

THE CONTRIBUTION OF SCHOOL-COMMUNITY RELATIONSHIP ON MANAGEMENT OF PRIMARY SCHOOLS IN TANZANIA: A CASE OF MBEYA CITY COUNCIL

*Kenneth Zacharia Komba, Dr. Lucas Mwachombela, Dr. Frank Philipo Mwangole &
Dr. Golyama Bahati, University of Iringa, Tanzania*

ABSTRACT

The study intended to investigate the contribution of schools community relationship on the management of primary schools in Tanzania taking a case study of Mbeya City council. The of investigation of this phenomenon based on the facts that recently primary and secondary schools in Tanzania are decentralized and owned by the community whereby the entire community has the responsibilities of securing and enhancing the smooth operationalization of schools. From such grounds the study was guided by three specific objectives. The first objective was to find out the roles of parents' teachers' associations on management of primary schools. The second objective examined the roles school committees on management of primary schools. The last objective explored the roles of school surroundings community on management of primary schools in Tanzania. Methodologically, the study was guided by pragmatism philosophical paradigm which allows the researcher to employ mixed research approach that involved both qualitative and quantitative approach. Moreover, the study was guided by the sequential research design that allows the presentation of quantitative data at the first phase followed by qualitative data. Simple randomly technique was used to select 10 primary schools with sample of 380 respondents. The data were collected through using questionnaire for quantitative data and interview for qualitative data. Standard deviation and frequency with the help of Statistical Package for Social Sciences (SPSS) computer package version 20 used to analyze data. The findings of this study revealed that Parent teachers' association, school committees and School surrounding community school have contribution on management of primary schools in Tanzania. It is therefore, this study concludes that the PTA, SC and SSC should be strengthened to enhance the management of primary schools in Tanzania. This is because SCR helps in enhancing peace and security of the school, provision of adequate land, personnel, finance, facilities and other resources which are important on management of primary schools in Tanzania. Finally, the study recommends that MoEST should formulate a circular and guidelines for effective PTA, SC and SSC which help on management of primary schools in Tanzania. In addition PORALG should organize trainings and seminars to the PTA, SC and SSC members with a view of getting solution to the mismanagement problems in primary schools.

1. Background information

Management is the act of working with and through a group of people to accomplish a desired goal or objective in an efficient and effective manner (Gulati, Mayo, & Nohrian, 2017). It then means management is the process that is concerned with the effective and prudent utilization of the available resources in an organization in order to accomplish specific goals. Okwori and Ede (2012) looks at management of schools as the art of being able to handle carefully, without being wasteful, what goes on in the process of educating people so that nothing goes out- of- hand. According to Akpakwu (2012), school-community relationship (SCR) can be described as the degree of understanding and the goodwill achieved between the school and the community. The school-community relationship can take place between the school and parents' teachers' association (PTA), school committee (SC) and school surroundings community (SSC). Brendan, (2013) pointed out that, PTA helps in sharing power whereby families and school staff are equal partners in decisions that affect children and families and together can inform, influence, and create policies, practices, and programs. Education Act of 1978 stated that the role of SC is to advise the head teacher or other head of the school, and the local authority on matters relating to the management and conduct of the school. Strong, sustained SSC participation in the management of local schools can enhance transparency and accountability in the education system and promote a sense of ownership, agency and responsibility for positive change (Dayaram, 2011). School-community relationships have long been viewed as a promising way to help struggling students, families, and community (Stefanski, Valli, & Jacobson, 2016). The underlying assumption of these initiatives is that parental participation and educational outcomes are not only correlated, but community participation actually has roles in educational outcomes (Wilder, 2013, Maitidevi, 2011). In America for example, many parents have realized the importance of parents to involve themselves in the education of their children as it leads to children improvement in learning although they face time problem (U.S Department of Education 2000). Similarly in Kenya community involvement in secondary school have been initiated since after independence in 1963 (Babyegeya, 2000). In Tanzania the importance of community relationship in education is clearly captured in the Education and Training Policy (URT, 1995 & 2014) and Education Sector Development Plan (2016/17- 2020/21). The policy document provides a historical background and revisits current changes put in place to ensure that education is becoming the right of all citizens. The decentralization by devolution policy aimed to transfer more power of making decisions, functional responsibilities, and resources from central government to the local government authority (URT 2006).

