Community Involvement in School Activities: Its Effectiveness in Promoting Quality of Learning in Public Secondary Schools in Hai District, Kilimanjaro, Tanzania

Priscila R. Lema and Prospery M. Mwila*

St. Augustine University of Tanzania, Box 307 Mwanza, Tanzania
Correspondence

Abstract: **Participation in school management, which ensures the cultural relevance of the teaching and learning process, promotes a wider acceptance of the educational process. Community involvement in school activities has been shown to increase accountability for both learning outcomes and school resources. Additionally, community involvement encourages the willing provision of local resources (human, material, and financial) for educational purposes. This study aimed at investigating the effectiveness of community involvement in school activities in promoting quality learning in public secondary schools in Hai District, Kilimanjaro Region – Tanzania. Community effectiveness was measured in terms of the extent to which community members are involved in school activities. The study adopted a mixed research approach under which convergent parallel design was applied. The District Secondary Education Officer, community members, students, heads of schools, and teachers, representing a total population of 14,351 people were targeted. Probability and non-probability sampling techniques were used to select the study sample which consisted of 114 respondents. Questionnaires and interview guides were used to collect data. The pilot study was conducted with instruments tested and the coefficient of reliability obtained was 0.81. The quantitative data were analyzed descriptively with the aid of SPSS version 21 and presented in frequencies and percentages. Qualitative data were coded in categories, thematically analyzed, and presented in narratives. The study found that major activities in which community members were willing to participate are: building school infrastructure, contributing to student meals, school meetings, and disciplinary issues to a moderate extent. The study concluded that building a good relationship between school organizations and community members is vital and should be endeavoured for desired quality education results in public secondary schools. The study recommended that the community members should liaise with schools to find ways of supporting the teaching and learning process- for greater educational output. The school administration also should strengthen the relationship and frequently communicate with community members for active involvement.**

Keywords: **Effectiveness, Community, involvement, School activities, Quality Education**

I. INTRODUCTION

Participation in school management, which ensures the cultural relevance of the teaching and learning process, promotes a wider acceptance of the educational process. Community involvement in school activities has been shown to increase accountability for both learning outcomes and school resources. According to the United Nations Educational, Scientific, and Cultural Organization, effective schools recognize the value of developing positive and harmonious ties with their local community (UNESCO). And for good reason: community involvement in schools can increase access to educational opportunities, foster student retention, inspire teachers' optimism, and raise student attendance rates. Additionally, community involvement encourages the willing provision of local resources (human, material, and financial) for educational purposes. Community involvement is said to be at the centre of education and quality education.

Education is a process that enables citizens to acquire skills and knowledge for self-independence. It empowers them to counteract emerging challenges in the world from the dimensions of political, socio-economic, scientific, and technological (Streeten, 2003). However, education begins at home where children acquire basic life skills and knowledge. Quality education on the other hand is the knowledge that prepares learners to become economically productive to contribute to societal development. This education provides all learners with the ability they require to become economically productive, develop sustainable livelihoods, and bring about democratic societies that promote both individual well-being and national development (Mwila & Meremo, 2019). Moreover, quality education should measure the whole process of inputs and outputs of the learners. To have quality education, appropriate inputs to produce good outputs are of paramount significance (Modi, 2013).

Prasad (2018) contends that quality education is an evaluation technique that enhances the need to accomplish and increase the talents of customers and at the same time meets accountability values set by the clients who pay for the

process. So, improving teachers' services and promoting their retention is a result of increased morale among teachers. The quality of education provided by academic institutions can be determined by multiple factors including the teaching system, programs provided, quality of lectures, and learning environment under which the education is provided (McAleese, 2013). The provision of quality education is not only a government's responsibility but also various stakeholders such as parents, businessmen and women, and the private sector. Hence, community participation in the school development plan and school activities directly or indirectly accounts for the facilitation of the provision of quality education (Kambuga, 2013).

Globally, the presence of effective participation of community members in the provision of quality education has a positive impact on education because there has been an effective investment in the education sector through managerial practices between principals and the community as stated within the curriculum (Mistrianingsih, Imron, and Nurabadi, 2015). School-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve quality education without which neither the school nor the community can benefit (Tondeur, 2013). Community involvement in school activities in various capacities is at the center of keeping schools' improvement and effectiveness.

