

Community members' engagement in the management system of the collaborative community secondary schools in the Coast region of Tanzania

Rweyendera Gosbert Ngonge
The Open University of Tanzania
rweyendera.ngonge@out.ac.tz

Abstract

This study investigates community members' engagement in the management system of the collaborative community secondary schools in the coastal region of Tanzania. It aims to explore the value placed by local community members on their engagement in the school management system and assess their awareness of their representation in school decision-making bodies. Data were collected through a mixed-methods approach, combining surveys and in-depth interviews involving general community members. The findings reveal that there is a recognized value and positive perception among local school community members regarding their engagement in the school management system. However, the study also uncovers significant barriers such as limited decision-making power, inadequate communication channels, and lack of true community representation and functionality. The study calls for targeted policy interventions and capacity-building initiatives to empower community members and facilitate their meaningful participation. Efforts should be made to enhance school-community partnerships to achieve the desired level of collaboration and impact on school affairs. This could involve creating more structured opportunities for community engagement, improving communication channels, and fostering a more inclusive environment that encourages active participation from all community members. Thus, supportive policies and frameworks should be in place.

Keywords: *School management, community involvement, community participation, collaborative community secondary school*

Introduction

Active community participation in overseeing educational institutions, especially collaborative community secondary schools, plays a pivotal role in nurturing an enriching learning atmosphere and promoting the comprehensive growth of students. This becomes particularly crucial in

developing nations, where resources are often scarce and educational facilities encounter various obstacles, amplifying the importance of community members' perspectives on their engagement in school management. Sumra (1993) argues that one of the reasons for the Tanzania government's decision to encourage community involvement in education is to pass on an increasing share of the cost of education to the parents and the local community. Adelman and Tylor (2008) suggest that working together between schools, homes, and communities promotes inclusive and quality education in schools. There are high chances of success in secondary education provision if communities are actively involved in establishing and managing schools compared to schools where communities are passively involved. A study conducted by Stein (2009) in the US concluded that, among other things, school councils were generally not viewed as an effective vehicle for school improvement due to a lack of parent and community involvement.

Several education researchers have noted the importance of involving community members in school matters, for example, Ishumi (1981), Galabawa (1997), UNESCO (2000), Miller-Grandvaux and Yoder (2002), NEA (2023), UNICEF (2004), Sharma (2008), Nishimura (2017), and Ngonge (2020). Sidhu and Taylor (2007) maintain that there is mutual interdependence between school and community.

Wangai (2014) argues that community participation helps to improve accountability and transparency and ensure the sustainability of development initiatives. Wright and Dolores's (2009) study reveals that teachers recognize the worth of community involvement for several reasons that result in students' academic success, garnering parent support in discipline and college attendance and generally fostering parent-school cooperation. Deslandes (2001), on his side, suggests the involvement of community members through the exchange of information between parents of pupils and local school community members. Epstein et al. (2018) reveal that collaboration and shared responsibility between schools, families, and communities yield more positive student education results. On their side, Njobvu and Simuyaba (2020) maintain that strong school-community partnerships are one of the best weapons for fighting against students' indiscipline behaviours.

Most secondary school students in Tanzania reside in rural areas and attend community schools. Therefore, community involvement in managing these schools is crucial. However, when examining the

academic achievements, physical infrastructure, and overall goal attainment of community secondary schools in Tanzania, it is evident that community involvement strategies need enhancement.

This study examined the community members' perceptions about their involvement in the school management system. In this study, collaborative community secondary school means a school which has been built through community financing in collaboration with the Local Government Administration, and after establishment, the government takes full charge of running this school. Making reference to Williams (1994), the model of establishment and running of community schools (ward secondary) in Tanzania is termed the *collaborative* model, in which the community plays a supportive role in the government provision of education.

to be able to effectively and efficiently involve community members in the school management system, it is important to contextually understand what they perceive about their involvement in school management. Kania and Kramer (2011) reveal that community members' perceptions of their participation in school management matters are influenced by their contributions' perceived impact and efficacy. Henderson and Mapp (2002) suggested that community members' perceptions of their involvement in school management affairs vary depending on factors such as communication, inclusivity, and the impact of their contributions. Positive perceptions are often associated with opportunities for meaningful participation, clear channels of communication, and a sense of empowerment in decision-making processes. Bryk (2010) stresses that open and transparent communication between schools and community members is indispensable for building trust and fostering meaningful engagement. On the other hand, a lack of open and transparent communication can deter the effectiveness of community involvement efforts.

