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

ABSTRACT

Aims: This study aimed on investigating challenges facing community participation in wards secondary schools Construction project in Kibaha Town Council, Tanzania. The specific objectives conceptualized from the study includes; to examine social-cultural challenges, to asses economic challenges and to find out institutional challenges facing community participation in schools in the study area.

Materials and Methods: The study adopted cross-sectional research design where structured questionnaire using open and close ended questionnaire used to collect primary information from a sample size of 99 respondents. The researcher used mixed approaches in conducting this research which are qualitative and quantitative. Qualitative approach used in collecting respondents view through interview while quantitative approach used to collect information from respondents through questionnaire. Thematic analysis was used to analyze qualitative data and quantitative data was analyzed using SPSS Version 25.

Results: The general finding indicated that low knowledge among communities on the importance of participation is a challenge facing community participation in secondary schools construction projects. The study also indicate that poverty affect participation of community in schools and due to lack of leadership skills, schools management fail to encourage and organize participation of community in secondary schools construction project.

Conclusion: The study recommendsthat community should be subjected to both formal and non-formal education so as to aware of the importance of participating in schools construction project. In additional leaders should expand their skills on organize and encourage participation of community in secondary schools construction projects.

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 Program (SEDP), it 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 2017students enrollment in schools 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. Godda (2018) contends that the government may not be able to meet all the development needs of public schools and recommends the need for community involvement should be emphasized. 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

The empirical literature has observed the existence of a limiting numbers of studies undertaken in the area of social cultural, economic and institutional challenges facing community participation in secondary schools construction project. This study therefore was undertaken to fill the identified gap explore the challenges facing community participation in wards secondary schools construction project at Kibaha Town Council, Tanzania. Therefore, the study will provide an understanding of the challenges facing community participation in secondary schools development projects.

2. LITERATURE REVIEW

According to John (2015) community members who are uneducated tend to be left behind on matters that affect the school development plans; this is because most of them lack knowledge and skills concerning community participation in school projects and how to implement the plans addressed. The study shows that lack of education resulted into lack of skills and awareness on the importance of participating in schools and that's affect participation of community in secondary schools' construction projects. Additional, Stephen (2014) states that that ignorance and illiteracy of the community members is one of the big challenges on schools' developments. According to Njuwa (2010) poor economic situation makes difficult for the people to participate in development of their school because they don't have money to contribute, and thus affect participation of community in secondary school's construction projects. Additional, Muthoni (2015) asserted that in most cases school leaders or administrators did not attempt to establish a partnership with the community in the surrounding believing that community members are irrelevant to the schooling process

3. MATERIAL AND METHODS

3.1 Description of the study area

The research 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 750square 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, Picha ya ndege, 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.

3.2 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 and data collected used for the purpose of simple statistical description, interpretation and make it simple to determine relationship between different variables focused at the time of the survey.

3.3 Targeted population, sample size and sampling technique

3.3.1 Targeted population

The targeted population of this study was community members which were selected from three wards found at Kibaha Town Council. In addition key informants of this study including, Town Educational Officer (TEO), Councilors, Wards Educational Officer (WEO), Ward Executive Officer (WEO), Head teachers and school committee members.

3.3.2 Sample Size

This study used a total sample of 99 respondents selected out of community members from three (3) wards includes, Pichayandega, Muharakani and Mkuza at Kibaha Town Council. Due to nature of the study, a sample size of 99 community members reached by using formulae determined by Cochran in 1963. The key informants includes, Town Educational Officer (TEO), Ward Education Officers (WEO), Councilor, committee members and Head teachers.

3.3.3 Sampling techniques

3.3.3.1 Simple random sampling

The respondents selected by using the list that was prepared by Ward Executive Offices showing the total number of the community members from each ward, the name of the community members written on pieces of paper and then shuffled, the shuffled pieces of paper with names then picked randomly one at a time until the sample size of 99 obtained.