In Pakistan, it was demonstrated that when communities and parents are incorporated as true stakeholders by contributing to the establishment of the school infrastructure, hiring teachers, security, and building partnership, there will be high achievements in education sectors (Razzaq, 2015). Also, Ataine and Nkedishu (2017) showed that community members were responsible for providing land for the construction of different schools. Similarly, community involvement in students' academic activities in India involves monitoring students' homework, ensuring that children go to school, rewarding children's efforts and, rewarding teachers; a perspective that is reflected and linked to better attendance, better grades, and effective preparation for college. As such, to promote quality education in any country, the community must participate in running some school activities like financing and construction of infrastructures as per the school's demands.

In Tanzania, HakiElimu, (2017) emphasizes that the role of school development is not merely the government's responsibility but also must involve parents and community members like businessmen around the school environment. Despite the government providing free education to all children, the community and parents have a big role in ensuring quality education. That is why the government has Epstein Theory as introduced by Joyce Epstein in 1989 was used to support this study. The theory explains that for students' success to be attained, a school needs to work hand in hand with parents in creating a school-like family and

decided to change the style from top-down encouraging community contribution in different aspects of the school context. Tanzania is currently working towards improving the quality of education to suit and cope with the changes and demands of the twenty-first century (Sango, 2016). With the effort of improving quality education, community members are not fully participating in school activities due to illiterate, poverty, and poor communication between school organizations and community members (Kapinotnga, 2014)

According to Makewa et al. (2012), participation of parents in ensuring quality education of their students in secondary education is very low in Tanzania and Hai district in particular. The report indicated that Tanzania is among the countries that face challenges related to community participation in school activities. Such challenges include; community members being excluded by school leaders in school meetings; illiteracy level of particular communities due to poor educational background, long distance between home and schools as well as beliefs by some communities that teachers should do all the activities alone, which makes them not to see the need to get involved. Additionally, Naidoo and Anton (2013) emphasize that families and the communities are not given chance to be involved in school development plans, the school budget and decision-making to achieve quality education.

The quality of education especially in secondary education in Tanzania is improving. Significant achievements were recorded during phase I of the Secondary Education Plan SEDP, (2014 – 2016), which succeeded in increasing the numbers of both girls and boys in secondary schools. However, there are still some challenges facing secondary schools in the provision of education that seems to compromise the quality of education in Tanzania (Mollel, 2015). Together with the presence of reform in Tanzania which promotes effective community involvement in school activities, evidence shows that the quality of education provided in public secondary schools is still questionable. This is because there are still poor learning outcomes, numeracy skills among students graduating at different levels of education and lifelong learning skills among graduates at various educational levels (MOEST, 2017). Consequently, the government has good plans in providing quality education to its citizens, involvement of key stakeholders including the community is wanting. It should create awareness of the importance of community involvement in school activities to support the education process for children. Therefore, the researcher examined the extent of community involvement in school activities in promoting quality education in public secondary schools in the Hai district.

II. LITERATURE REVIEW

family-like school (Murith, 2015). Students also view themselves as learners while viewing their parents as teachers.

Cano, et al., (2016) revealed that Epstein's theory identifies six types of parental involvement in school matters to promote quality education. Those activities include parenting,

volunteering in performing school activities initiated by the school, communicating to make a bridge between the community and schools which influence collaboration in identifying and mobilizing resources to meet school needs, learning at home and finally, parents are supposed to be involved in decision making in different aspects in developing schools to promote quality education. In line with the study, effective and efficient parental involvement in school matters results in high quality education. However, the lower involvement of parents in education matters can result in low quality education. The community can offer educational support to their children by ensuring a conducive learning environment and by discussing school matters with them. Studies have found that parental involvement at school and home are important for many outcomes, particularly for academic success (Berkowitz et al, 2015).

The Extent of Community Involvement in School Activities

According to Bakwai, Oduwaiye and Muhamad (2016), the community participates through a cash donation, labour supply and material supply to finance infrastructure development in basic schools in Nigeria. The study established that the extent to which the community participates in Nigerian schools was very high. Therefore, the high extent of involvement of the community in school activities resulted in the good academic performance of students in secondary schools.