Decentralisation of primary school management in Tanzania has mainly been implemented by the Primary Education Development Programme (PEDP). This programme has shown some successes in enrolment expansion and some improvements in classrooms (Matete, 2016). However, management challenges such as over enrollments, high teaching loads, financial constraints, shortage of instructional materials, inadequate physical facilities and shortage of teachers have been interrupting effective management of primary schools (Charles & Mkulu, 2020). Chacha and Zhong (2013) investigated on challenges of primary education level in Tanzania and find out that teachers were not retrained, books were not reviewed to match the changes, teaching and learning materials such as chalks, book for teacher guide, chemicals in laboratories, textbooks, desks, extra books were not sufficient. The involvement of the community in

the school development plans may be important, but there is a need for the government to intervene where it seems to be some problems in order to safeguard the pupils.

The School-community relationship in primary school in Tanzania is clearly captured in the Education and Training Policy (URT, 1995 & 2014). The policy document provides a historical background and revisits current changes put in place to ensure that education is becoming the right of all citizens. Community involvement in the management of primary schools in their areas is critical now following rapid increase in enrolment rates in primary schools triggered by the Primary School Education Development Programme (PEDP). School-community relationship provides the opportunity for PTA, SC and SCC to provide materials and human resources for the development of education sector. Moreover, it is prospectively reassuring all stakeholders to be a part of the process; having ownership, compliance and commitment with enthusiastic (Preston, 2013; Mongkolwanich, 2012). It has great potentials for removing mistrust and distance between schools and community by nurturing transparency, ensuring accountability and a culture of mutual respect and pursuing improvement of school by sharing vision, process, and results (Mikiko Nishimura, 2017). The complementary role for community is to provide alternative education to the existing education system (Taniguchi, & Hirakawa, 2016). Nakpodia (2013) submitted that, a community through a healthy working relationship with the school manager and the entire school-community would get to know the school strength and weaknesses and find ways of improving the areas the school is lacking for the achievement of educational goals. In Tanzania School-community relationship helps the school enjoy the support of families and community members provide schools with environment that can reinforce the values and culture of learning and can furnish schools with crucial financial support system as well as the social and cultural values necessary for success and survival in contemporary society.

Despite the introduction of Tanzania's educational reforms to promote School-community relationship committees through decentralization by devolution as envisioned by the Tanzanian National Education Act of 1978 and the Education and Training Policy of 1995 & 2014, it is still not clear whether School-community relationship committees are effective on the management of primary schools. Most primary schools face a lot of challenges such as over enrollments, high teaching loads, financial constraints, shortage of instructional materials, inadequate physical facilities, shortage of teachers, teachers are not retrained, inadequate of book for teacher guide, textbooks, desks and extra books. On this context further analysis for testing, expressing and authenticating these constructs is required. This has been the source to investigate the contribution of school-community relationship on effective management of primary school in Tanzania. Specifically the study first, find out the roles of parents' teachers' associations (PTA) on management of primary schools in Tanzania; Second, examine the roles of School committees (SC) on management of primary schools in Tanzania; Third, explore the roles school surroundings community on management of primary schools in Tanzania.

2. Theoretical and Empirical Literature Review

2.1 Cooperative Systems Theory

The theory of Cooperative systems theory is developed by Chester Barnard in 1938 and it defines organization as a system of cooperation whereby people work together

for a common goal. School cannot succeed without the cooperation of several individuals within the community. School-community relationship tries to create mutual cooperation between school and community. It brings people and school together. School-community relationship therefore is cooperative in nature and is man oriented. Barnard's co-operative theory is essentially man oriented (Oyedeki, 1998:19). According to Barnard the survival of organizations depends on the efforts realized by the individuals and associated resources. Although this theory is deemed relevant, there are gaps which exist between Chester Barnard's theory and practice. This trend may occur as a result of school administrators ignoring the role of school-community relationship in the development of schools. Hence, this study intends to investigate the contribution of school-community relationship on management of primary school in Tanzania.

2.2 Empirical Literature Review

The roles of PTA have been described by different authors and researchers in positive and negative on management of Primary schools. The study by, Singh, Gupta & Thakur (2014) conducted on the Role of PTA in Development of School, Teacher and Children. The investigation focuses on the role of PTA in development of school, teacher and students suited to public primary schools. Data is collected from parents and teachers as well as members of PTAs from the government recognized institutions. The study population consisted of 14 head teachers, 57 teachers, 39 parent 20 students of class eight and nine. Qualitative data collected from 18 items in the questionnaire were analyzed. The findings revealed that the contact between the primary school, incoming students and their parents or guardians are needed to be maintained, information flow needs to be smooth, particularly in relation to students' achievement. The researcher concluded that there is a need of parental involvement in their children's education. The researcher recommended that Teacher and parents can mutually agree upon educational goals would be attained.

