate inclusion of key stakeholders in planning on education reforms can lead to poor implementation of such initiatives.				
7	Some other barriers that are bureaucratic in nature affected the stakeholders' implementation of free education.				
8	Some stakeholders have remained indifferent in implementing free education due to perceived inequalities and compromised disparities from policy expectations to practice.				
9	Inadequate participation and resources from the primary beneficiaries affected the stakeholders' implementation of free education.				
10.	Some negative attitudes and beliefs held as cultural norms have affected the implementation of the free education due to irregular enrolment in public primary schools in Rorya district.				

C. State any other challenges that as stakeholders you face while implementing free primary education.

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D. Kindly give your suggestions on how better project-based support programs can assist in sustaining basic education in public schools.

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<b>YOUR PERCEPTION ON THE VALUE OF PRIMARY SCHOOL EDUCATION</b>					
NO.	ITEM	1	2	3	4
1	Every single child (boy or girl) should be able to complete primary school education.				
2	Completing the seven years of primary school education provides children competencies in basic skills of reading, writing, and arithmetic.				
3	Primary school education is the foundation for gaining basic knowledge that leads to the betterment of a child.				
4	Education earned during the seven years in primary school promotes individual's creativity and innovativeness.				
5	Basic education increases individual's self-esteem and assertiveness.				
6	The skills, attitudes, and knowledge that children gain in primary schools make children successful in the future.				
7	Children who complete the seven years of primary education tend to increase productivity in the society.				
8	The community's investment on primary school education will result to its economic development.				
9	Completion of primary education opens opportunities for the community to enjoy other human rights.				
10	The education that students get through primary school adds value to the community.				
<b>YOUR PERCEPTION ON THE ADVANTAGES OF FREE PRIMARY EDUCATION</b>					
NO.	ITEM	1	2	3	4
1	Free education has eased the financial burden of education in public primary schools.				
2	All enrolled children have remained in school since the beginning of Free Education in 2016.				
3	The government capitation and grants adequately cover the demands for education.				
4	Free education will be sustainable this time due to the current government's determination and support.				
5	Every child has equal opportunity to quantity and quality of education due to the free primary education.				
6	Free education has raised the prospects of getting all children to complete primary education.				
7	Children in rural public primary schools currently enjoy the benefits of equal rights to education due to free primary education.				
8	Quality of teaching and learning has declined with free education implementation.				
<b>YOUR PERCEPTION ON THE IMPORTANCE OF COMMUNITY PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS FOR EDUCATION</b>					
NO.	ITEM	1	2	3	4
1	Community participation in programs to support education will increase a sense of ownership and accountability.				
2	If community members participated actively, it would benefit the school and the community.				
3	Participating in the programs will ensure equal distribution of resources to improve the community life.				
4	Community participation in programs will increase the sustainability in basic education.				
5	The programs to support education may empower the poor				

	communities.				
6	I take responsibility and accountability for my community and school as I participate in programs to support education.				
7	Programs that are responsive to local community needs while targeting the educational demands can sustain basic education.				
8	Community participation to support education through cost-sharing will meet the demands of education.				
9	Participation in project-based programs to support education will increase social capital in solving the community's education demands.				
<b>THE ROLE PLAYED BY COMMUNITY FOR SUSTAINABILITY IN EDUCATION</b>					
<b>NO.</b>	<b>ITEM</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	Community members encourage each other to attend the PTA meetings regularly and actively for education sustainability.				
2	Most community members are concerned about the need of their children's acquisition of the essential materials required to ensure sustainable education process.				
3	Parents from the community follow on their children's school progress to ensure sustainability in their education.				
4	Parents take initiative in financing education for their children in order to ensure sustainability in education.				
5	The community works together with the school administration to provide guidance to sure that the children enjoy their basic human right for sustainability in education.				
6	Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education				
7	Community members jealously safeguard the school premises from vandalism or any destruction to ensure education sustainability.				
8	Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school.				
9	Parents normally follow up on their children's progress at school by consulting with the teachers and the school administration for their education sustainability.				
10	Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment.				

