



# Challenges Facing Community Participation in Construction Projects of Ward Secondary Schools in Kibaha Town Council, Tanzania

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## **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

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## **ABSTRACT**

**Aims:** This study aimed on investigating the challenges facing community participation in construction projects of ward secondary schools in Kibaha Town Council in Tanzania. Specifically, the study aimed to examine social challenges, economic challenges and institutional challenges facing community participation in construction projects of ward secondary schools.

**Materials and Methods:** The study adopted cross-sectional study design as both open and ended questioners were used to collect primary information from a sample size of 99 respondents and 21 key informants. Sampling technique used were purposive and simple random sampling. Interview and questionnaire were used to collect information from the key informants and community members. Quantitative data was analyzed using SPSS V.25 and qualitative data was analyzed using thematic analysis.

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**Results:** The findings from the study revealed that low knowledge among communities on the importance of participating in schools; household poverty and limited capability of secondary school leaders to encourage and organize communities are the challenges facing community participation in construction projects of ward secondary schools.

**Conclusion:** The study recommends that, 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 also recommends that, community should not use household poverty as a reason for them to fail to participate in schools; they may participate through provision of labor and other related activities alternative to financial contribution. In addition leaders are also advised to expand their skills in organizing and encouraging community to participate in ward secondary schools construction projects.

*Keywords: Challenges; community participation; construction project; Wards School; Tanzania.*

## 1. INTRODUCTION

In Tanzania, community participation in relation to its roles in the education system was addressed through the implementation of different policies that were formulated since independence in 1961, the policy of education for self-reliance [1] addresses the role of the community in participating in school 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 2005 up to 2017, there was a rapid increase of enrollment trends, nearly 124,884 students were enrolled in form 1-6 and 1,602,752 respectively in 2012. In 2017 enrollments stands at 1767,890 by any measures, this is a large enrollment rate that increased over a short period of time [2-5]. Despite the fact that enrolment increased by 51% classrooms remain unsatisfactory. The classroom available were 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 [6]. 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 [7-9]. Godda [10] 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, economic and institutional challenges facing community participation in construction projects of ward secondary schools specifically in Kibaha Town Council. Therefore, it is from this regards that this study aimed at investigating the challenges facing community participation in construction projects of ward secondary schools in Kibaha Town Council, Tanzania. The study will provide an understanding of the challenges facing community participation in construction projects of ward secondary schools.

## 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 [11] 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 [12] 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. MATERIALS AND METHODS**

#### **3.1 Description of the Study Area**

The study was conducted in 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, 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 a cross-sectional research design to explore the challenges facing community participation in construction project of ward secondary schools 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 additional 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 12450 community members from three (3) wards includes, Picha ya ndege, 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 [13]. The key informant includes, Town Education Officer (TEO), Ward Education Officer (WEO), Councilors, Schools 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 was used to obtain 21 key informants including, one Town Education officer, and three ward education officers, eight head teachers, Counselors and school committee members. Key informants were selected purposively to provide information on challenges facing community participation in ward secondary schools construction projects due to their vital position. This sampling technique was also used to select 3 wards out of 14 and 8 schools found from the selected wards.

#### **3.4 Data Collection Methods**

##### **3.4.1 Questionnaire**

The questionnaire contained both closed and open-ended. Questionnaire were used to collect information on the challenges facing community participation in construction projects of schools in Kibaha Town Council, open ended questions were used to tap different answers from the respondents while the close ended questions

required respondents to choose the right answer given in the questionnaire.

### 3.4.2 Interview Guides

This research used both structured and unstructured interview question to collect information on the challenges facing community participation in construction projects of ward secondary schools; the interview question involved Town Educational Officer (TEO), head teachers, Councilors, Wards Educational Officers (WEOs) and committee members in Kibaha Town Council. However interview guide were prepared in English language and then translated in swahili to facilitate deeper communication with participants and data was recorded on a note-taking when the interview was on the progress.

### 3.5 Data Analysis

A Statistical Product for Social Solutions (SPSS Version 25) was used to analyses quantitative data. The descriptive analysis involved calculation of percentages and frequencies. Findings were presented using tables in which frequencies and percentages were utilized. Qualitative data was analyzed by using content analysis in relation to the study objectives. Lastly, the results of the analyzed information were presented in word text narrations.