Hussein, Mutiri and Samantar (2018) did a study on the influence of community involvement on the academic performance of secondary schools in Garowe. The study indicated that although community members were involved in supporting students, generally speaking, they were not involved in the management of these schools. This implied that the extent to which community members were involved was not satisfactory. In Ghana, Amponsah, Milledzi, Ampofo and Gyambrah (2018) conducted research on the correspondence between parental participation and the education achievement of students. Findings revealed that there was high involvement of the community in promoting quality education and fantastic achievement in education was realized.

A study by Mutodi and Ngirande (2014) on the impact of parental involvement on student performance conducted in South African secondary schools showed that parents are responsible and contribute to paying school fees, providing school items, encouraging and demonstrating good behaviours such as discipline which inspire and motivate students to work hard on academic issues, hence develop confidence which encourages accessibility of quality education. This demonstrates a true linkage between community involvement in school activities and quality education. Therefore, parents are supposed to be involved in children's education including different activities at home to promote quality education.

Ginsburg et al. (2017) conducted a project in South Sudan aiming at promoting community participation in improving equity, quality and safety. In this project, the staff engaged parents and teachers together with women, youths and other community members in developing and improving the whole school development. The project directly provided grants of books and other instructional materials and emphasised workshops for teachers. However, this project failed to provide other contributions like funds for infrastructure and ongoing technical assistance. Nevertheless, many schools reported that school development plans and resources in school come from the community which it contributes in school meetings through sharing some ideas, hence quality education.

Kabarere, Muchee, Role and Makewa (2017) in their study on parental involvement in high and low-performing schools in the Gasabo district in Rwanda, examined the extent to which parents in rural areas were involved in developing education and whether that involvement had any impact on student's academic outcome. The results revealed that parents were highly interested in involvement in supporting the education of their children. Contributions of parents to construction of infrastructures like classrooms were very high; hence promoting quality education in secondary schools. However, to fill the existing knowledge gap, the current study went beyond parents' involvement and included the whole community members in promoting quality education through participation in various school activities.

In East Africa, Mutodi and Ngirande (2014) reveal that parents are responsible for contributing to paying school fees, providing school items, encouraging and demonstrating good behaviours such as discipline and inspiration that motivate students to work hard on academic issues and develop confidence which encourages accessibility of quality education.

Dahie, Mohamed and Mohamed (2018) argue that community involvement in school activities empowers parents and family members to participate in the educational development at home, at school or in other related educational settings. Parents can support their students' schooling by attending school activities and responding to school obligations like conferences. In addition, community involvement includes contact with teachers, checking the attendance of children in school, monitoring their activities and checking their periodical academic progress reports. Therefore, community involvement in school activities is very important in promoting quality education.

HakiElimu (2017) explains that government Circular No. 3 has highlighted parental duties fall in the following cost; health expenses, and travel to and from school. Moreover, Mkatakona (2014) showed that community members were responsible for building school infrastructures such as toilets, teachers' houses, and classrooms, they were to choose either to pay money or to provide labour depending on the nature of the activity conducted. A study conducted on parents' contribution to students' academic performance in Sumbawanga Municipal secondary schools by Kikoti (2018) examined the extent to which parents participate in school

activities to promote quality education. The findings showed that there was minimal parents' participation in school activities in promoting quality education. The study further highlighted that most of the parents did not even make a follow-up of what their children do in school; never visited the schools, and did not make a full contribution towards school development. Therefore, in order to promote quality education in Tanzania, the community must have knowledge about school activities' contribution to promoting quality education in secondary schools.

According to Komba (2017) community participation towards quality education is underestimated based on the argument that community members are not willing to participate in school activities due to a lack of clear accountability, relationships, arrangements and structure to support accountability at various levels. These were among the reasons that contribute to poor performance in secondary schools. It was recommended that the government through the Ministry concerned should put into effect clear and effective accountability policies and guidelines in order to engage community members in school activities to promote quality education.

Furthermore, John (2015) in examining community involvement in school planning and decision-making for decentralization of education in Tanzania at Bagamoyo district revealed that community involvement in school activities which promote quality education was very minimal and weak; some families did not cooperate with schools to nurture students for quality education.