Despite the benefits of involving the community in school management matters, research conducted in Tanzania has indicated low or limited participation of the community members in school decision-making. For example, Kibona (2013) found out that the involvement of community leaders was limited to the preliminary stages of school planning, such as mobilization for the direct voluntary and obligatory contribution of funds, teaching and learning materials, teaching and non-teaching staff as well as donation and allocation of construction sites. In the same context, Ngonge

(2020) observed that the involvement of local school communities appeared to revolve predominantly around the provision of material resources rather than active participation in school management decisions. Studies by Uvambe (2021) and Uvambe and Msoroka (2022) revealed that the introduction of fee-free education policy in Tanzania resulted in a significant reduction in parental participation in school activities. In this regard, community members are not satisfactorily involved in school management decisions; in Tanzania, little is known about the perceptions of community members regarding their engagement in school management affairs. that with this regard, a study on how community members perceive their participation in the management of community secondary schools gains importance. Moreover, the study was motivated by different strategies and approaches from various local authorities and school heads to initiate and sustain community members' efforts in improving community secondary schools.

This paper was guided by the following two main research questions:

- a) What value do local community members place on participating in school management decisions?
- b) Do local community members feel adequately represented in the decision-making bodies of the school?

Method And Materials

Research Design

The study employed a convergent parallel mixed-methods design, combining quantitative and qualitative data collection, analysis and interpretation techniques. However, qualitative study design dominated the study. The exploratory qualitative design allowed an in-depth explanation of the qualitative information and enhances the richness of data by explaining why certain phenomena are occurring. The quantitative data provided statistical trends and generalizability. Triangulation of data sources facilitated a more robust interpretation of results and increased the study's validity. Overall, the concurrent mixed method design was chosen for its convenience in enhancing quantitative and qualitative data collection, analysis and interpretation. Questionnaires were used under this design, and information obtained was easily interpreted as they emanated from standardized questions given to respondents.

Study area, population, and sampling techniques

This study was conducted in two districts of the coast region in Tanzania Mainland. The districts of Mkuranga and Kibaha were selected to represent

the other seven districts of the coast region because they have all the required characteristics of the rest parts of the region. Moreover, the justification for conducting a study in the two districts was motivated by several reasons. First like other districts of the region and country, there was enough community secondary schools in both districts. In 2023, Tanzania mainland had a total number of 5926 secondary schools, out of which 4578 (77%) were established in collaboration between communities and local government (collaborative community schools-ward secondary schools). Coast region had 246 secondary schools, of which 162 (66%) were collaborative community secondary schools. The districts of Kibaha and Mkuranga were randomly selected because there were enough community schools (Kibaha with 12 and Mkuranga with 34 community schools) and community members who were enough to provide a general representation of the Coastal Region community members' perceptions. The population for this study was all community members in the Coast region of Tanzania who were 18 years old and above; these were estimated to be 56.5% (1,144,096) of the total population (URT,2022). Israel (1992) argues that when a population is too large, typically over 100,000, a sample size of 385 is enough. Moreover, this study was dominated by a qualitative approach. When dealing with a large population, the qualitative-dominant mixed-method approach doesn't typically require proportionally larger samples. As noted by Patton (2002), "*The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information richness of the cases selected than with the sample size*" (p. 245). Thus, a sample size of 150 respondents responded to the questionnaire where convenient, and snowballing sampling techniques were used to reach 150 respondents and 17 participants in the interview. The sample size for interviews was reached after reaching a saturation point. As argued by Mason (2010), in the collection of data using the interview method, the sample size is reached when a saturation point is reached.

A convenient sampling technique was used because of easiness of getting respondents and keeping research costs low and the researcher wanted a bit of input to make a decision. Snowballing was chosen because it was easy to collect data, but again all people aged 18 years and above were the target population.

Data collection methods and analysis

Data was collected through questionnaires and interviews. The respondents completed the questionnaires in face-to-face sessions with the researcher; likewise, the interview sessions were held face-to-face

with the researcher, and a smartphone was used to record the conversations. Descriptive statistics from quantitative data were sorted and analysed using Microsoft Excel. The qualitative data from the interviews were coded, followed by thematic analysis.

Results and Discussion

The first main research question was: What value do local community members place on participating in school management decisions? To address this research question, four statements to be rated using Likert scale were formulated as follows.

- i) It is important for me to get involved in community school decision-making organs
- ii) There is a benefit for the general community members to get involved in school management
- iii) There is no need to involve community members because they are not trained to manage schools
- iv) Participation of parents and neighbours in the ward school meetings helps to make good decisions

a) Value placed by local community members on involvement in school management decision

When asked whether it is important for them to get involved in the ward school decision-making organs or not, the results are as indicated in Table 1.

Table 1: Perception of community members on the importance of involvement in school decision-making bodies

S/N	Extent of acceptance	Frequency	Percentage
1	Disagree	2	1.3
2	Neutral	2	1.3
3	Agree	146	97.4
Total		150	100

Most respondents (97.4 %) agreed that it is important for them to get involved in community school decision-making. In the same scenario, when asked if there were any benefits for them to get involved in school management matters, 96% (Figure 1) agreed that there are benefits for them to get involved in school management matters.

