
**Challenges Facing Community Participation in Wards Secondary Schools
Construction Projects at Kibaha Town Council, Tanzania**

ABSTRACT

This study aimed on investigating challenges facing community participation in wards secondary schools Construction project at Kibaha Town Council. The study adopted cross-sectional study design where questionnaire and interview were used to collect information. The study was conducted in Kibaha Town Council between April 2022 and September 2023. The study use a sample of 106 respondents, 99 communities both men and women and 17 key informants. The researchers use qualitative approach through interview and quantitative approach through questionnaire to collect information. Thematic analysis was used to analyze qualitative data and quantitative data was analyzed using SPSS Version 25. The finding indicated that 72 respondents out of 99 agreed on the existence of social cultural challenges facing community participation in schools construction project where 32 out of 99 reveal that low knowledge among communities, 19 out of 99 reveal unwillingness of communities, and the rest reveal lack of education, poor communication and community traditions and custom. Moreover the findings reveal the economic challenges where by 25 Out Of 99 rate household income poverty and and 12 out of 99 rate economic level. But also 23 out of 99 rate poor capability of leadership, fewer instruction, misuse of fund, and poor communication are the institutional challenges facing community participation in school. It is recommended that community should be subjected to both formal and non-formal education so as to aware of the importance of participating in schools construction project and the magnitude of the operation of free education policy.

Keywords: Challenges, Community Participation, Construction Project, Wards School, Tanzania.

1.INTRODUCTION

In Tanzania education system, community participation in schools in relation to its roles were addressed through the implementation of different policies that were formulated since independence in 1961, the policy of education for self-reliance (ESR, 1967) address the role of the community in participating in school's construction projects that involves building schools, classrooms and toilets. In 2004, the Government of Tanzania launched its secondary education development plan (PEDP) aiming significantly to renovate the secondary education system throughout the country, Secondary Education Development Program (SEDP) was formulated in line with development of ward based secondary school. The goal was to ensure more access and equity of participation across geographical, gender, disadvantaged group, and the marginalized among the community. In 2005 up to 2012 there was a rapid increase of enrollment trends, nearly 124,884 students were enrolled in form 1-6 and 1,602752 respective in 2012. In 2017 enrollment stands at 1767,890 by any measures these are large enrollment increased over a short period of time. Despite the fact that enrolment increased by 51% classrooms remain unsatisfactory. The classroom available are 35374, while the actual number of classrooms to accommodate the present figure of students enrolled in all secondary school from 1-6 was 51133. This indicates that there is an acute shortage of 15759 which make 25.2% of the classrooms shortage across the country (BEST, 2012-2013). In such a way that there has been a deliberate initiatives by the government to make sure that every child in the country attain primary and secondary education for free, but persistent poverty and debt have limited the Government capacity to provide adequate resources for education, that is to why communities were required to join effort by the Government in the development programs like construction in ward based secondary school as to ensure that all students who passed examinations and supposed to join secondary school could not miss such opportunities. It is important to understand that, despite of the effort of the government of Tanzania to ensure participation of community in construction of wards schools' construction projects, yet the community participation in schools building construction has not met as it is expected.

Existing literature in Tanzania shows that in Morogoro region, low understanding among community members and the absence of ownership of the school contributed to ineffectiveness of community participation in wards secondary school construction projects. Moreover,stephen (2014) states that ignorance and illiteracy of the community members is one of the big challenges on schools' developments inllala Municipal Council, Additionally, The study conducted by Njuwa (2010) in Morogororegion. A case of kilakala and Mindu Primary school reveals that poor economic situation makes difficult for the people to participate in development of their school because they don't have money to contribute. Based on this background, acknowledge gap is left about the challengesfacing community

participation in wards secondary school construction project particular in Kibaha Town Council. Therefore it is from this regards that the study aimed at investigating challenges facing community participation in wards secondary schools construction project at Kibaha Town Council. The study will help on creating knowledge and make awareness on the challenges facing community on participation on secondary schools construction project.