### 3.6 Validity and Reliability of Research Instruments

To ensure validity, triangulation method of data collection (interview and questionnaire) have been employed so as to ensure the information

collected is valid by counterchecking contradictory information, the instrument were reviewed and corrected by supervisor to examine if they are relevant for collection of the required data that enhanced the study to achieve its purpose. of proposed research instruments, To control the reliability of the study, the researcher used test-retest method to check the reliability of the research instruments.

## 4. RESULTS AND DISCUSSIONS

### 4.1 Social Challenges Facing Community Participation in Construction Projects of Ward Secondary Schools

Results in Table 1 show several social challenges facing community participation in construction projects of wards secondary schools in the study area, but those which ranked high include (44.4%) low knowledge, (26.3%) unwillingness of the community, (11.1%) tradition and customs of communities and (9.7%) poor communication. It was also found that few (7.9%) rated lack of education as a challenge to community participation in secondary school construction projects. This implies that most of community members are not participating in construction projects of classrooms, laboratories, teachers offices as well teachers houses in ward secondary school because of low knowledge on the importance of participation in school construction projects. This finding is supported by Stephen [4] states that ignorance and illiteracy of the community members is one of the big challenges on schools development.

**Table 1. Social Challenges facing community participation in School construction Projects (N=99)**

Category	Frequency (F)	%(%)
<b>Social challenges</b>		
Yes	72	72.7
No	27	27.2
Total	<b>99</b>	<b>100</b>
Identified social 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
<b>Total</b>	<b>99</b>	<b>100</b>

Source: Field data (2022)

#### 4.1.1 Low knowledge among communities on the importance of participating in school construction projects

The finding shows that (84.8%) out of 99 respondents who were interviewed mentioned that community had low knowledge on the importance of participating in secondary school construction projects and only (15.1%) of the respondents report that community have knowledge on the importance of participating in secondary schools' projects. This 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 Stephen [11] who stated that that ignorance and illiteracy of the community members is one of the big challenges on school developments.

Similarly, Town Educational Officer argued, "Many individual are simply unaware of the opportunities and importance for community participation in school projects, they may not be aware of the specific projects being carried out or how they can contribute'. (Town Educational Officer remarked on 05<sup>th</sup> April 2022).

The head teacher was interviewed and he revealed:

Community participation in school is affected by parent low understanding of the importance of participating in schools but also limited knowledge on understanding what the policy of free education entail, after the government declared that education is free, most of the community members were reluctant and understood that the government is responsible for construction of classroom, teacher houses, toilets and other school buildings. (head teacher of school A, remarked on 06<sup>th</sup> April 2022).

The statement above implies that community members are not participating in schools due to low understanding; they don't understand the importance of participating in school projects as well as the extent of the operation of free education policy. This finding is supported by the finding from Tieng'o [14] further revealed that the parents indicated similarly a negative tendency on the importance of community participation in supporting the public primary schools in Rorya District.

Additionally, the Ward Education Officer argued:

Low understanding of community in relation to their participation in schools caused them to fail to participate and miss out a sense of ownership to the school and thus affected participation of community; if a member of community sees himself as part of the school, he will not be able to participate in school activities. (Ward Education Officer 2, remarked on 05<sup>th</sup> April 2022).

The statement above shows the extent of the community participation in schools is affected by low knowledge where communities are not aware of their responsibility in schools but lack a feeling of ownership to the school. This finding is supported by Mtakakona (2014) who stated that ignorance and illiteracy of the community members is one of the big challenges on school developments. Additionally, This finding is supported by Kambunga (2013) who shows that community members were reluctant to contribute through physical participation on the basis that funds disbursed by the government were enough to facilitate construction of classrooms, teachers' houses and toilets. However, community members are advised see itself as a part and parcel of the school in order to implement schools construction projects. Sanfo [15] 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, "Community have knowledge about participation but there are other factor that cause them not to participate" (Town Education Officer, remarked on 05<sup>th</sup> May 2022)

The Town Education Officer emphasized:

Community have knowledge concerning participation in secondary school construction projects; they know they are responsible for school development through money and labor, but there are other factors that affect their participation which can be economic situation and other reasons, but lack of knowledge is not a direct challenge to community participation. "(Town Education Officer, remarked on 05<sup>th</sup> April 2022).