Mutinda, (2015), conducted the research on the role of Parents' Teachers Association in the Management of Public Secondary School: Gatundu North, Kenya. The study was set out to investigate the role of Parents' Teachers Association (PTA) in management of public secondary school in Gatundu North, Kiambu County. To accomplish this task survey method was used in conducting the study. A total of 13 schools out of 26 were selected comprising of 9 mixed secondary schools, 2 boys schools, and 2 girls secondary schools. Stratified random sampling technique and purposive sampling were employed to identify study sample. A questionnaire and interview guides were used for data collection. Qualitative and quantitative techniques were employed to data analysis. The study revealed the following challenges facing PTA in management of public secondary school: shortage of staff personnel; inadequate school finances; misappropriations of funds, insufficient physical facilities; poor performance in national examinations; lack of support from the local community; and interference in the running of school by the local communities. In conclusion, urgent measures should be put in place so as to minimize the hindrances

The roles of SC have been described by different authors and researchers in various aspects on the management of Primary schools. A study by, Rao, Yusuph & Tayyab

(2017) on the Impact of School Management Committees on School Management at elementary Level in District Jhang, Pakistan. The proposed study was descriptive in nature. The targeted sample of the study was all the male female District Education Officers, Deputy Education Officers and Academic Education officers of the district Jhang. After collecting data one data sheet was developed in excel work sheet and it was tabulated, analyzed and interpreted by using the statistical formula's frequency of the summed values, percentage, means and standard deviation of all values. In the light of the findings of the research study, it was concluded that School Management Committees (school councils) were working to solve the problems; further school council decisions were not being implement accordingly.

King'oina, Ngaruiya & Mobegi (2017) on the Role of Boards of Management as a Determinant of Pupils' Academic Performance in Public Primary Schools in Marani Sub-County, Kenya. The purpose of this study was to explore on the role of boards of management (BoM) as a determinant of pupils' academic performance in public primary schools in Marani Sub-County, Kenya. The study used descriptive survey design. The target population was 317 Standard Eight teachers, 64 head teachers and 64 Boards of Management chairpersons in 64 public primary schools. Simple random sampling technique was used to select schools and categories of respondents. The sample size was 95 Standard Eight teachers, 19 head teachers, and 19 BoM chairpersons which represented 30% of the target population. The study as well found out that inadequate execution of BoM role by the members negatively influences pupils' academic performance. The study therefore recommended that BoM should be fully involved in matters of discipline, guidance and counseling, and strive to instill a culture of dialogue and democratic governance in schools. BoM should also been couraged to undertake resource mobilization from various stakeholders in order to erect adequate physical facilities in schools.

The roles of SSC have been described by different authors and researchers in positive and negative on the management of Primary schools. A study by, Umarsa'ad & Sadiq (2014) on the Relevance of School-community Relationship on the Development of Primary Education in Azare Metropolis of Bauchi State, Nigeria. This study investigated the relevance of school-community relationship on the development of primary education in Azare metropolis of Bauchi state, Nigeria. The sample used was 388 selected using disproportionate stratified random sampling techniques. The data for the study was collected through structured questionnaire and were analyzed using frequency and simple percentage. It was found out that school community relationship is very relevant in the development of primary education in Azare metropolis due to the fact that community provides lands for building schools, funds, facilities, supervise what is going on in school, build additional classrooms and help in the maintenance of indiscipline. The study recommended that good school-community relationship should be maintained and strengthens; workshops should be organized for members of the community and teachers on the importance of school-community relationship.

Hussein, Muturi & Samantar, 2018 did a study on the Influence of the Community Involvement on Academic Performance of Secondary Schools: Case of Garowe District. The main Purpose of the study is to investigate the roles of community involvement on academic performance of secondary schools in Garowe. The researcher used questionnaires to collect data from the teachers, parents, CECs, CBOs and private business sectors. From

different types of research designs, descriptive type of research design was being employed for the realization of intended objectives. The findings of the study indicated that, although the communities are involved in supporting their children's school education in some ways, generally speaking, they are not involved in the management of these schools. The study concluded that community have a role to play in the school finance, motivating teachers, in maintenance school infrastructures for providing school fee, and students' scholastic materials, teachers' salaries, respect status for teachers, rehabilitation and school building respectively. The recommendation of the study was to community to take up specific roles in school management through conducting the managerial functions in which they are involved in ways and it modes of communication that the parents comfortably understand