The data in Figure 1 below indicated similar responses as it was in Table 1

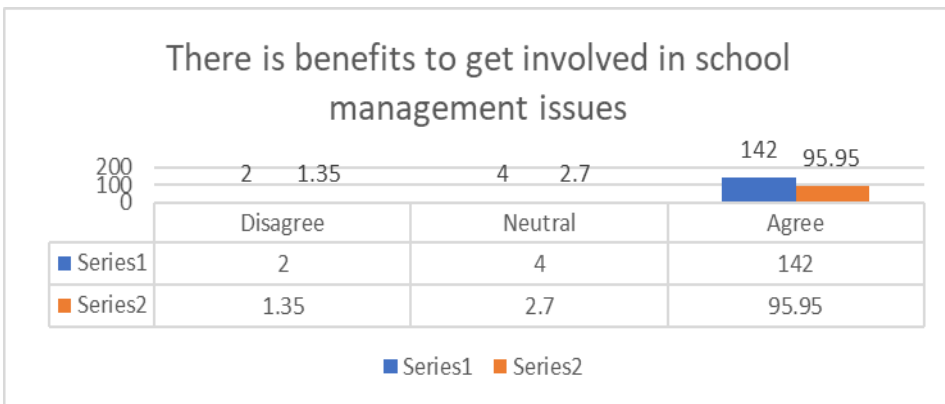


Figure 1: There are Benefits for the General Community Members to Get Involved in School Management

When asked if there is a need for them to get involved in school management matters while they are not trained, the majority (58.7 %) disagreed with the statement (Figure 2) emphasising that they are to be involved in school matters even though they are not trained in matters of school management. This item was included to crosscheck the consistency of the responses.

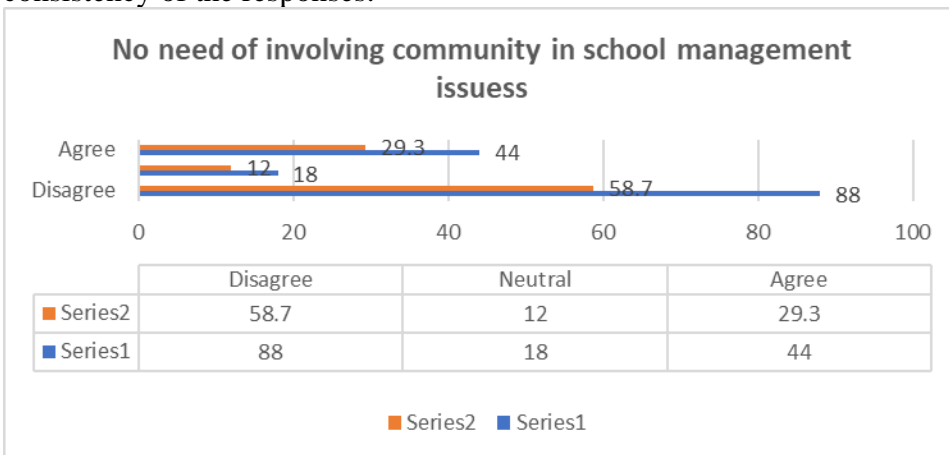


Figure 2: Need to Involve Community Members Because they are Not Trained to Manage Schools

When responding to the statement “*participation of parents and neighbours in the ward school meetings helps to make good decisions*” in school matters

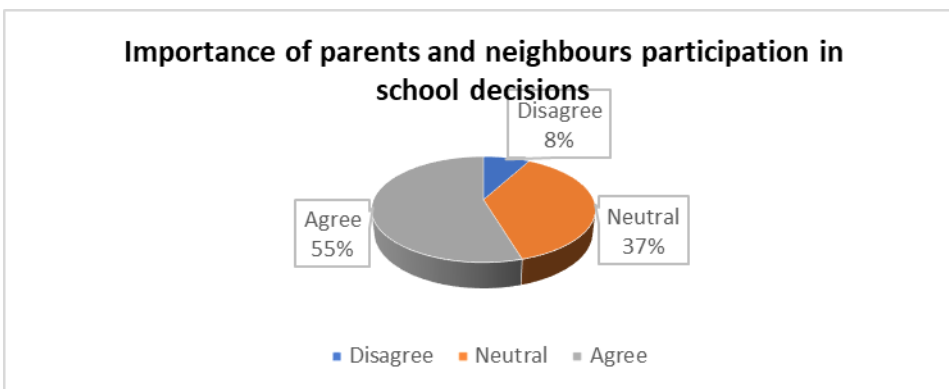


Figure 3: Importance of Parents and Neighbours’ Participation in School Decisions

Results in Figure 3 indicate that 55% agreed, 37% were neutral, and 8% disagreed on the importance of the participation of parents and neighbours in school decisions. Irrespective of the twisting of the statement, the majority (55%) kept feeling that it is important for them to get involved in school management matters.