The statement above shows 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 economic hardship, limited time, lack of employment and other reasons that hinder their participation in school construction project.

#### 4.2 Economic Challenges Facing Community Participation in Secondary School Construction Project

Results in Table 3 indicate the identified economic challenges facing community participation in construction project in schools, but those high ranked includes, (31.6%), households income poverty, (16.4%) socio-economic classes, (15.1%), lack of multiple sources of income and (13.9%) lack of additional savings; only few (11.3%) included unemployment and limited time. This implies that to a large extent, household income and poverty affect participation of community in ward secondary school construction projects due to the fact that community lack money for contributing in school construction project. This finding is consistent with what is reported by World Development Report [16] estimate that majority of Tanzanians are living in absolute

poverty struggling to survive with \$ dollar a year which is less per day.

##### 4.2.1 Household income poverty

Most 31.6% argued that house hold income poverty is a challenge to participation of community in school construction projects. This indicates that community members are not able to participate in school through money contribution because they are living under poverty; they are not able even to get the basic needs. This finding is consistent with what is reported by the World Development Report [16] which estimated that majority of Tanzanians are living in absolute poverty struggling to survive with \$ dollar a year which is less per day.

Likewise, the head teacher said:

Community members at Mkuza are 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 school activities concerning school construction projects (Head Teacher of School A, remarked on 11<sup>th</sup> April 2022)

**Table 2. Respondents Knowledge on importance of participating in school construction projects**

Category	Frequency (F)	%(%)
<b>Knowledge on importance of participation in school construction projects</b>		
Yes	15	15.1
No	84	84.8
Total	<b>99</b>	<b>100</b>
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
<b>Total</b>	<b>99</b>	<b>100</b>

Source: Field data (2022)

**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
<b>Total</b>	<b>99</b>	<b>100</b>

Source: Survey data (2022)

A councilor argued, "Communities with limited resources may find it challenging to actively participate in school projects." (Councilor 2, remarked on 06<sup>th</sup> April 2022).

This finding is supported by Tieng'o [14] revealed that factors that proved to magnify the ill environment of teaching and learning included: lack of financial resources for intended activities in their locality. The head teacher revealed, "Financial constraints, lack of transportation and limited time availability contribute to un involvement of community members in school." (Head Teacher of School H, remarked on 12<sup>th</sup> April 2022).

The statement above implies that poverty is a challenge facing community participation in school projects where the communities 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 [16] that majority of Tanzanians are living in absolute poverty struggling to survive with \$300 dollar a year which is less than a dollar per day. This finding was challenged by Helen (2005) who revealed that poverty is not a factor which influences 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.

Ward Educational Officer reveals:

Communities with poor economy have positive response towards participation in schools and can participate in schools without having money. Sometimes, the schools don't need money only, the community have to understand that sometimes the schools have a project of constructing a classroom, money may be needed, but also man power and other resources such water, sand and other facilities also are needed, thus, parents may be not able to give us money, but they can come and provide their man power. (Ward Educational officer 1, remarked on 05<sup>th</sup> April 2022).

This 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 [17] who stated that community involvement means that parents, guardians and other members directly or

indirectly involve in contributing funds or non-financial materials for enhancing quality education for their children [17]. Additionally, 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 school construction projects." (School Committee member 4, remarked on 13<sup>th</sup> April 2022).

This is consistent to the World Development Report [16] which estimated that majority of Tanzanians are living in an absolute poverty struggling to survive with \$300 dollar a year which is less than a dollar per day, a researcher explained in contextual reviews that majority of the people at Picha ya Ndege, Mkuza and Sofu are economically average; many of them are working as public servants, private sectors, farmers and small entrepreneurs. However, this finding was challenged by Helen (2005) who revealed that poverty is not a factor which caused parents to contribute in education development because some parents are eager willing to contribute a lot of money to enhance traditional ceremonies like Ngoma and religious ceremonies, but they did not see the importance of school development to their children.