3. Research Methodology

Kothari (2004) refers the area of study as regards to the place whereby the researcher conducts the phenomenon or study. For this study was conducted in Mbeya City Council in Mbeya Region. The choice of Mbeya City Council was emanated from accessibility of schools because they are all within the city, thus transport problem is minimal and helped the researcher to establish a better time management. The study was guided by pragmatism philosophical paradigm which allows the researcher to employ mixed research approach that involved both qualitative and quantitative approach. Moreover, the study was guided by the sequential research design that allows the presentation of quantitative data at the first phase followed by qualitative data. Simple randomly technique was used to select 10 primary schools with sample of 380 respondents. The data were collected through using questionnaire for quantitative data and interview for qualitative data. Standard deviation and frequency with the help of Statistical Package for Social Sciences (SPSS) computer package version 20 used to analyze data. Validity and reliability was ensured in this study. In addition, ethical considerations play a role in all research studies, and therefore, there are a number of ethical considerations taken into account. First, the researcher asked permission to the Regional Administrative Secretary office by giving letter from the college to encourage voluntary participation of respondents. Second, the participants consent secured ahead of time. To avoid any psychological harm, the researcher organized questionnaires in a manner that were not offensive and disturb their personality. The researcher did not question of deception and identities kept confidentially during the entire data collection process.

4. Data Analysis and Presentation of Findings

4.1 Questionnaire Return Rate

The researcher managed to collect 346 questionnaires out of the expected 380. This represents 91% of the research instruments distributed in the targeted schools. Mulusa (1990) says that 50% return rate is adequate, 60% and 70% very good. The return rate was hence considered very good to provide required information for the purpose of data analysis.

4.2 The Roles of Parents Teachers Associations on MPS

The roles of Parents Teachers association on Management of Primary School was measured by twelve items/statements which are; there is presence of PTA in the school

(PTA1); our school has parent-teacher association (PTA) that actively participates in school leadership (PTA2); members express feelings, desires, and PTA opinions in my school without fear of retaliation (PTA3); members feel respected and supported in and by the school (PTA4); members conduct meetings(PTA5); and teachers help members understand student assessments, including report cards and testing (PTA6). Other statements involved are PTA members involve in maintaining students discipline (PTA7); members involved in planning of school activities (PTA8); members assist on supervise pupils' attendance (PTA9); members supervise home reading activities to pupils (PTA10); members involve in implementation of school activities (PTA11); and school conduct orientation to new members (PTA12). The response from respondents has been summarized in Table 1 below.

Table 1: The Roles of Parents Teachers Associations on MPS

Item	Strong disagree		Disagree		Neutral		Agree		Strong agree	
	F	Per	F	Per	F	Per	F	Per	F	Per
PTA1	22	6.4	81	23.4	108	31.2	126	36.4	9	2.6
PTA2	20	5.8	65	18.8	108	31.2	128	37.0	25	7.2
PTA3	12	3.5	29	8.4	98	28.3	169	48.8	38	11.0
PTA4	6	1.7	40	11.6	103	29.8	157	45.4	40	11.6
PTA5	7	2.0	23	6.6	126	36.4	170	49.1	20	5.8
PTA6	7	2.0	38	11.0	120	34.7	148	42.8	33	9.5
PTA7	3	0.9	29	8.4	120	34.7	165	47.7	29	8.4
PTA8	17	4.9	45	13.0	175	50.6	97	28.0	12	3.5
PTA9	6	1.7	38	11.0	116	33.5	155	44.8	31	9.0
PTA10	7	2.0	61	17.6	113	32.7	146	42.2	19	5.5
PTA11	8	2.3	44	12.7	98	28.3	170	49.1	26	7.5
PTA12	6	1.7	24	6.9	80	23.1	181	52.3	55	15.9
<p><i>Agreed = 179 (51.8%)</i> <i>Neutral = 114 (32.9%)</i> <i>Disagreed = 53 (15.3%)</i></p>										

Source: Field data (2021)

The first items, which relates with the presence of PTA in the school in descriptive statistical analysis was agreed by 135 (39.0%) of the respondents and 103 (29.9%) disagreed and 108 (31.2%) of the respondents were neutral. The second item which represented by school has parent teacher association that actively participates in school leadership was scored as follows; 144 (44.2%) of respondents agreed about this item and 85 (24.6%) disagreed and only 108 (31.2%) were neutral. Furthermore, 207 (59.8%) respondents agreed that members express feelings, desires, and PTA opinions in school without fear of retaliation whereby 41 (11.9%) disagree and 98 (28.3%) were neutral. In addition, the item named members feel respected and supported in and by the school was agreed by 197(57.0%) of the respondents and 46(13.3%) of respondents disagree. About members conducting meetings was agreed by 190 (54.9%) of the respondents meanwhile, 30 (8.6%) were disagreed and 126 (36.4%) were neutral. Also, on view of teachers help members understand student assessments, including report cards and testing 181 (52.3%) agreed about this statements while 45 (13.0%) disagreed and 120 (34.7%) were neutral.