Nyekembe (2016) in Morogoro conducted a study which showed that most of the parents were not involved effectively in promoting quality education. The researcher reiterated that community involvement in school activities is a non-compromised practice that parents must be at the heart of its practice so as to bring about quality education. Therefore, most of the reviewed literature revealed that there is a strong relationship between community involvement and quality education in privately owned schools as opposed to public secondary schools. Therefore, effective and efficient community participation in school activities is significant in promoting quality education in not only private schools, but also in public secondary schools. However, community is willing to be involved in different school activities. As such community involvement in school activities contributes to easy mobilization and utilization of instructional resources that will in return improve the quality of education. Hence, the aim of this study examined the extent to which community involvement was employed for the provision of effective and quality education in Hai district.

III. RESEARCH METHODOLOGY

This study adopted a mixed research approach in order to have a wider range of data on the subject of study. A quantitative approach was used to generate quantitative data which was subjected to descriptive analysis (Kothari 2009). On the other hand, the qualitative approach allowed the researchers to get deeper information. The study used a convergent parallel design where qualitative and quantitative data were collected concurrently in the field but analyzed independently while integrating the information in the interpretation of the overall result. The target population of this study were a total of 14,351 which included: heads of schools (30), teachers (575), students (13,945) District Secondary Educational Officer (1), and community members around the school and parents (700). In this study, probability and non-probability sampling techniques were employed to select the study sample which consisted of 114 respondents. The research instruments used to collect data were questionnaires to the students and teachers and interview guides for heads of schools, DESO and community members. These tools were pilot tested in one randomly selected school within the district which was later not included in the actual study and the coefficient of reliability was 0.81 which allowed the researchers to use the instruments. Qualitative data collected through interviews wàs coded in categories, analyzed thematically and presented in narratives while quantitative data were analyzed using descriptive statistics with the help of Statistical package for social sciences (SPSS) version 21 and presented in frequencies and percentages.

IV. RESULTS AND DISCUSSION

School Activities in which Community is Involved

Students, teachers, heads of schools and DESO were asked to mention different school activities which require the community to get involved so as to promote quality education. The students and teachers respondents were given a table which they had to put a tick on school activities in which the community should participate in. Heads of schools and DSEO were interviewed. The variables to be considered were: contributing to their children's meal, involved in parents' meetings, disciplinary issues, building school infrastructures, academic follow-up, contribution to school funds and cleanliness when school is closed as shown in table 1.

Table 1. Students' and Teachers' Responses on School Activities in which Community is Involved

School Activities	Students (f)	Percentage	Teacher (f)	Percentage
Building school infrastructures	17	28.3	10	29.4
Contributing in student meals	13	21.7	10	29.4
School meetings	8	13.3	5	14.7
Disciplinary issues	7	11.7	2	5.9
School cleanness	5	8.3	2	5.9
Academic follow-up	4	6.7	1	2.9
Contribution to school funds	6	10.0	4	11.8
TOTAL	60	100	34	100

Source: Research 2021

Table 1 reveals that both students and teachers agree that the community was mainly involved in building school infrastructures (28.3 and 29.4 percent) and provision of students' meals (21.7 and 29.4 percent) respectively. They also indicated that the community is involved in school meetings (13.3 and 14.7 percent). This implies that the community is involved in various school activities to some extent to support their children's quality education. During the interview with the DESO, the following was recorded:

> Hai district members are also contributing toward school meals for their children. Most parents form the boards supervising the school activities such as food so that no teachers are allowed to interfere with school food. The lack of food programs in many schools leads to students' truancy and chronic absenteeism. So, with such an arrangement, parents play a vital role in providing school meals for students to enable them to have a better learning environment.

The findings revealed that there was need a for the community members to be sensitized about the importance of involving themselves in school meetings for the purpose of school growth and development in terms of quality education. This finding was supported by Dahie, Mohamed and Mohamed (2018) who argued that community involvement in school activities empowers parents and family members to participate in educational development at home, at school or in other related educational settings. Parents could support their children's schooling by attending school activities and responding to school obligations like conferences so as to enhance quality education. By Pparticipating in school meetings, the community members will be able to understand the academic progress of their children.