2. MATERIAL AND METHODS

2.1 Description of the study area

The study was conducted at Kibaha Town Council, it is also a head quarter of the region, the Council is located 40 km away from Dar es Salaam city, it is bordered by Kinondoni District to the East, Bagamoyo to the west, Kisarawe to the south and north is the small Town of Mlandizi. The Council has an estimated area of 750 square kilometers and lie between latitude 6.80 south and longitude 38.20 and 38.50 east and having human population of one million. The study was conducted in 3 wards out of 14 wards in Kibaha Town Council include, Pichayandege, Mkuza and Muharakani, the selected wards have heterogeneous characters of the community members from which their differences provides a researcher with bulk information concerning the topic under study.

2.2 Research Design

This study employed across-sectional research design to explore the challenges facing community participation in secondary schools construction project, specifically in Kibaha Town Council. The cross-sectional design allows deep investigation of a problem based on multiple units.

2.3 Targeted population, sample size and sampling technique

2.3.1 Targeted population

This study target communities who were selected from the study areas and the key informants including, Town Educational Officer (TEO), Councilors, Wards Educational Officer (WEO), Ward Executive Officer (WEO), Head teachers and school committee members.

2.3.2 Sample Size

For the purpose of this study , a sample size 99 respondents from Pichayandege, muharakani and Mkuza ward was selected, the sample also included 17 key informants that include one Town Educational Officer (TEO), three Ward Education Officers (WEO), three Councilor, two committee members and 8 Head teachers.

2.4 Data collection methods and instruments

Both qualitative and quantitative data was collected, Quantitative data were collected by using questionnaire both open and close ended questions were used to collect information

from communities, where qualitative data was collected by using Structured interview to gather information from key informants.

2.5 Data analysis and interpretation

A statistical product for social solutions (SPSS Version.25) was used to analyse quantitative data. The descriptive analysis involved calculation of percentages and frequencies. Finding were presented using tables in which frequencies and percentages were utilized whereas content analysis was used to analyses qualitative data in relation to the study objectives.

2.6 Validity and reliability of research instruments

To ensure the validity of proposed research instruments, a researcher applied different data collection tools to get enough information, the tool includes questionnaire and interview. To control the reliability of the study pre-testing of questionnaires and interview were considered to check their comprehensive on collecting data required for this study.

3 RESULTS AND DISCUSSIONS

3.1. Social-Cultural Challenges facing Community Participation in Wards Secondary Schools' Construction Projects

The result in table 1, show several social-cultural challenges facing community participation in secondary schools' construction projects in the study area, but those ranked high include 44.4% low knowledge among communities, 26.3% unwillingness of the communities, 11.1% tradition and customs of communities, 9.7% communication barriers and it was found out, few 7.9% rate lack of education. These implies that most of community members are not participating in secondary schools' construction projects because of low knowledge on the importance of participation in schools' construction projects. This finding is supported by Matekere (2003) who revealed that low understanding among community members and the absence of ownership of the school contributed to the ineffectiveness of community participation in wards secondary schools construction projects.

Table 1: Social-Cultural Challenges facing community on participation in Schools' Construction Projects (N=99)

Category	Frequency (F)	%(%)
Social cultural challenges		
Yes	72	72.7
No	27	27.2
Total	99	100
Identified social cultural challenges		
Low knowledge	32	44.4
Unwillingness of the community	19	26.3
Tradition and customs of communities	8	11.1
Communication barriers	7	9.7
Lack of education	6	7.9

Total	99	100
--------------	-----------	------------

Source: Field data (2022)

3.1.1 Low knowledge among communities

The finding shows that 84.8% out of 99 respondents said that community have low knowledge about community participation in wards secondary schools' construction projects and only 15.1% of the respondents report that community have knowledge. These implies that community participation in schools is hindered by low understanding, most of communities in the study area living under low knowledge concerning schools participation. This finding is supported by", Matekere, (2003) who revealed that low understanding among community members and the absence of ownership of the school contributed to ineffectiveness of community participation in wards secondary school construction projects.