Other statements such as members being involved in maintaining students discipline were scored as 194 (56.1%) agreed on this statements, 32 (9.3%) disagreed and 120 (34.7%) were neutral. Members being involved in planning of school activities was agreed by 109 (31.5%) while 62 (17.9%) disagree and only 175 (50.6%) were neutral. On view of members assist on supervise pupils' attendance 186 (53.8%) agreed, 44 (12.7%) disagreed and 116 (33,5%) were neutral. Members supervise home reading activities to pupils were agreed by 165 (97.2%), while 68 (19.6%) disagreed and 113 (32.7%) were neutral. Other statements such as members involved in implementation of school activities were agreed by 196 (56.6%), 52 (15.0%) disagreed and 98 (28.3%) were neutral. Other statements which is school conduct orientation to new members was agreed by 236 (68.2%), 30 (8.6%) disagreed and 80 (23.1%) were neutral. Generally parent's teachers associations have impacts on effective primary school managements because 179 (51.2%) agreed on it meanwhile 114 (32.9%) were neutral and 53 (15.3%) disagreed. Thus from descriptive statistics, findings show that parent's teachers associations are important for on Management of primary schools in Tanzania

4.3 The roles School Committees on MPS

To examine the roles of school committees on management of primary schools twelve items was used which are; presence of school committee (SC1); presence of active members of school committee (SC2); school committee members conduct visit to school (SC3); school committee members are greatly warmly when call or visit the school (SC4); school committee members conduct meeting according to government secular (SC5); school committee members involve in maintaining students discipline (SC6); school committee members involve in supervising teachers (SC7); school committee members involved in planning of school activities (SC8); school committee members involve in implementation of school activities (SC9); school committee members involve in supervising pupils' enrollment (SC10); school committee supervise pupils' attendance (SC11); and school management committee that actively participates in school leadership (SC12). The response from the respondents is summarized in Table 4.2 below

Table 2: The roles of School Committees on MPS

Item	Strong disagree		Disagree		Neutral		Agree		Strong agree	
	F	Per	F	Per	F	Per	F	Per	F	Per
SC 1	9	2.6	28	8.1	81	23.4	193	55.8	35	10.1
SC 2	4	1.2	61	17.6	115	33.2	150	43.4	16	4.6
SC 3	7	2.0	58	16.8	121	35.0	149	43.1	11	3.2

SC 4	7	2.0	53	15.3	122	35.3	150	43.4	14	4.0
SC 5	14	4.0	36	10.4	114	32.9	147	42.5	35	10.1
SC 6	12	3.5	36	10.4	103	29.8	158	45.7	37	10.7
SC 7	14	4.0	28	8.1	123	35.5	154	44.5	27	7.8
SC 8	6	1.7	53	15.3	104	30.1	184	53.2	31	9.0
SC9	9	2.6	16	4.6	101	29.2	158	45.7	62	17.9
SC 10	10	2.9	18	5.2	129	37.3	160	46.2	29	8.4
SC 11	12	3.5	32	9.2	138	39.9	140	40.5	24	6.9
SC 12	4	1.2	21	6.1	84	24.3	190	54.9	47	13.6
Agreed = 189 (54.6%) Neutral = 111 (32.2%) Disagreed = 46(13.2%)										

Source: Field data (2020)

Generally 189 (54.6%) of the respondents agreed that school committees play roles on the effective management schools while 46 (13.2%) of the respondents disagreed and only 111 (32.2%) were neutral. In addition, on the statement relating to presence of school committee scored 228 (65.9%) of respondents agreed about this statements while 37 (10.7%) disagreed and 81 (23.4%) were neutral. The presence of active members of school committee scored 166 (48.0%) of respondents agreed about this statements meanwhile 65 (18.8%) disagreed and only 115 (33.2%) were neutral. Researcher also wanted to know if school committee members conduct visit to school and findings revealed that 160 (46.3%) agreed about this statements, 65 (18.8%) disagreed and 121 (35.0%) were neutral. School committee members are greatly warmly when call or visit the school were performed as follows 164 (47.4%) agreed about this statements, 60 (17.3) disagreed and only 122 (35.3%) were neutral. School committee members conduct meeting according to government secular were scored as follows 182 (52.6%) agreed on this item while 50 (14.4%) disagreed and 114 (32.9%) were neutral. In addition for school committee members being involved in maintaining students discipline respondents indicated that 195 (56.4%) agreed and 48 (13.9%) disagreed and 103 (29.8%) were neutral.