When community members were asked during interviews whether it was important or not for them to get involved in school management matters, most said it was important, and they went further by giving reasons. Better follow-up of students’ academic progress and school revenues and expenditures, including collaborative measures for stopping undesirable behaviours among students.

When asked to explain if it is important for the school's local community members to get involved in school management matters, one school local community member, who also seemed to represent the views of others, had the following to say;

It is important for us to get involved in school management matters because students are ours all; they do not belong to families but to society..... the school in our ward was established and built out of our energy and plans; therefore, why not get involved in the management of this school? We should sit down with the school administration and discuss the issues of nurturing our children. There are a lot of problems with this generation of “dot.com” teachers alone cannot control all students’ bad behaviours like unwanted pregnancies, smoking of ‘bhangi’, drunkenness, getting involved in bad groups like “Panya road”, use of abusive languages and many more other bad behaviours..... without considering whether you have a child in school or not..... we have been required to contribute materials and money for these schools, such contributions should be supervised and controlled not only by

parents and teachers but also by some trustworthy members from our community.

In another scenario, a community member who is also a parent with a student at the school had the following to say when asked if it is important for the community to be involved in school management matters;

... Community involvement in school management matters is very important. The government does not have enough funds to meet all the school's needs. For instance, parents, as part of the community members contribute maize flour and money for their children's porridge. It's essential to have a common understanding of how many buckets of maize and kilograms of sugar each student consumes per term, as well as the wages for cooks. Without our involvement, how could these activities be managed? Parents and community members have recently been required to help clear bushes and level the school playground. Without our participation, how would these tasks be easily accomplished? Moreover, the community benefits from the school, using the grounds for social and political meetings and the hall for social functions. The school relies on us for supplies, materials, energy, and financial contributions, while the community enjoys the presence of some school facilities.

Research findings from both quantitative and qualitative data sources indicate that local school community members perceived that there were good reasons for them to get involved in the management of school affairs. Quantitative data sources indicated positive understanding among local school community members about their involvement in school management affairs and went further to give reasons for their involvement. Reasons for their involvement included Monitoring of their material and money contributions, proper implementation of the school plans, students' discipline keeping, enjoyment of some school facilities and academic improvement and more importantly having a say on a school which is claimed to be theirs. The reasons given for their involvement are very similar to the observation by Epstein et al. (2018) that collaboration and shared responsibility between schools, families, and communities yield more positive results. The research findings also align with other researchers' observations. For example, Bryk et al. (2010) noted that open and transparent communication between schools and community members is indispensable for building trust and fostering meaningful community engagement. Findings strongly suggest that community members have the feeling of getting involved in managing the collaborative community secondary schools in Tanzania. Study findings suggest a recognized value and positive perception among local school

community members regarding their involvement in the school management system.

b) Awareness of local community members about their representation in school decision-making bodies

The second main research question was, “Do members of the local community feel adequately represented in the decision-making bodies of the school?” To be able to address this research question, four statements that were rated by use of Likert’s scale were formulated as follows:

- i) The community is involved in the issues of our ward school
- ii) Some people from our community are representing us in school management organs
- iii) Community has no significant influence in plans and decisions made by community school management organs
- iv) Village meetings usually include an agenda for discussing our ward school issues

Following were responses to the statement, “community is involved in the issues of our ward school.”

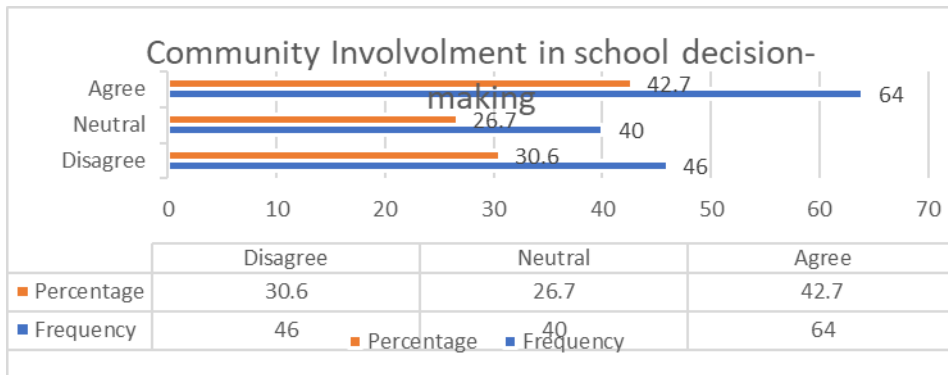


Figure 4: Community is Involved in School Issues

Figure 4 illustrates diverse sentiments regarding the involvement of community members in school issues, with less than half (42.7%) expressing agreement, while 29.4% remained neutral, and 30.6% disagreed. These findings suggest dissatisfaction among community members regarding their involvement in school matters.