C. State any other challenges that as stakeholders you face while implementing free primary education.

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D. Kindly give your suggestions on how better project-based support programs can assist in sustaining basic education in public schools.



**APPENDIX I: INTERVIEW SCHEDULE GOVERNMENT  
OFFICERS**

1. How is the participation of the Rorya community in the implementation of the fee-free basic education?
2. How is the attitude of the community participation to support public primary schools in Rorya District, Mara, Tanzania?
3. What are some of the challenges facing the stakeholders in implementing basic education policy?
4. What are your suggestions on how well project-based support programs could assist in sustaining basic education in public schools?

## **APPENDIX J: INTERVIEW SCHEDULE**

### **FOR FDG**

1. How is the attitude of the community participation to support public primary schools in Rorya District, Mara, Tanzania?
2. What are the roles played by the Local communities in supporting the basic education in Tanzania?
3. What are some of the challenges facing the stakeholders in implementing basic education policy?
4. What are your suggestions on how well project-based support programs can assist in sustaining basic education in?

## APPENDIX K: ETHICAL CLEARANCE



**OFFICE OF THE DIRECTOR OF GRADUATE STUDIES  
AND RESEARCH  
UNIVERSITY OF EASTERN AFRICA, BARATON  
P. O. Box 2500-30100, Eldoret, Kenya, East Africa**

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May 24, 2018

Eliada W.Bina Tieng'o  
School of Education, Humanities and Social Sciences  
University of Eastern Africa, Baraton

Dear Eliada,

Re: ETHICS CLEARANCE FOR RESEARCH PROPOSAL (REC: UEAB/12/5/2018)

Your research proposal entitled *Community Participation in Project-Based Support to Public Primary Schools: Implications for Sustainable Basic Education in Rorya District; Tanzania* was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective May 24, 2018 until May 23, 2019. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

Note that you will need a research permit from, and clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

A handwritten signature in black ink that reads "Jackie K. Obey".

Prof. Jackie K. Obey, PhD  
Chairperson, Research Ethics Committee



## APPENDIX L: RELIABILITY ANALYSIS

### PARENTS' QUESTIONNAIRE

#### Reliability (VALUE OF PRIMARY SCHOOL EDUCATION)

##### Reliability Statistics

Cronbach's Alpha	N of Items
.867	10

##### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Every single child (boy or girl) should be able to complete primary school education.	14.50	31.591	.226	.875
Completing the seven years of primary school education provides children competencies in basic skills of reading, writing, and arithmetic.	14.06	27.693	.591	.855
Primary school education is the foundation for gaining basic knowledge that leads to the betterment of a child.	14.26	30.019	.342	.870
Education earned during the seven years in primary school promotes individual's creativity and innovativeness.	14.06	24.724	.834	.834
Basic education increases individual's self-esteem and assertiveness.	14.15	27.644	.662	.852
The skills, attitudes, and knowledge that children gain in primary schools make children successful in the future.	13.97	24.635	.737	.840
Children who complete the seven years of primary education tend to increase productivity in the society.	13.74	24.382	.697	.844
The community's investment on primary school education will result to its economic development.	13.82	25.362	.590	.855
Completion of primary education opens opportunities for the community to enjoy other human rights.	13.74	22.807	.748	.840
The education that students get through primary school adds value to the community.	13.74	26.261	.449	.869

##### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15.56	32.254	5.679	10

## Reliability (ADVANTAGES OF FREE PRIMARY EDUCATION)

### Reliability Statistics

Cronbach's Alpha	N of Items
.733	8

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Free education has eased the financial burden of education in public primary schools.	12.28	19.918	.344	.724
All enrolled children have remained in school since the beginning of Free Education in 2016.	12.12	18.762	.559	.680
The government capitation and grants adequately cover the demands for education.	11.59	18.309	.478	.695
Free education will be sustainable this time due to the current government's determination and support.	12.17	19.695	.512	.692
Every child has equal opportunity to quantity and quality of education due to the free primary education.	12.37	21.342	.364	.718
Free education has raised the prospects of getting all children to complete primary education.	12.27	21.209	.420	.711
Children in rural public primary schools currently enjoy the benefits of equal rights to education due to free primary education.	11.62	17.803	.508	.688
Quality of teaching and learning has declined with free education implementation.	11.66	20.367	.289	.736