About school committee members being involved in supervising teachers it was agreed by 181 (52.3%) respondents meanwhile 42 (12.1%) disagreed and 123 (35.5%) were neutral. Furthermore about 215 (62.2%) agreed that school committee members involved in planning of school activities and 59 (17.0%) disagreed while 104 (30.1%) were neutral. Also 220 (63.6%) agreed that school committee members involved in implementation of school activities 25 (7.2%) disagreed and only 101 (29.2% were neutral. On view of school committee members being involved in supervising pupils' enrollment about 189 (54.6%) agreed about this statement meanwhile 28 (8.1%) disagreed and only 129 (37.3%) were neutral. In addition to that 164 (47.4% agreed that school committee supervise pupils' attendance and 44 (12.7%) disagreed while 138(39.9%) were neutral. The last item was school management committee actively participates in school leadership and about 237 (68.5%) agreed on this statements, 25 (7.3%) disagreed and 84 (24.3%) were neutral.

4.4 The roles of School Surroundings Community on MPS

To explore the roles of surrounding community twelve statements were also used which are school communities are warmly when I call or visit the school (SSC1); the climate in school is safe and positive for everyone (SSC2); there is a trust relationship between teachers and parents (SSC3); The school Conducts a formal conference with every school surrounding Community at least once a year (SSC4); the school keeps all families informed about important issues and events (SSC5); the school has clear two way channels for communication from home to school and from school to home (SSC6); the school keeps school surrounding community well-informed about school activities (SSC7); the school encourages local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events (SSC8); The school includes students in decision making groups (SSC9); the school buildings are open for use by the community after school hours (SSC10); the school encourages community use of school facilities, e.g. class rooms, library and halls (SSC11); and the school encourages feedback from school surrounding community (SSC12). Table 4.3 summarized response from the respondents.

Table 3: The roles of Surroundings Community on MPS

Item	Strong disagree		Disagree		Neutral		Agree		Strong agree	
	F	Per	F	Per	F	Per	F	Per	F	Per
SSC1	2	0.6	19	5.5	99	28.6	175	50.6	51	14.7
SSC 2	10	2.9	17	4.9	102	29.5	172	49.7	45	13.0
SSC 3	14	4.0	24	6.9	93	26.9	167	48.3	48	13.9
SSC 4	3	0.9	20	5.8	76	22.0	196	56.6	51	14.7
SSC 5	4	1.2	20	5.8	87	25.1	178	51.4	57	16.5
SSC 6	3	0.9	21	6.1	87	25.1	181	52.3	54	15.6
SSC 7	6	1.7	15	4.3	109	31.5	199	57.5	17	4.9
SSC 8	3	0.9	9	2.6	57	16.5	219	63.3	58	16.8
SSC 9	2	0.6	9	2.6	77	22.3	193	55.8	65	18.8
SSC 10	2	0.6	13	3.8	112	32.4	187	54.0	32	9.2
SSC 11	3	0.9	7	2.0	77	22.3	203	58.7	56	16.2
SSC 12	1	0.3	8	2.3	55	15.9	175	50.6	107	30.9
Agreed = 240 (69.6.1%) Neutral = 86 (24.8%) Disagreed =20 (5.6%)										

Source: Field data (2021)

The findings from descriptive statistics analysis indicate that 226 (65.3%) of the respondents agreed that school communities are warmly when community call or visit the school 21 (6.1%) disagree and 99 (28.6%) were neutral. In addition, 217 (62.7%) of respondents agreed that the climate in school is safe and positive for everyone while 27 (7.8%) disagreed and 102 (29.5%) were neutral. Also, 215 (62.2%) of respondents agreed that there is a trust relationship between teachers and parents 38 (10.9%) disagree and only 93 (26.9%) were neutral. Furthermore, 247 (71.3%) of respondents agreed that the school conducts a formal conference with every school surrounding community at least once a year 23 (26.7%) disagree and only 76 (22.0%) were neutral. About 235 (67.9%) agree that the school keeps all families informed about important issues and