Responses to the statement ‘some people from our community are representing us in school management organs’ were as indicated in Figure 5. This title is loaded and may lose meaning.

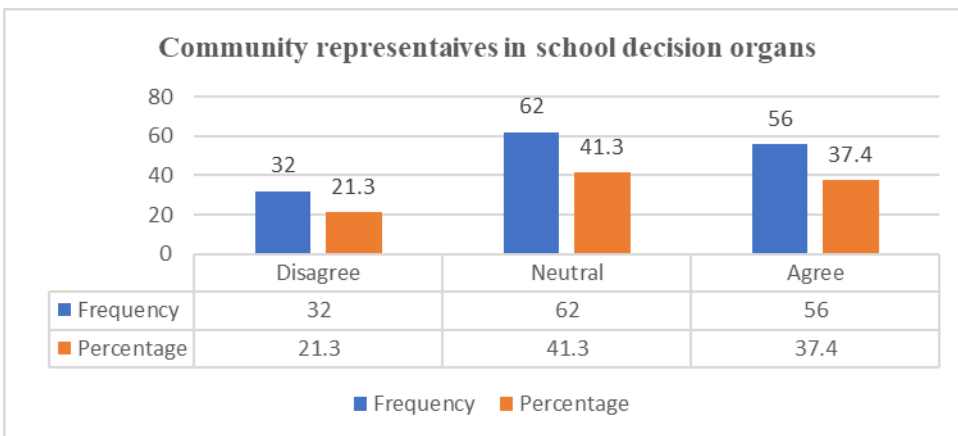


Figure 5: Some People from our Community are Representing us in School Management Organs

The results show that 21.3% disagreed, 41.3% were neutral, and 37.4% agreed they were being represented in the school management organs. These findings suggest that a minority acknowledged the presence of representatives, while the majority (62.6%) either did not recognize or were unaware of any representatives in the school management organs.

When responding to the statement, “I do not know who is planning and making decisions of the ward secondary school,” Figure 6 illustrates responses

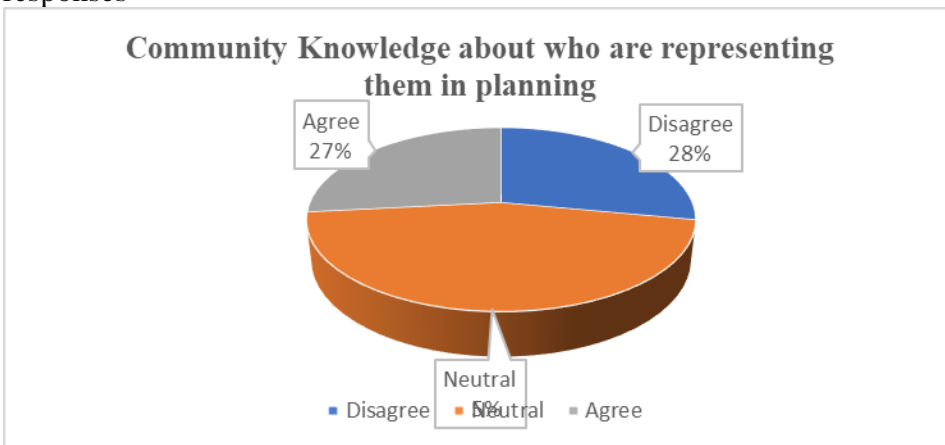


Figure 6: Community Knowledge about who is representing them in planning and making decisions of the community secondary school

The data in Figure 6 indicates mixed sentiments: 28% expressed a lack of knowledge about who represents them in planning and decision-making,

27% claimed this knowledge, and a relatively more significant percentage (45%) remained neutral. These findings suggest that a minority (27%) know their representatives, while the majority (73%) do not know who represents them in the school's decision-making organs.

Figure 7 below indicates results when community members responded to the statement, “Community has no significant influence in plans and decisions made by community school management organs.”