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.72	24.755	4.975	8

## Reliability (IMPORTANCE OF COMMUNITY PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS FOR EDUCATION)

**Reliability Statistics**

Cronbach's Alpha	N of Items
.751	9

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Community participation in programs to support education will increase a sense of ownership and accountability.	10.79	9.502	.581	.701
If community members participated actively, it would benefit the school and the community.	11.03	11.666	.320	.745
Participating in the programs will ensure equal distribution of resources to improve the community life.	10.91	10.022	.569	.707
Community participation in programs will increase the sustainability in basic education.	10.97	11.484	.241	.754
The programs to support education may empower the poor communities.	10.85	8.857	.756	.668
I take responsibility and accountability for my community and school as I participate in programs to support education.	10.71	9.668	.358	.752
Programs that are responsive to local community needs while targeting the educational demands can sustain basic education.	10.82	10.150	.514	.715
Community participation to support education through cost-sharing will meet the demands of education.	10.82	10.453	.394	.734
Participation in project-based programs to support education will increase social capital in solving the community's education demands.	10.97	11.545	.191	.762

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
12.24	12.731	3.568	9

## Reliability (ROLE PLAYED BY COMMUNITY FOR SUSTAINABILITY IN EDUCATION)

### Reliability Statistics

Cronbach's Alpha	N of Items
.833	10

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Community members encourage each other to attend the PTA meetings regularly and actively for education sustainability.	16.65	35.690	.677	.805
Most community members are concerned about the need of their children's acquisition of the essential materials required to ensure sustainable education process.	16.24	36.610	.463	.825
Parents from the community follow on their children's school progress to ensure sustainability in their education.	16.35	37.266	.511	.820
Parents take initiative in financing education for their children in order to ensure sustainability in education.	16.50	37.652	.520	.819
The community works together with the school administration to provide guidance to sure that the children enjoy their basic human right for sustainability in education.	16.44	36.072	.605	.811
Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education	16.03	38.151	.336	.837
Community members jealously safeguard the school premises from vandalism or any destruction to ensure education sustainability.	16.18	36.210	.435	.829
Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school.	16.29	35.487	.599	.811
Parents normally follow up on their children's progress at school by consulting with the teachers and the school administration for their education sustainability.	16.12	34.107	.613	.809
Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment.	16.53	36.317	.549	.816

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.15	44.069	6.638	10

## Reliability (IMPORTANCE OF COMMUNITY PARTICIPATION IN COMMUNITY DEVELOPMENT PROGRAMS FOR EDUCATION)

### Reliability Statistics

Cronbach's Alpha	N of Items
.741	9

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Community participation in programs to support education will increase a sense of ownership and accountability.	12.00	15.053	.404	.723
If community members participated actively, it would benefit the school and the community.	11.95	13.629	.624	.690
Participating in the programs will ensure equal distribution of resources to improve the community life.	11.90	13.147	.562	.693
Community participation in programs will increase the sustainability in basic education.	11.90	12.726	.530	.697
The programs to support education may empower the poor communities.	11.70	15.800	.065	.783
I take responsibility and accountability for my community and school as I participate in programs to support education.	11.85	15.608	.250	.741
Programs that are responsive to local community needs while targeting the educational demands can sustain basic education.	12.05	13.629	.797	.677
Community participation to support education through cost-sharing will meet the demands of education.	11.15	10.661	.592	.688
Participation in project-based programs to support education will increase social capital in solving the community's education demands.	11.90	15.779	.217	.745