Extent to which the Community Members are involved in School Activities in Promoting Quality learning

Under this objective, students were asked to indicate the extent to which they agreed or disagreed with the statements provided in the Likert scale format. The responses of students were summarized and presented in table 2. The scale was rated from lowest to the highest degree of agreement in the following order; 1- Strongly disagree 2- Disagree 3- Moderately agree 4- Agree 5- Strongly agree.

Table 2 Students' Responses on Community Involvement in School Activities

Statement	1	2	3	4	5
My parents make frequent follow up on my school activities like exercise during home hours.	-	-	22(36.7%)	28(46.6%)	10(16.7%)
My parents provide me with school requirements such as school uniforms, fees and reference books on time	2(3.3%)	1(1.7%)	12(20%)	25(41.7%)	20(33.3%)
My parents make follow up on my school attendance	7(11.7%)	14(23.3%)	22(36.7%)	8(38.3%)	20(33.3%)
My parents attend the school meetings.	6(10%)	6(10%)	31(51.7%)	10(16.7%)	7(11.7%)
My parents insist me on attending early school	15(25%)	16(26.7%)	21(35%)	7(11.7%)	1(1.7%)
We get much support from the local community	-	11(18.3%)	25(41.7%)	17(28.3%)	7(11.7%)
Members around the school tend to report bad issues or behaviours done by the students.	-	1(1.7%)	18(30%)	23(38.3%)	18(30%)
My parents ask me every day about the development of subjects.	10(16.7%)	26(43.3%)	9(15%)	10(16.7%)	5(8.3%)

Source: Field Data (2021)

Provide students with school requirements

Most of the students agreed that their parents timely provided them with school requirements such as school uniforms, fees and reference books. Community involvement in providing their students with required materials resources such as uniforms and books help the students to get quality education. Table 2 shows that 41.7 percent of the respondents agreed with the statement, while 33.3 percent of the respondents strongly agreed with the statement. Furthermore, the findings of the study revealed that 20 percent moderately agreed, while 1.7 percent disagreed with the statement. The principal role of the parents or guardians is to ensure that students have all required resources like school uniforms and learning materials at the right time. For example, since 2015 the introduction of fee-free education parents' role in education has been identified that include buying school uniforms, buying learning resources such as exercise books, pens and reference books and giving students fare. This result corresponds with Mutodi and Ngirande (2014) whose study emphasized that parents were responsible for contributing school fees, providing school items, encouraging and demonstrating good behaviours such as discipline and inspiration that motivated students to work hard on academic endeavours and develop confidence, which encourages accessibility of quality education.

Follow up on Students' Activities

On the question as to whether the parents made frequent follow up on students' school activities like checking exercises during home hours, majority (46.7 percent) of the respondents agreed with the statement, while 16.7 percent strongly agreed with the statement. Furthermore, the findings of the study revealed that 36.7 percent of the respondents had

moderate agreement to the statement. When community members and parents' involvement in school activities is employed, it helps students to perform better in their academics. Mutodi and Ngirande (2014) elaborated that those parents are responsible to demonstrate good behaviours such as discipline and inspiration that motivate students to work hard on academic issues and develop confidence which encourages accessibility of quality education.

School Meetings

Table 2 states that the majority 51.7 percent of respondents responded moderately to the statement, while 11.7 percent of respondents strongly agreed with the statement; 16.6 percent of the respondents agreed while 10 percent of the respondents disagreed with the statement that parents are involved in the school meetings. Through community involvement in different school activities is expected to improve students' academic achievement and bring changes in the education system through discussing the whole school's development by school organization. To get more information on the rate of community members school meetings that involve them in discussions for the whole school development; teachers were also asked to indicate how many times in a year parents were called for the meetings and the responses are indicated in figure 1.