### **4.3 Institutional Challenges Facing Community Participation in Secondary School Construction Projects**

Results in Table 4 show the identified institutional challenges to community participation in secondary school 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% leaders' misuse of funds, 15.9% mistrust to the leaders and 14.8% Poor communication between school and community. Based on the findings from the study area, lack of leadership capability to organize and encourage people to participate is a challenge to community participation in school construction project. This finding is supported by Jain & Saakshi [18] who emphasized that the success or failure of an organization to a great extent depends on the quality of leadership.

#### **4.3.1 Lack of leaders' capability to influence participation in schools**

Most (61.6%) of the respondents argued that leaders don't have skills and 38.3% of the

respondents said no that schools managements do not have leadership skills to influence community participation in secondary school construction projects. This implies that leaders lack skills to encourage and supervise participation of community in secondary school construction projects. This is similar to the finding from Onsumu and Mujidi [19] who confirmed that in majority of African counties, teachers appear not to accommodate community involvement to become more productive.

Likewise, Ward Education Officer pointed out:

Leaders lack enough skills to encourage and organize communities through giving advice, direction and guidance to have the same goals on participating in secondary school construction projects and thus affecting participation of community in secondary school construction projects (Ward Educational Officer 1 remarked on 06<sup>th</sup> April 2022).

This indicates that lack of leaders' capability on encouraging and organizing community to participate in secondary school construction

projects affect community participation in schools because they do not involve education stakeholders especially the community. This finding is similar to the finding by Fullon and Watson (2013) who argued that schools administrators and teachers understand the school-community relationship. They should have to address the nature of the relationship that exist, how teacher and parents can work together for school development and how teachers can integrate in the community. A ward councilor revealed, 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 will begin to engage community." (Councilor 1, remarked on 16<sup>th</sup> April 2022).

The head teacher argued, "The capability of teacher on organizing the community to be involved in construction of school building is high; it is the community themselves who deny to participate even after they are passed the information (Head Teacher of School C, remarked on 12<sup>th</sup> April 2022).

**Table 4. Institutional challenges and identified challenges on community participation in school construction projects (N=99)**

Category	Frequency (F)	(%)
Existence of institutional challenges		
Yes	67	67.6
No	32	32.3
<b>Total</b>	<b>99</b>	<b>100</b>
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
<b>Total</b>	<b>99</b>	<b>100</b>

Source: Field data (2022)

**Table 5. Leaders' capability to influence Community Participation in Schools**

Category	Frequency (F)	% (%)
Leader's capacity towards community in participation school		
Yes	38	38.3
No	61	61.6
<b>Total</b>	<b>99</b>	<b>100</b>

Source: Field data (2022).



The above statement shows that communities do not participate in school projects because the leaders are not transparent on the issues concerning the school, thus this affects participation of community. This finding is supported by Raphael [20] study on community planning for management and financing of community secondary schools. The finding indicated that leaders or administrators lacked skills on encouraging and influencing participation of community in secondary school construction projects.

## 5. CONCLUSION AND RECOMMENDATION

### 5.1 Conclusion

Firstly, it was found that low knowledge among communities in the study area is a challenge to community participation in construction projects of wards secondary schools. Secondly, it was found out that majority of the communities failed to participate in schools because of household poverty. Thirdly, it was found out that limited skills among secondary schools leaders and administrator challenged participation of community in construction projects of wards secondary schools.

### 5.2 Recommendation

The following recommendation are made which might be usefully to the community, schools and government meant to reduce challenges facing community participation in construction projects of ward secondary schools in Kibaha Town Council and the rest part of the country in relation to the level of understanding of the community members they should be sensitized with knowledge on the importance of participating in school construction projects. But also the government should organize the program to educate and create awareness to the communities on the importance of community participation in construction projects of wards secondary schools. It should also monitor closely the leaders who are given authorities to supervise community participation to be transparent and open in order to ensure trust to the communities to participate in construction projects of wards secondary schools.

## 6. AREA FOR FURTHER STUDIES

Since the study was investigating the challenges facing community participation in construction

projects of wards secondary schools in Kibaha Town Council, and the study has found that due to low knowledge community does not understand well the policy of free education, another research may work on investigating on the magnitude of operation of free education policy to secondary schools.

## CONSENT AND ETHICAL APPROVAL

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.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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