Table 2: Respondent Knowledge on participation in Schools construction project

Category	Frequency (F)	%(%)
Knowledge about community participation in schools' construction projects.		
Yes	15	15.1
No	84	84.8
Total	99	100
Results of low knowledge towards community participation (84)		
Failure to understand the importance of participation	23	27.3
Unawareness of their responsibility in school	43	51.1
Non- participation in decision making	11	13.0
Failure to interpreted policy of free education	7	8.3
Total	99	100

Source: Field data (2022)

Similar, seven out of eight Head Teachers interviewed revealed that;

Community participation in school is affected by parent's low understanding, the parents do not understand the magnitude of the operation of free education policy in schools, after the government speak out education is free most of the communities were reluctant and understand that, the government is responsible for school construction projects.

The Head Teacher at 'Nyumbu secondary school states that "*many parents have low understanding about free education policy, they understand that the government is responsible for construction of classrooms and toilets in schools*".

Additional, The Ward Education Officer at Mkuza argued that;

Low understanding of community in relation to participation in schools causes them to fail to participate and miss out a sense of ownership to the school and thus affect participation of community, if a member of community sees him or herself as not part of the school, he will not be able to participate in school construction project.

The statement above shows to the extent that community participation in schools is affected by low knowledge where communities are not aware of their responsibility in schools construction project believing that the governments is the one responsible, because of low knowledge communities believe that education is free and they have nothing to provide to school. This finding is supported by Mtakakona (2014) states that that ignorance and illiteracy of the community members is one of the big challenges on schools' developments. Furthermore.

One school committee member out of four interviewed said that *'due to ignorance community does not understand the importance of education to their children and so they don't participate in school because they are lack knowledge on the importance of education.*

However, The Town Education Officer explain that ;

Community have knowledge concerning participation in secondary schools' construction projects, they know they are responsible for schools' development through money and labor but there are other factors that affect their participation which can be economic situation and other reason but lack of knowledge is not a direct challenge to community participation.

The Kibaha Town Education officer emphasized that *"community have knowledge about participation but there are other factor that cause them not to participate"*

The statement above shows that it is not true that community does not have knowledge concerning participation in schools, they understand but there are other factors such as economy hardship, limited time and other reason that hinder their participation in schools construction project.

3.2 Economic Challenges facing Community Participation in Secondary Schools' Construction Project

Result in Table 3 show economic challenges to community participation in secondary schools construction projects, but those ranked high include 31.6%, household income poverty, 16.4% socio-economy classes, 15.1% lack of multiple sources of income, and 13.9% lack of additional savings, only few 11.3% includes unemployment and limited time, These implies that to a large extent household income poverty affect participation of community in wards secondary schools construction projects maybe due to the fact that community lack money for contributing in schools construction project. This finding is consistency with what is reported by World Development Report (2005) estimate that

majority of Tanzanians are living in absolute poverty struggling to survive with \$ dollar a year which is less per day.

Table 3: Economic Challenges on Community Participation (N=99)

Category	Frequency (F)	Percent (%)
Identified economic challenges		
Household income poverty	25	31.6
Lack of multiple sources of income	12	15.1
Lack of additional savings	11	13.9
Economic classes	13	16.4
Unemployment	9	11.3
Limited time	9	11.3
Total	99	100

Source: Field data (2022).

3.2.1 Household Income Poverty

Most 31.6% argued that household income poverty is a challenge to participation of community in schools construction projects. This indicates that community members are not able to participate in school through money contribution because they live under poverty. This finding is consistent with what is reported by World Development Report (2005) estimate that majority of Tanzanians are living in absolute poverty struggling to survive with \$ dollar a year which is less per day. This finding was challenged by Helen (2015) who revealed that poverty is not a factor which led parents not to contribute in education developments because some parents are eager or willing to contribute a lot of money to enhance traditional ceremonies like 'dances and religious ceremonies but not towards educational development.

Likewise Ward Education Officer at Mkuza revealed that:

Community member at Mkuza struggling against poverty so as to be able to afford to get the basic needs such as food, shelter and clothes, so due to that they are not able to participate in schools activities concerning schools construction project.

This implies that poverty is a challenge facing community participation in schools project where the community are not able to participate through contribution of money they are able only to get the basic needs. This finding is consistent with what is reported by World Development Report (2005) estimate that majority of Tanzanians are living in absolute poverty struggling to survive with \$ dollar a year which is less per day.