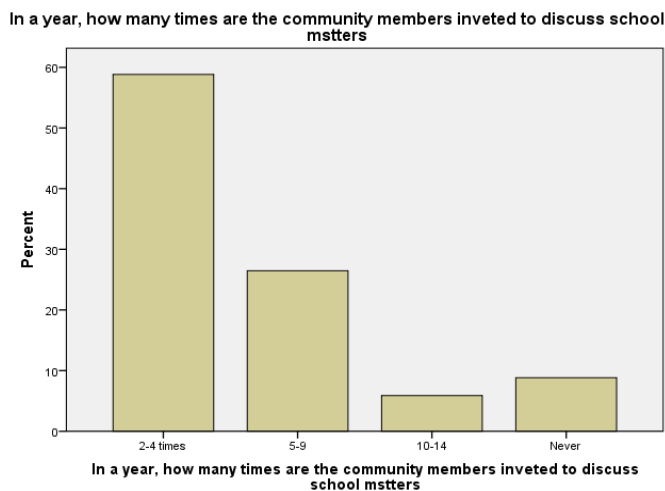Figure 1: Community Rate of Invitation by school to discuss school matters

Figure 1 shows the rate that community members were invited to discuss school matters whereby 58.8 percent of the respondents commented that community members were invited 2 to 4 times in a year while 26.5 percent of the respondents reported that the invitation was 5 to 9 times in a year; 8.8 percent of the respondents commented that they were never invited and other 5.9 percent responded that were invited 10 to 14 times in a year. The findings imply that a big number of community members were invited in school to discuss matters to promote quality education. School development depends on how the community is involved in school activities. Therefore, the school organization needs to be accessible to the community members so as to discuss

together the progress of their children and development in schools. It is probably from this background this study insists on more meetings to discuss different issues in schools. These findings were supported by Desforges and Abouchaar (2013) who argued that parental involvement includes good parental care which helps to maintain good behaviour, and provision of suitable environment aspiration relating to personal fulfilment of being a good citizen. Contact with school administration to share communication and involvement in school events such as school meetings to bring a good product to education.

Emphasis on Students' Early Reporting to Schools

Table 2 shows the statement that parents insist students on attending early in school majority 35 percent of the respondents were moderate in response to the statement, while 25 percent strongly agreed with the statement. Furthermore, the findings of the study revealed 26.7 percent of the respondents agreed while 11.7 percent disagreed. This is true that when parents are responsible for insisting on students attending school early, even the performance of the student will increase to a better extent. The finding indicated that community members were active in emphasising students to follow the school timetable actively. As noted by Emery (2013) a social system holds that a school organization is a system that includes inputs, processes, and outputs. On the same note, the school cannot depend on itself rather it depends on the material from the external environment like students, teachers and funds from the community. So, community participation in school activities will contribute to good outputs that is quality education in public secondary schools.

Support from the local community

Students' view on the role played by the local community in the provision of quality education was moderately rated on items that the local community provides support such as some funds for school developments. However, those who disagreed with the item was18.3 percent as shown in Table 2 but their number was fewer compared to the majority of the respondents who agreed. This implies that the role of the local community was essential in improving quality education. The findings concur with Bakwai, Oduwaiye and Muhamad (2016) that local community participation through cash donation, labour supply and material supply to finance infrastructure in basic schools to promote quality education.

Reporting bad behaviours

Table 2 indicates that 38.3 percent of the student's responses agreed that members around the school tend to report bad behaviours done by the students while 1.7 percent of respondents disagreed that the community did not report bad issues. Community members need to cooperate with teachers on shaping students' discipline in public secondary schools. Head of school C during the interview commented that "if the whole community will be responsible in engaging and shaping students' behaviours, it is expected that students will be more disciplined because they will think that each community member is observing them". This indicates that community

involvement is a vital part of students' discipline because it helps in reducing bad behaviours like absenteeism, truancy and dropping out. This implies that it is undeniable fact that community involvement in reporting bad behaviours is the potential in helping students to study effectively in a way that if teachers fully cooperate with community members this will end bad behaviours like dropping out of school since the nearby community members will be responsible in reporting those bad behaviours and enhance quality education in public secondary schools. This was supported by John (2015) that community good relationship with the school and effective involvement in school activities help in moulding students.

Follow up development in subjects

The finding from table 2 shows that 43.3 percent disagreed that parents ask students every day about the development of subjects. While 16.7 percent of students who participated in the study agreed with the statement that the majority of parents are not communicating with school administration to see the academic progress of their students. This affects the quality of education in public secondary schools. Furthermore, one member 'X' of the community emphasized that:

> Parents are not interested in making follow-ups on their students' academic progress, they do not come when they are called for disciplinary issues of the students even at the end of midterm, teachers normally call parents to come for the examination report but few parents attend. The low concern of parents' involvement in school sometimes leads to failure in achieving intended goals in our schools (Interviewed, August 2021).