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.30	17.168	4.143	9



## Reliability (ROLE PLAYED BY COMMUNITY FOR SUSTAINABILITY IN EDUCATION)

### Reliability Statistics

Cronbach's Alpha	N of Items
.850	10

### Item-Total Statistics

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Deleted
Community members encourage each other to attend the PTA meetings regularly and actively for education sustainability.	15.05	39.830	.104	.868
Most community members are concerned about the need of their children's acquisition of the essential materials required to ensure sustainable education process.	14.16	31.140	.651	.827
Parents from the community follow on their children's school progress to ensure sustainability in their education.	14.84	36.807	.446	.845
Parents take initiative in financing education for their children in order to ensure sustainability in education.	14.53	34.930	.361	.858
The community works together with the school administration to provide guidance to sure that the children enjoy their basic human right for sustainability in education.	15.11	39.211	.382	.851
Members of the community encourage each other to meet their required cost-sharing portion to ensure sustainability in education	14.37	30.579	.719	.819
Community members jealously safeguard the school premises from vandalism or any destruction to ensure education sustainability.	14.89	34.322	.665	.828
Parents spend quality time with their children at home to help them with their assignments and getting to know their challenges at school.	14.89	31.655	.829	.811
Parents normally follow up on their children's progress at school by consulting with the teachers and the school administration for their education sustainability.	14.89	32.544	.796	.816
Community participates in providing voluntary services to improve school facility order to maintain comfortable teaching and learning school environment.	14.58	31.368	.665	.825

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.37	41.579	6.448	10

## Reliability (CHALLENGES IN IMPLEMENTATION OF FREE PRIMARY EDUCATION)

### Reliability Statistics

Cronbach's Alpha	N of Items
.844	10

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Lack of clear communication and dissemination of information on the role of parents in implementing the fee-free education policy affect the extent to which they participate.	14.48	34.462	.586	.825
The households' socioeconomic dynamics negatively affect the majority of the children attending public primary schools in Rorya.	14.62	37.348	.485	.834
Some unmet needs that are social, economic and environmental in nature discourage stakeholders' participation in implementing free basic education.	14.48	35.962	.551	.828
The use of unqualified teachers and lack of teaching and learning materials due to free education has negatively affected the quality of education received in public primary schools in Tanzania.	14.62	33.548	.716	.811
Stakeholders are variedly challenged by disparities of community factors that affect the implementation of free education.	14.19	33.662	.618	.822
Inadequate inclusion of key stakeholders in planning on education reforms can lead to poor implementation of such initiatives.	14.81	39.862	.461	.838
Some other barriers that are bureaucratic in nature affected the stakeholders' implementation of free education.	14.76	38.590	.543	.831
Some stakeholders have remained indifferent in implementing free education due to perceived inequalities and compromised disparities from policy expectations to practice.	14.33	37.033	.452	.838
Inadequate participation and resources from the primary beneficiaries affected the stakeholders' implementation of free education.	14.76	40.290	.350	.844
Some negative attitudes and beliefs held as cultural norms have affected the implementation of the free education due to irregular enrolment in public primary schools in Rorya district.	14.24	32.890	.667	.816

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.14	44.129	6.643	10

## APPENDIX M: THE MAP OF TANZANIA



Source: [https://en.wikipedia.org/wiki/Rorya\\_District](https://en.wikipedia.org/wiki/Rorya_District)





## APPENDIX P: CURRICULUM VITAE

Eliada Werungu Bina Tieng'o

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Email: [williameliada@gmail.com](mailto:williameliada@gmail.com) / [tiengoe@aias.edu](mailto:tiengoe@aias.edu)

### Bio Data

**Gender:** Female

**Marital Status:** Married

**Ph.D.** Education Administration (currently dissertation writing to Graduate July, 2018)- University of Eastern Africa, Baraton.

**MA Ed.** Teaching English as a second language (2002) - Adventist University of the Philippines.

**BBA** Management (1998) - Andrews University (MI) USA.

### Relevant Education:

**Ph.D.** Education Administration (currently dissertation writing to Graduate (August, 2019)University of Eastern Africa, Baraton.

**MA Ed.** Teaching English as a second language (2002) - Adventist University of the Philippines.

**BBA** Management (1998) - Andrews University (MI) USA.

**BLA.** Major English; Minor Secretarial science (1989)

### Education:

**Ph.D. 2009 to Present** – Emphasis in Educational Administration on going (final stage of dissertation writing) – University of Eastern Africa Baraton.