The choice of this sample size was justified by limitation of time and financial resources; accuracy and a need to ensure sufficient number for meaningful analysis.

3.3.3.2 purposive sampling

Purposive sampling used to obtain 21 key informants to enable the researcher to collect information related to this study, this techniques used to select one Town Education officer, three ward education officer, eight head teachers, three Councilors and six school committee members. In additional key informants purposively selected because of their position and skills they had about the study.

3.4 Data collection methods

3.4.1 Questionnaire

The researcher provided 99 questionnaire to the community members of Pichayandege, Muharakani and Mkuza Wards. In questionnaire, both open and close ended questionnaires were used to obtain information needed in this research. This study used questionnaires because a considerable number of community members of Pichayandege, Muharakani and Mkuza were reached within a short period of time.

3.4.2 Interview Guides

This researcher used both structured and unstructured interview questions to collect information on the challenges of community participation in school construction projects, the interview question involved Town Education Officer, Ward Education Officer, Councilor, Head Teacher and School Committee members in Kibaha Town Council. However question were prepared in local language Swahili and data was recorded on a note-taking when the interview was on the progress.

3.5 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.

4. RESULTS AND DISCUSSIONS

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

Results 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 community, (11.1%) tradition and customs of communities, (9.7%) poor communication , it was also found that few (7.9%) rate lack of education. These implies that most of community members are not participating in construction of classrooms, laboratories, teachers offices as well teachers houses in ward secondary schools' because of low knowledge on the importance of

participation in schools' construction projects. This finding is supported by Stephen (2014) states that ignorance and illiteracy of the community members is one of the big challenges on schools' developments.

Table 1:

Social-Cultural Challenges facing community 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 (72)		
Low knowledge	32	44.4
Unwillingness of the community	19	26.3
Tradition and customs of communities	8	11.1
Poor Communication	7	9.7
Lack of education	6	7.9
Total	99	100

Source: Field data (2022)

4.1.1 Low Knowledge among communities

The finding shows that (84.8%) out of 99 respondents who were interviewed mentioned that community have low knowledge on the importance of participating in secondary schools' construction projects and only (15.1%) of the respondents report that community have knowledge on the importance of participating in secondary schools' projects. These implies community participation in schools is hindered by low knowledge among community members, most of the community members in the study area living under low knowledge concerning the importance of schools participation in construction of schools classrooms, toilets and teachers houses. 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.

Similarly, Ward Educational Officer argued that ;

‘ Many individual are simply unaware of the opportunities and importance for community participation in schools project, they may not be aware of the specific projects being carried out or how they can contribute’. (Ward Educational Officer on 05th April 2022).

The Head Teacher interviewed revealed that:

Community participation in school is affected by parent's low understanding on the importance of participating in schools.(Head Teacher 1, 06th April 2022).

The statement above implies that community members due to low understanding, they don't understand the importance of participating in schools. This finding is supported by Stephen (2014) states that that ignorance and illiteracy of the community members is one of the big challenges on schools' developments. Additional John (2015) community members who are uneducated tend to be left behind on matters that affect the school development plans

Additional, The Ward Education Officer argued that:

Low understanding of community in relation to their 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. (Ward Educational officer 1 05th April 2022).

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. This finding is supported by Stephen (2014) states that that ignorance and illiteracy of the community members is one of the big challenges on schools' developments. Furthermore, Sanfo (2020) emphasized that people who directly take part in particular project tend to value its existence and therefore find means to protect it.

However, Town Education officer reveal that ;*Community have knowledge about participation but there are other factor that cause them not to participate*"(Town Educational Officer 05th May 2022)

The Town Education Officer emphasize 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."(Town Educational Officer 05th April 2022).

Information provided on the quotation indicate that, it is not true that community does not have knowledge concerning participation in construction of classroom, toilets, teachers houses and other building in schools, they understand but there are other factors such as economy hardship, limited time, lack of employment and other reason that hinder their participation in schools construction project.