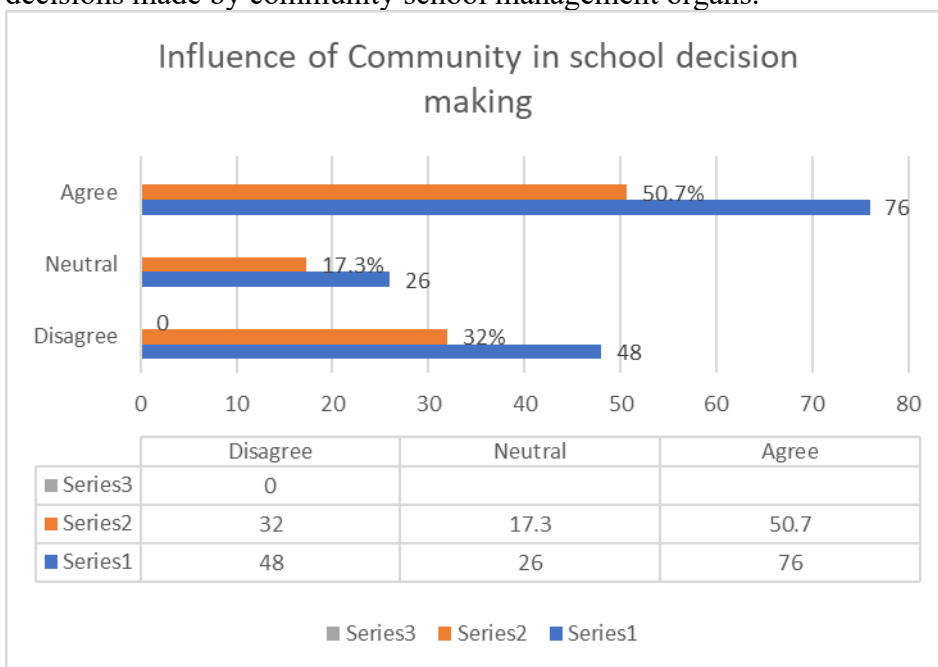


Figure 7: Influence of Community on School Decision-Making Organs

Data in Figure 7 reveals that a relative majority (50.7%) agreed that the community does not wield significant influence over the plans and decisions made by community school management bodies. Additionally, 32% disagreed, asserting that community members do impact these decisions, while 17.3% remained neutral. The findings suggest that many respondents perceived that the community does not influence what is decided by the school management

c) Inclusion of the Agenda of community secondary school matters in the village meetings

When responding to the item on whether village meetings have the agenda of community secondary school management matters, the responses were as presented in Figure 8 below.

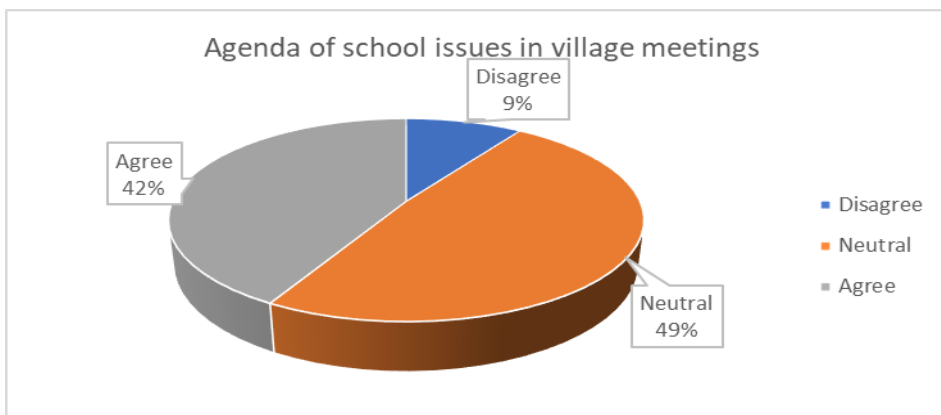


Figure 8: Agenda of Community Secondary School Management Matters in the Village Meetings

Figure 8 shows that 42% of respondents agreed, 9% disagreed, and 49% were neutral when asked if village meetings typically include agendas for discussing community school management issues. This data suggests that school matters are either unsatisfactorily discussed in village meetings or usually not discussed. Ideally, these gatherings would have been the right platforms for the community members to express their views on school matters.

d) Easiness of communication between community members and school management organs

When asked about how it was easy to receive and send information to the ward school management organs, responses were as presented in Figure 9 below

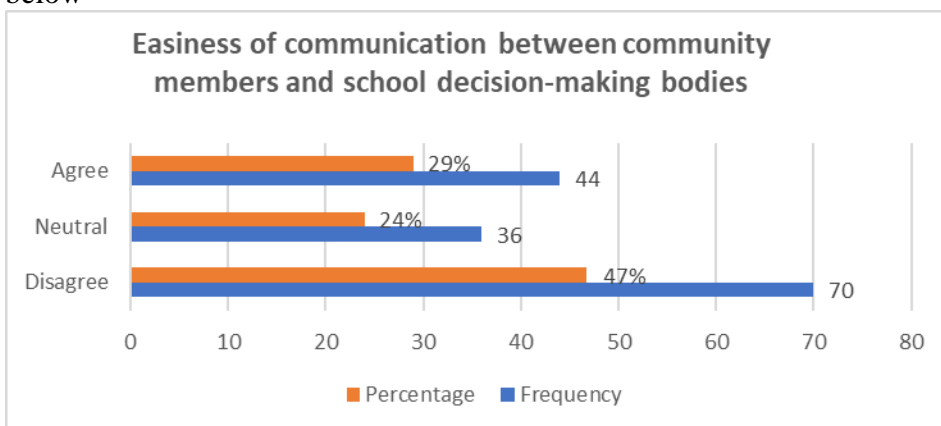


Figure 9: Easiness of communication between community members and school decision-making bodies

Figure 9 reveals mixed sentiments regarding communication with school management. While 29% of respondents found it easy to receive and send information, 24% remained neutral, and 47% disagreed. These results suggest that effective communication between community members and school decision-making bodies is lacking.