A Councilor of Mkuza ward revealed that:

Communities with poor economy have positive response towards participation in schools and can participate in schools without having money and emphasized that,

'sometimes the schools don't need money only, the community have to understand that sometimes the schools have a project of construct a classroom money may be needed but also man power and other resources such water, sand and other facilities.

These implies that community can participate in school not only through money, community can also provide man power and other facilities. This finding is supported by (Clinton &Hattie, 2013) states that community involvement means that parents, guardians and other members get into directly or indirectly contributing funds or non-financial materials for enhancing quality education for their children.

Besides, The head teacher at Msangani secondary school states that "*Unemployment cause most of the parents to fail to be engaged in schools' construction by saying they have nothing to contribute in schools,*

One school committee members at Mkuza secondary school said that :

Most of communities they don't have much income to satisfy them, most of them what they get is just for food, they don't get enough to satisfy them for other different uses such as contribution in schools construction projects.

Additional, Town Educational Officer at Kibaha reveals that:

Community participation in secondary schools is affected by lack of additional for saving, most of the communities they earn few and that is not enough for family, so what they produced or earn is just enough for the needs of the family.

Based from the results finding, communities are not participating in school because of poor economic situation, they earn few and lack additional savings. The study conducted by Njuwa (2005) reveal that poor economic situation makes difficult for the people to participate in development of their school because they don't have money to contribute.

3.3 Identified Institutional Challenges to Community Participation in Schools' Construction Projects.

Results in Table 4 show the identified institutional challenges to community participation in secondary schools' construction projects, but those ranked high include (34.3%) lack of leadership capability, 17.9% fewer instruction from school to community, 13.4%, 16.1% leader's misuse of funds, 15.9% mistrust to the leaders and 14.8% Poor communication between school and community. Based on the finding from the study area, lack of leadership capability to organize and encourage people to participate is a challenge to community participation in schools construction project. This finding is supported with Jain &Saakshi (2005) emphasizes that the success or failure of an organization to a great depends on the quality of leadership

Table 4: Institutional challenges on community participation in schools' construction projects (N=99)

Category	Frequency (F)	%(%)
Existence of institutional challenges		
Yes	67	67.6
No	32	32.3
Total	99	100
Identified Institutional challenges		
Lack of leadership capability	23	34.3
Fewer instruction from the school	12	17.9
Poor Communication channel between schools and community	10	14.8
Leaders Misuse of funds	11	16.1
Mistrust to the leaders	11	15.9
Total	99	100

Source: Field data (2022)

3.3.1 Lack of leadership capability

Most 61.6% of the respondents argued that leaders lack skills and 38.3% of the respondents rate no leaders have skills. This imply that leaders lack skills to encourage and supervise participation of community in secondary schools' construction projects. This is similar to the finding from Onsumu and Mujidi (2011) confirm that in majority of African counties, teacher appear not to accommodate community involvement to become more productive.

Table 5: Leaders' capability to influence Community Participation in Schools

Category	Frequency (F)	% (%)
Leader's capacity towards community in participation schools'.		
Yes	38	38.3
No	61	61.6
Total	99	100

Source: Field data (2022).

Likewise, Ward Education Officer at Mkuza point out that '*Leaders lack enough skills to encourage and organize communities through giving advice, direction and guidance to have the same goals on participating in secondary schools' construction projects*'.

This indicate that lack of leaders capability on encouraging and organize community to participate in secondary school construction projects affect community participation in schools. This finding is similarly to the finding of Lauwo&Mkulu (2013) argues that schools administrators and teachers understand the school-community relationship they should have to address the nature of the relationship that exists, how teacher and parents can work together for school development and how teachers can integrate in the community.

A Councilor at Mkuza reveal that, *“that those given the authority to manage the projects are not transparent, for example a school board whose secretary is the head of school, do not involve communities until they get stuck, they begin to engage community”*.