Table 2:

Respondents Knowledge on importance of participating in Schools construction project

Category	Frequency (F)	%(%)
Knowledge on importance of participation in schools' construction projects.		
Yes	15	15.1
No	84	84.8
Total	99	100
Reason for lack of knowledge towards community participation in schools (84)		
Lack of awareness	23	27.3
Lack of clear information from the government	43	51.1
Lack of motivation	11	13.0
Communication gap	7	8.3
Total	99	100

Source: Field data (2022)

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

Results in Table 2 show the identified 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: Survey data (2022).

4.2.1 Poverty

Most (31.6%) argued that house hold income poverty is a challenge to participation of community in schools construction projects. This indicate that community members are not able to participate in school through money contribution because they living under poverty, they are not able even to get the basic needs. 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.

Likewise, Head Teacher said 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(Head Teacher 5 on 11th April 2022)

A councilor Argued that '*communities with limited resources may find it challenging to actively participate in school project*'(Ward Educational Officer 3 on 06th April 2022).

The head Teacher reveal that '*financial constraints, lack of transportation and limited time availability contribute to un involvement of community members in school.* " (Head Teacher, on 12th April 2022).

Ward Educational Officer reveal 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.a parents may be not able to give us money but he or she can come and provide his or her man power' (Ward Educational officer 3 05th April 2022).

These implies that community can participate in school not only through money, this 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 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,*(Head Teacher 6, 11th April2022)

Additional, one school committee member said *most of communities are not able even to afford their basic need at homes so it is very difficult for the community to be able to contribute in secondary schools construction projects*, (School Committee member 13th April 2022).

This finding from a school committee member is supported by Njuwa (2010) poor economic situation makes difficult for the people to participate in development of their school because they don't have money to contribute, and thus affect participation of community in secondary school's construction projects

The statement above imply 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. a researcher explained in contextual reviews, majority of the people in Pichayandege, Mkuza and Sofu are economical average, many of them are working as public servant, private sectors, farmers and small entrepreneurs This finding is consistency with what is reported by World Development Report (2015) estimate that majority of Tanzanians are living in absolute poverty struggling to survive with \$ dollar a year which is less per day.

4.3 Institutional Challenges facing Community Participation in Schools' Construction Projects.

Results in Table 3 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 and identified challenges facing 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)

4.3.1 Lack of Leader's capability to influence participation in schools

Most (61.6%) of the respondents argued that they don't have skills and (38.3%) of the respondents rate no, that schools managements does not have leadership skills to influence community participation in secondary schools construction projects. This implies that leaders have 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 Educational Officer 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 and thus affect participation of community in secondary schools' construction projects (Ward Educational Officer 1 on 06th April 2022).

A Councilor 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'. (Councilor 1 on 16th April 2022).

This indicate that lack of leaders capability on encouraging and organize community to participate in secondary school construction projects affect community participation in schools because they do not involve education stakeholder especially the community.

However, The Head Teacher argued that *'the capability of teacher on organizing the community to be involved in construction of schools building is high, it is the community themselves denied to participate even after information provided to them'*(Head Teacher 3 on 12th April 2022).

Information from the quotation above is against other, where the head teacher provide an information that the leaders have skills but the community denied to be involved in schools.

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.

5. CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The study found out that community members fail to participate in schools construction project because of low knowledge on the importance of participating in schools. 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 projects.

5.2 Recommendation

The following recommendation are made which might be usefully;community should be subjected to both formal and non-formal education so as to occupy knowledge on the importance of participating in schools construction project.The study recommends that community should not use poverty as a reason for them to fail to participate, they may participate through provision of labor and other related activities that needs money. It is also recommend that the government should organize the program to educate and makes awareness to the communities on the importance of community participation in schools.

6. AREA FOR FURTHER STUDIES

This study was limited to challenges facing community participation in Kibaha Town Council.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.

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.

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