In order to get more insights into community perceptions about their representation in school management organs, the same statements rated by Likert scale were converted into interview guide questions. Constructed interview guide questions were as follows:

- i) Do you think community members are involved in managing the ward secondary school?
- ii) Do individuals from your community represent you in school management bodies?
- iii) Does the community significantly influence the plans and decisions made by school management bodies?
- iv) If you have something important to communicate with the school management, how do you do it?

Findings revealed that community members were not regularly involved in school decision-making, except for material and financial contributions. Additionally, their supposed representatives were not easily accessible, making communication between community members and the school difficult and resulting in a lack of a clear platform for dialogue. Furthermore, the community had little meaningful influence on the decisions made. One local school community member, who also seems to represent others' ideas, when interviewed, had these to say;

.... general community members are not regularly involved in school matters. We only get involved when there is an order from the government, especially when required to contribute materials and money for classroom construction and other school businesses ...about our representation, I think we are not represented in the management of our ward secondary school. When the school was established in 2006, some community members were involved; these were school building committee members, but they have been excluded these days. ...we hear that some people represent us in school decision-making bodies, but they are unknown to us as no one has introduced them. I believe we have little influence on the plans and decisions made by the school management bodies, school decisions are most time made by teachers and rarely with students' parents, for example, if it is about tea and food contributions... if I have a personal issue like booking hall for a wedding, I go straight to the school but things which are general to our community I share them with my neighbours and friends for support and wait for village or ward

meeting....as I mentioned earlier, the people who are said to represent us are not known to me; probably they are known to parents with kids at school

Another research participant, when asked about community involvement, representation, influence, and means of communication with school management regarding school matters, had the following to say;

I have a student in that school and attend some school, village, and ward meetings. Through these meetings, we get involved in school matters. While there are representatives appointed as required by the government, we mainly represent ourselves during these meetings. We share our ideas during village and ward meetings, but the benefits are limited, as most of our concerns are not addressed. They just tell us this, and that is what decisions are made by the government and sent us through them. We remain with of many questions in our heads, such as why the government is not giving us time to discuss and decide by ourselves.

Findings from collected qualitative data support previous findings from quantitative data that community members are not adequately involved in school management matters.

Findings from both quantitative and qualitative data sources indicate that although a kind of school-parent partnership exists, still it was not as strong as people's expectations. Research findings have also shown that parents with children at school were only partially involved in some management aspects of the school, for example, budgeting for students' tea and luncheons.

Despite the fact that some school board members were originally part of the school construction committee and selected from the local area, they were not regarded as representatives by the general community members. The government's plan for community representation on school boards contradicts the community's view that these board members do not effectively represent them. The findings suggest that in an attempt to involve the local school community, we should have the right representatives in the school committees and boards who are truly representing the community. To ensure effective community involvement in school management, representatives of parents and community organisations should be carefully scrutinised. Henderson and Mapp (2002) insist that community members' perceptions of their involvement in school management affairs vary depending on factors such as communication, inclusivity, and the impact of their contributions. The findings from this study are also similar to that of Stein (2009), who found that, among other

things, school councils were generally not viewed as an effective vehicle for school improvement due to a lack of parent and community involvement. Likewise, in this study school, local community members generally did not view the school board as an effective vehicle since it lacked true representation and functionality.

The results suggest that the existing school boards were shaped by the government and, therefore, could not set the expected gateway for community involvement in the management of community secondary school affairs. An observation that is supported by Miller-Grandvaux and Yoder (2002) is that developing local democratic organizations, such as school management committees and boards, is one of the prerequisites for community involvement. Any intervention aimed at strengthening participation of community members in the management of school affairs should begin with the formulation of democratic school management committees or boards.

Conclusion

Based on the findings, it can be concluded that there is a recognized value and positive perception among local school community members regarding their involvement in school management matters. However, while a school-parent partnership does exist, it does not meet the community's expectations in terms of strength and effectiveness. Findings indicated unsatisfactory responses regarding community members' alertness about their representation and influence in school decision-making bodies. Furthermore, findings suggest there are a lot of community potentialities which, when integrated into school management matters, appreciable improvement in the management of community secondary schools can be realised. Therefore, efforts should be made to enhance school-community partnerships to achieve the desired level of collaboration and impact on school affairs. This could involve creating more structured opportunities for community engagement, improving communication channels, and fostering a more inclusive environment that encourages active participation from all community members.