Follow up on students' school attendance

Moreover, the data of the study in table 2 show that 33.3 percent of the respondents strongly agreed, 23.3 percent disagreed with the item while 36.7 percent were moderate on the statements that parents make follow up on their student attendance at school. This indicates that the frequencies of parents following the school attendance of their children were very moderate as indicated by students. The above rate implied that parents should play their parenting role and motivate their students to help them increase their studying rate, they have to cooperate with other education stakeholders like the government, churches, and community members with the aim of improving the quality of education.

These findings of the study imply that community members in the Hai district were involved in school activities to promote quality education due to the fact that the community plays a great responsibility in being involved in school activities which in turn promote quality education. The findings from the questionnaires were also supported by responses obtained from the interview guide with school heads and District Education Secondary Officer who stated that community members have a great contribution towards promoting quality education.

Heads of schools responded that even in school guidelines, regulations and directives, it is strictly recommended by the government that the community has a responsibility to be involved in school activities in order to promote quality education. One head of school from school A had the following to say: "Community members in Hai district are trying at the moderate extent in participating in different school activities like attending meetings, contributing in students' affair and the whole development activities in schools"

The coherence in views from the head of schools, teachers and students meant that community members in the Hai district are trying to participate in school activities. This implies that some students whose parents are involved in their education by following them in attendance and academic progress in school, and frequent communication with teachers perform better than their fellow students whose parents were not involved in all aspects. The active participation of community members enables the school to have enough material resources through contributing to students' affairs and whole school development hence quality education.

The findings were supported by the system theory which describes the school as a social system by comparing it with the energy system that has inputs (teachers, community members and students), processes (teaching methods and curriculum) and outputs (skills, knowledge, and attitudes) that are quality education. Therefore, the school was established based on pattern relationships from interaction among the component to achieve required objectives; that community members as part of the system which needs another part to join so it can succeed to work effectively. Community members should work together with other elements such as teachers and students to enhance students' academic performance. Amponsah, Milledzi, Ampofo and Gyambrah (2018) in their research commented that when the community ensures full participation in their role of maintaining positive perceptions towards their students' achievement and motivating them to study hard, this factional behaviour may facilitate better students' accomplishments in education.

V. CONCLUSION AND RECOMMENDATIONS

Conclusion

The findings showed that community members are involved in different school activities to promote quality learning in public secondary schools those activities include: the provision of meals to the students participating in school meetings to discuss academic issues, financial matters and indiscipline cases of their students and construction of buildings through manual activities like caring stones and preparing sites. The extent to which community members were involved in the school activities was at a moderate level depending on communication or relationship between teachers and community members.

The findings suggest that frequent meetings, and seminars with community members, should be conducted, provision of education to the community members to understand their responsibility in participating in school activities, also the

initiative of by-laws which will enable the community to involve themselves in school activities. Furthermore, the study proposed that community members must own the school to value their schools.

Recommendations

Government and Non- Governmental Organizations should encourage other partners to see the need of supporting or cooperate with the school organization in improving quality education in secondary schools. Through community, involvement schools will have enough school facilities which will be among the factor in promoting quality education so the government must address the emphasis on community involvement and be responsible and accountable in participating in school activities in public secondary schools.

The study recommends that building a good relationship between school organizations and community members is vital and should be endeavoured for desired quality education results in public secondary schools. So, the school organization and community members should find ways of removing differences that result in conflicts so as to bring in a sense of ownership in public secondary schools.

REFERENCES

[1] Ataine, A. J., & Nkedishu, V. C. (2017). Relevance of school community relations in the development of primary education in Delta state, Nigeria. Journal of Research in Education and Society, 8(2), 18-27.

[2] Dahie, A.M., Mohamed, A. A. & Mohamed. A. (2018). The role of parental involvement in student academic achievement: Empirical study from secondary schools in Mogadishu-Somalia. International Research Journal of Human Resources and Social Sciences. 5(7), 4-9.