The above statement shows that communities does not participate in schools because the leaders are not transparent on the issues concerning the school and thus affect participation of community. This finding is supported by Raphael (2008) “on community planning for management and financing of community secondary schools.

However, Town Educational Officer at Kibaha argued that *‘Community are given chance to participate but they are not participating, teachers are trying to call for a meeting, to give them information but they are not ready themselves to participate’*.

Based on this results from the study area it was observed that, leaders lack skills to encourage and influence community participation in secondary schools construction projects. This is supported by Onsumu and Mujidi (2011) confirm that in majority of African counties, teacher appear not to accommodate community involvement to become more productive.

4. CONCLUSION AND RECOMMENDATION

4.1 Conclusion

This study aimed at investigating on the challenges of community participation in wards secondary schools construction project in Kibaha Town Council. The study concluded that community fail to participate in schools construction project because of low knowledge, it was also concluded that some tradition and customs including dances and initiation events around the study area discourage community participation in school, it was also concluded that household income poverty affect participation of community. Lastly, it was observed that leaders lack enough skills to encourage and involve community participation in secondary school construction.

4.2 Recommendation

The study also recommends further study be done to investigating on the magnitude of operation of free education policy to secondary schools since the study reveal that due to low knowledge community does not understand well the policy of free education.

4.3 Ethical Approval and Consent

Respondents were full informed that the study is solely for academic purpose and all information obtained were treated with confidentiality, a researcher observes protocols which include clearance letter from Town Council Authorities and other relevance authority as well the university of Iringa.

REFERENCES

1. Basic Education Statistics in Tanzania (BEST).Ministry of Education and Vocation Training. Dar es Salaam; (2012-2013)
2. Clinton, J, and Hattie, J. New Zealand student's perceptions of parental involvement in learning and schooling. *Asia pacific Journal of Education*.(3013)
3. Jain, N, C, & Saakshi, M. *Management theory and practice*. Delhi, India AITBS publishers & distributors; (2005).
4. Lauwo,H.,&Mkulu, D.G. Challenges facing community involvement in insuring quality education in public secondary schools in Meru District, Arusha Region-Tanzania; 2021.
5. Matekere, Y. M. The effectiveness of Community Secondary School in Tanzania, A case Study of Mvomero District. Unpublished M.A (Development Studies) Dissertation, University of Dar es Salaam; (2003).
6. Matekere, Y.M. The Effective of Community Secondary School in Tanzania. A case study of Mvomero District, Unpublished M.A (Development studies) Dissertation. University of Dar es Salaam; (2003).
7. Njuwa, M. Mwalimu Nyerere's Contribution to Strenhenin Ethical Standards in Tanzania's Public Services: We have emulated his Legacy Paper presented on Mwalimu Nyerere Day Conference at Mzumbe University Press); (2005).
8. Nyerere, J.K. Education for self reliance. (1967): 382-403.
9. Oakley, P. (1991). Project with people, the practice of participation in rural Development, Geneva international Labor office; (1991).
10. Onsomu, N.&Mujid, J. *Community schools in Kenya: A case study on community participation in funding and managing schools*, International Institute for Educational planning. UNESCO; (2011).
11. Raphael, D., Curry-Stevens, A., & Bryant, T. (2008). "Barriers to addressing the social determinants of health: Insights from the Canadian experience"; (2008) 222-235.
12. Sharma, A. Retrieved from <http://www.preservearticles.com/education/how-can-community-play-an-important-role-in-providing-suitable-education-end-helping-in-the-educational-process/2614>on 31/07/2021.
13. Stephen, M. *Research Paper on Investigating Community Participation in Development of Secondary Education in Tanzania: The case of Ilala Municipal Council*. Dar es Salaam; (2014).
14. Tanzania Education and Training Policy Dar es Salaam: URT MOEVT. *Education sector development programmers: Secondary education development programmer II* (2010-2015). Dar es Salaam.

15. World Bank. (2004). World Development Report 2005. A better investimate climate for everyone. The World Bank.
16. Yusuph, K. (2014).*Research paper on the Role of Community participation in the Ongoing Construction of Ward Based secondary schools: lesson of Tanzania.*

UNDER PEER REVIEW