events while 24 (7.0%) disagree and only 87 (25.1%) were neutral. In addition to that about 235 (67.9%) agreed that school has clear two way channels for communication from home to school and from school to home and 24(7.0%) disagreed and 87 (25.1%) were neutral. Also, 216 (62.4%) of respondents agreed that the school keeps school surrounding community well-informed about school activities 21(6.0%) disagreed and 109 (31.5%) were neutral. Furthermore, 277 (80.1%) of respondents agreed that the school encourages local civic and service groups to become involved in schools in a variety of ways such as mentoring students, volunteering, speaking to classes, and helping with fundraising events the school conducts a formal conference with every school surrounding community at least once a year 12 (3.5%) disagree and only 57 (16.5%) were neutral. About 258 (74.6%) agree that the school includes students in decision making while 11 (3.2%) disagree and only 77 (22.3%) were neutral. About 219 (63.2%) of respondents agreed that the school buildings are open for use by the community after school hours, 15 (4.4%) disagreed and 112 (32.4%) were neutral. Also the school encourages community use of school facilities such as class rooms were agreed by 259 (74.9%) while 10 (2.9%) disagreed and 77 (22.3%) were neutral. Lastly the school encourages feedback from school surrounding community were agreed by 282 (81.5%) while 9 (2.6%) disagreed and only 55 (15.9%) were neutral. Therefore, in general point of view this finding demonstrates that 240 (69.6%) of respondents agreed that surrounding community are involved on school managements while 86 (24.8%) disagreed and 20 (5.6%)

4.5 Mean Score of roles of PTA, SC and SSC on MPS

Regarding measuring the contribution qualitative measurements, the study used the 5-point Likert scale approach to probe respondents' views on the contribution of roles of school-community s relationship committees on the EMPS. Since the study used 5-point Likert scale ranging from 1 = strong disagree (minimum) to 5= strongly agree (maximum) over a total of 346 observations (n = 346). The indicators which scored mean below 3 are termed as disagree while those scored above 3 are agreed. Field (2009) expounds that while the mean values represent the respondents' views on a given variable, the values of standard deviation (SD) indicate how well the mean represents the data. Thus in this study mean score were used to assess the views of respondents. The examination of the results indicates that the mean values of all independent variable which are parent teachers associations, school committees and surrounding community were above the scale's centre point (3 = moderate) as indicated in table 4 below

Table 4: Mean score of roles of PTA, SC and SSC on MPS

Variable	Mean Score	Variable	Mean Score	Variable	Mean Score
PTA1	3.05	SC 1	3.63	SSC1	3.73
PTA2	3.21	SC 2	3.33	SSC 2	3.65
PTA3	3.55	SC 3	3.27	SSC 3	3.61
PTA4	3.53	SC 4	3.32	SSC 4	3.80
PTA5	3.50	SC 5	3.44	SSC 5	3.76
PTA6	3.47	SC 6	3.50	SSC 6	3.76
PTA7	3.54	SC 7	3.44	SSC 7	3.60
PTA8	3.12	SC 8	3.62	SSC 8	3.92

PTA9	3.48	SC9	3.72	SSC 9	3.90
PTA10	3.31	SC 10	3.52	SSC 10	3.68
PTA11	3.47	SC 11	3.38	SSC 11	3.87
PTA12	3.73	SC 12	3.74	SSC 12	4.10
Average mean 3.42		Average mean 3.49		Average mean 3.78	

Source: Researcher (2021)

Generally, all independent variable has found having contribution on the effective management of Primary schools in Tanzania. This is because the average mean score of each independent variable was found being above 3. For instance PTA has average mean score 3.42, which indicate has contribution to effective Management of Primary Schools. This finding is related with information obtained from key informants who revealed that PTA has contribution on management of Primary schools.

While during interview, key informant said that “parent teachers associations are working in this school but their commitments is not strong enough. But despite their commitments is not enough, the presence of parents teachers association boost up school attendance and performance”. Hence its presence enhances our success”. (Voice of the head primary school X).These findings justify the need and important of parents teaches association towards management of primary schools.

4.6 Discussion of Findings

4.6.1 The roles of Parents Teachers Associations on MPS

The study intended find out the roles of parent’s teachers association on management of primary schools in Tanzania. The findings revealed that all dimension of parent’s teachers association has strong relationship on the EMPS. The parent’s teachers association has mean score of 3.42 being above of mean score 3. This results from descriptive under mean score shows that the roles of parents teachers association on the effective management of primary schools was positive since majority of respondents agreed about this statements and the mean score was above 3.0 of all item involved to measure the roles of parent teachers association on the effective management of primary schools. For instance in descriptive statistical analysis results shows that parent’s teachers associations play roles on the Effective Management of primary schools because 179 (51.2%) agreed on it meanwhile 114 (32.9%) were neutral and 53 (15.3%) disagreed. Thus from descriptive statistics, findings show that parent’s teachers associations are important for on Management of primary schools.

This agreed with Peretomode (2012) who points out that parents’-teachers’ association (PTA) helps in the general development of the school along with other community members, by providing the school classrooms, dormitory blocks, staff quarters, science laboratories and equipment, electric plant generators, school vans, libraries, books and classroom equipment. Uzoechina (2013) maintained that, sustainable quality assurance in secondary education is a function of close collaboration among education stakeholders, effective application of quality assurance model, strong political will of the government,

and enabling policy by the Ministry of Education will ensure adequate participation by parents in quality assurance system.