[3] Digolo, P. O. (2006). The challenges of education. Kenya: University of Nairobi Publisher.

[4] HakiElimu. (2005). Tanzania education situation analysis. Dar es Salaam: HakiElimu.

[5] HakiElimu, (2017). The impact of the implementation of fee-free education policy on basic education on Tanzania. Dar es Salaam: HakiElimu.

[6] Hussein, Y. A., Mutiri, W., & Samantar, S. M. (2018). The influence of the community involvement on academic performance of secondary school: International Journal of Contemporary Applied Researches. 5(8), 86-108.

[7] Kambuga, Y. (2013). The role of community participation in the ongoing construction of ward based secondary schools: Lessons of Tanzania. International Journal of Education and Research, 1(7), 85-104.

[8] Kapinga, O. S. (2014). The Impact of Parental Socioeconomic Status on Students' Academic Achievement in Secondary Schools in Tanzania. International Journal of Education, Vol. 6(4), 120-132.

[9] Komba, A. A. (2017). Educational Accountability Relationships and Students' Learning Outcomes in Tanzania's Public Schools. SAGE Open, 7(3), 1-2

[10] Kothari, C. R. (2009). Quantitative techniques (3rd ed.). Vikas Publishing house PVT LTD.

[11] Makewa, L.N., Role, E., & Otewa, F. (2012). Parental factors affecting academic achievement of grade six pupils in Kisimu city. Kenya International Journal of Asian Social Science, 2(11): 1984-1997.

[12] McAleese, M. (2013). Improving of the quality of teaching and learning in Europe's Higher education institution [online] available on; http://ec.europa.eu/ education/library /reports/modernisation-en.pdf,accessed date on 25/07/2015

[13] Ministry of Education, Science and Technology. (2017). Educational sector development plan (2016/17- 2020/21). Dar es Salaam: The United Republic of Tanzania

[14] Mistrianingsih, S., Imron, A., & Nurabadi, A. (2015). Peran kepala sekolah dalam implementasi manajemen berbasis sekolah. Jurnal Manajemen Pendidikan, 24(5), 367-375.

[15] Mkatakona, S. M. (2014). Investigating community participation in development of secondary education in Tanzania. [Mater Dissertation, Mzumbe University of Tanzania].

[16] Mollel, C. (2015). Quality of education practices in Tanzania. A case of community secondary schools in Arusha District Council. Unpublished Master Dissertation. Open University of Tanzania.

[17] Muthoni, C. (2015). The impact of community involvement in Public secondary school's management, A case of Machakos Country. [Doctoral thesis, Kenyata University].

[18] Mutodi, P., & Ngirande, H. (2014). The Impact of Parental Involvement on Student Performance: A Case Study of a South African Secondary School. Mediterranean Journal of Social Sciences, 5(8), 279.

[19] Mwila, M.P, and Meremo, G.J,. (2019) Bachelor of Education Programmes Offered in Private Universities in Tanzania within the Framework of the Inter-university Council of East Africa: Stakeholders' Eye on Quality of Their Products. Journal of Research Innovation and Implications in Education (JRIIE), Vol. 3 (3) pp. 77-87. Website: www. Jriie.com. OPEN ACESS.

[20] Naidoo, J. M., & Anton, D. F. (2013). School evaluation for quality improvement. Kuala Lumpar: ANTREP, UNESCO.

[21] Prasad, V. S. (2018). Higher education and open distance learning trajectory in India: Reflections of an insider (version 1). Dr. B. R. Ambedkar Open University OER Repository.

[22] Razzaq, J. (2015). The 2015 Echidna Global Scholars Policy Brief: Community-supported models for girls' education in diverse contexts in Pakistan: Key issues for policy and practice. Retrieved from https://www.brookings.edu/wpcontent/uploads/2016/07/community-supported-models-f

[23] Sango, M. G. (2016). Challenges impacting community participation and their effect on teaching and learning: A Case Study of Rural areas. European Scientific Journal. 12(25), 345-364.

[24] Streeten, P. P. (2003). Shifting fashions in development dialogue. In Sakikon Fukuda Parr.

[25] Tondeur, N. (2013). Roles, duties and responsibilities of school management team: Training manual for secondary school managers in Kigali. Prepared by Mineduc School of Management.