References

- Adelman, H., & Taylor, L. (2008). *Fostering school, family, and community involvement*. Hamilton Fish statute on School. Bryk, A. S. (2010). Organizing schools for improvement. *Phi Delta Kappan*, 91(7), 23-30. <https://journals.sagepub.com/doi/10.1177/0031721711009100705>

- Deslandes, R. (2001). "A Bridge to the Future - Collaboration between Parents, Schools and Communities" was presented at the ERNAPE Conference in 2001 and published in the proceedings (2001), retrieved from [http://www.its.kun.nl/web/publikaties/pdf-files/rapporten/Bridgeton the future. pdf](http://www.its.kun.nl/web/publikaties/pdf-files/rapporten/Bridgeton%20the%20future.pdf).
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L., Martin, C. S., Thomas, B. G., Greenfeld, M. D., Hutchins, D. J., & Williams, K. J. (2018). School, family, and community partnerships: Your handbook for action [https://scholar.google.com/citations? view_op=view_citation&hl =en& user=FF](https://scholar.google.com/citations?view_op=view_citation&hl=en&user=FF)
- Galabawa, J. C. J. (1997). Issues and strategies for primary and secondary education decentralization in Tanzania. *Papers in Education and Development*, 18.
- Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. The New Press.
- Ishumi, A. (1981). *Community Education and Development: A study on the problems of harnessing community education and development efforts among rural and peri-urban communities in Tanzania*. Kenya Limited Bureau.
- Israel, G. D. (1992). *Determining sample size*. University of Florida.
- Kibona, P. (2013). *Involvement of community in secondary school education management in selected community secondary schools in Moshi Rural District*. Master's thesis, The Open University of Tanzania.
- Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 11(3), 8.
- Miller-Grandvaux, Y. & Yoder, K. (2002). *A Literature review of community schools*. USAID, Bureau for Africa.
- Ngonge, G.R. (2020). Community involvement in the management of community secondary Schools in the Coast and Kagera Regions of Tanzania. Unpublished PhD Dissertation, The Open University of Tanzania.
- Njobvu, T., & Simuyaba, E. (2020). Pupil indiscipline in the 'No corporal punishment era in Zambia. *Zambian Journal of Educational Management, Administration and Leadership (ZJEMAL)*, 1(1), 179-192.

- NEA. (2023). *NEA Policy center for great public schools*, Washington. Retrieved from www.nea.org/assets/.../PB11.
- Nishimura, M. (2017). Education, change, and development. In *Educational administration and leadership*. *Oxford Research Encyclopedia of Education*. Retrieved from <https://doi.org/10.1093/acrefore/9780190264093.013.64>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). SAGE.
- Sidhu, R., & Taylor, S. (2007). Educational provision for refugee youth in Australia: Left to chance? *Journal of Sociology*, 43(3), 283-300.
- Sharma, T. N. (2008). Structures and mechanisms of community participation in school management. *Education Research* 1(1).
- Stein, L. B. (2009). *The influence of parent and community involvement on local school councils in Massachusetts*, [Unpublished PhD Dissertation, University of Massachusetts].
- Sumra, S. (1993). *Democratising school management: Making community participation a reality in primary schooling in Tanzania*. Paper presented to the Tanzania Development Research Group Workshop on Equity and Quality in Tanzanian Education Policy and Practice: Insights from Recent Research (Dar es Salaam 15th -16th December 1993)
- UNESCO. (2000). *Thematic studies: Community partnerships in education: dimensions, variations and implications*. World Education for All 2000 Assessment, Dakar Senegal. At <http://unesdoc.unesco.org/images/0012/001234/123483e.pdf> on 15.12.2017
- UNICEF. (2004). *The state of world's children 2004: Girls education and development*. New York, Retrieved from https://www.unicef.org/sowc04/files/SOWC_04_eng.pdf
- URT. (2022). 2022 Census. National Bureau of Statistics <https://www.nbs.go.tz/statistics/topic/census-2022>
- Uvambe, Z. J. (2021). *Influence of fee-free education on parental and community participation in primary school activities in Songea Municipality, Tanzania*, [Master's thesis, The Open University of Tanzania].
- Uvambe, Z. J. & Msoroka, M. S. (2022). Elimination of school fees and parental contributions in Tanzania: Implications on parental and community commitment to support primary school activities in Songea Municipality, Tanzania. *Journal of Issues and Practice in Education*, 13(1).

- Wangai, M.M. (2012). Factors affecting job satisfaction among secondary school teachers of Mwatate District, Kenya, [Project Paper, GTI Embu, Kenya]. (https://profiles.uonbi.ac.ke/mwareriwangai/files/project_smc_212012_finapdf)
- Williams, J. H. (1994). "The role of the community in education." *In The Forum for Advancing Basic Education and Literacy*, (3)4.