**MA Ed.** 2000-2002 – Emphasis in Teaching English as a second language – Adventist University of the Philippines, Putting Kahoy, Silang, Cavite, Manila Philippines.

**BBA** 1992- 1998 – Emphasis in Management (1998) - Andrews University (MI) USA, Solusi Extension Campus.

**BLA** 1985-1989 - Major English; Minor Secretarial science (1989) – Spicer Memorial College, India

**Diploma** 1981 - Emphasis in Secretarial Studies – Tanzania Adventist Seminary and College.

### Earned University Credits in Public Health at Adventist University of

#### Advanced Studies:

**April – May, 2015** RESM610 Research Methods 3 hours Credits

**Oct-Dec, 2015** PHEL 680 Integrated Community Development

**March-May, 2016** PHFN 610 Principles of Environmental Health and Disaster Management

**October 9-11, 2016** Certificate of Completion- AQRA Qualitative Research Training at AIIAS, Manila, Philippines

**May 15, 2015** Certificate of Participation in a one-day Thesis or Dissertation: Writing Smart Seminar – Tagaytay Philippines

**April 1-25, 2014** Certificate of Training in Project Planning and Management Skills at Kenya Institute of Social Work at Nairobi, Kenya.

*Courses covered:*

- Participatory Assessment, Monitoring and Evaluation of Projects
- Project Proposal Development Writing and Presentation Skills
- Project Management Skills
- Strategic Planning and Management Skills

**April –September 2015** Conducted a research study at a rural poor community, Biga Village. Silang, Cavite, Manila Philippines. *Title: Participation of the Rural Poor Community in Their Children’s Education.*

**Work Experience:**

August 2015 – October 2017 Director of Admissions and Records at Adventist International Institute of Advanced Studies (AIIAS), Cavite, Manila, Philippines

Jan 2015- July 2015 Instructor in English and Language Centre at Adventist International Institute of Advanced Studies (AIIAS), Cavite, Manila, Philippines

Jan 2012- May, 2014 Lecturer, Department of Educational Administration Curriculum and Teaching (CUTE), School of Education, University of Eastern Africa, Baraton, Nairobi Center.

2009-2011 Lecturer, Department of Educational Administration Curriculum and Teaching (CUTE), School of Education, University of Eastern Africa, Baraton, Kenya.

2006-2009 Lecturer , Department of Languages, School of Social Sciences, University of Eastern Africa, Baraton, Kenya.

Apr.2004-Oct 2005 Head of English Department and lecturer School of Humanities and Social Sciences, Solusi University, Bulawayo, Zimbabwe.

Apr. 2002- Feb 2003 Graduate Assistant (Teaching Faculty) – English Department, Adventist University of the Philippines, Silang Cavite, Puting Kahoy.

Nov. 1999-May 2000 Secretary (on re-leave basis) for UNDP, East Africa Crossboarder Biodiversity Project – Arusha, Tanzania. (During my Study-leave to AUP)

1997- Nov.1999 Assistant Registrar – Students Records & partly lecturer, English Department, Solusi University, Bulawayo, Zimbabwe.

1995-1997 Assistant Registrar – Admissions & partly lecturer in English Department, Solusi College, Bulawayo, Zimbabwe.

1992-1994 Director of Food Services & partly lecturer in English Department, Solusi College, Bulawayo, Zimbabwe.

Feb.1991-1992 Dean of Women & partly lecturer in English Department, Solusi College, Bulawayo, Zimbabwe.

Aug.1990- Jan.1991 Assistant Administrative Secretary to the Director of Finance, World Vision International, (Africa Region), Arusha, Tanzania.

1988-July1990 Instructor in Secretarial Science and English Department, Tanzania Adventist College, Usa River, Arusha, Tanzania.

1981-1983 Office Secretary, SDA Health Services Department, Tanzania Union, Arusha, Tanzania.

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