4.6.2 The roles of School Committees on MPS

The drive for this study was mainly to examine the roles of school committees on management of primary schools in Tanzania. Findings indicate that school committees play great roles on the effective Management of primary schools with mean score of 3.50. That means that the contribution school committees on the effective Management of primary schools are great. In addition, all dimensions of school committees have positive relationship on effective management of primary schools in Tanzania. These findings confirm that there is great contribution of school committees on management of primary schools in Tanzania.

The current study, Chuwa (2020), the study investigated the role of school committees in ensuring quality of primary education in Tanzania. Three objectives guided the study: Exploring school committees' members' awareness on their administrative roles, examining the strategies used by school committees in ensuring quality primary education, and identifying the constraints facing the school committees' members in ensuring quality primary education. The findings revealed that most of the members of the committees were aware of their roles as attested through managing school properties, improving academic performance, planning school budget and maintaining teachers and students' discipline. The study further found that, the strategies used by school committees in ensuring the quality of primary education were: Building good relationship with the surrounding community, making follow-up on financial issues and through seminars. The study concluded that, in the recent years, the members of the school committees were aware of their roles such as planning, monitoring and maintaining school budget. Among others, the study recommended that, seminars and fresher course should be offered regularly to help improve the performance of the school committees.

Thus, the finding implies that the school committees should be enforced to enhance primary school managements since it is beneficial for the management of Primary schools in Tanzania.

4.6.3 The roles of School Surroundings Community on MPS

This study explores the roles of surrounding community on management of Primary schools in Tanzania. The findings revealed that surrounding community play great role on the EMPS where mean score 3.78. The results justify that involvements of surrounding community contribute on the EMPS. Also these findings are related with results from descriptive analysis which indicates that 188 (54.2%) of respondents agreed that there is good school managements by involving surrounding community, meanwhile 95 (27.4%) were neutral and only 22 (6.4%) disagreed. These findings imply that good relationship between School and school surrounding community are important on the effective Management of Primary schools in Tanzania.

Findings from the current study are related with John (2010) who conducted a study on the importance of involving surrounding community on enhancing academic performance in primary school. The study found that when teachers are motivated by surrounding community they become committed and academically was performed. In

many contexts participation of communities in the operation of schools has helped increase access, retention, and attendance rates of children to school. According to Heyneman (2011), parental willingness to invest in their child's education is a positive aspect of a mature democracy. In this situation will have a say in whatever is happening in the school. For example if the teachers are not regular in school or the teachers are not giving the right tuition that is needed the community will have a say in how things should be for the improvement in the behavior of the child.

From findings on the current study and discussion made, the key note for this study is that, involvements of surrounding community are crucial to enhance primary school managements. This study therefore concludes that, when surrounding community is involved the schools are well managed and will increase its performance.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the analysis and findings of the study, School - community relationship committees (PTA, SC and SSC) is not an option. To Akpakwu (2012), school-community relationship can be described as the degree of understanding and goodwill achieved between the school and the community. It therefore means that school-community relationship is that mutual understanding which binds the school and people, materials and other resources together and creates a favorable school environment for effective and efficient achievement of educational goals. It is the driving force for developing the supports that enable students learning and communities thrive. The finding revealed that there is positive contribution of school-community relationship committees for effective management of primary schools in Tanzania. All dimensions of Parent's Teachers Association, School committees and school surrounding community have positive relationship on management of primary schools in Tanzania. Therefore the PTA, SC and SSC should be strengthening to enhance management of primary schools in Tanzania.

5.2 Recommendations

5.2.1 Recommendation for Action

Since findings indicates that school-community relationship have positive contribution on the effective management of primary schools in Tanzania impacts thus should be enforced to increase its practices in order to provide good results and school performance. The Ministry of Education, Science and Technology (MoEST) should formulate circular and guidelines for effective PTA, SC and involvement of SSC on the Management of Primary Schools. In addition the President Office, Regional Administration and Local Government Authority (PORALG) should organize trainings and seminars to the PTA, SC and SSC members with a view of getting solution to the mismanagement problems in primary schools. Lastly the Non-Governmental organizations and International Agencies such as UNICEF, RTI should establish program to support PTA, SC and SSC through capacity building to the members.

5.2.2 Recommendation for further studies

The researcher suggests that investigations be made into other factors apart from School-community relationship on management of Primary Schools in Tanzania. In addition,

since the study was specifically carried out in primary schools in Mbeya City Council in Mbeya Region, a similar study can be done in other councils in other regions considering secondary schools.



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