

**Determinants of community involvement in primary school management:
the case of Singida Rural District**

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The study aimed at finding out determinants of community involvement in primary school management in Singida rural District. Five research questions guided the study in investigating community involvement in planning school activities, construction of school buildings, financing as well as teaching and learning activities of the children. The study involved two schools of Minyinga and mtinko and the surrounding communities. The total respondents were 74 that included education administrators, community leaders, ward and village executive officers, community members, teachers as well as pupils. Qualitative research was the predominant approach employed in collecting and analyzing data. Data were gathered through interview schedules, focus group discussion guidelines as well as documentary review guidelines. Findings revealed that the communities had little knowledge about their planning, financing, and academic roles at schools but were fully aware of their role in constructing school buildings. There was no strategy of making communities aware of the other roles of managing schools. There was low communities' participation in all aspects of school management. The two parties also had disharmony relations as some community members did not abide by the school rules and lacked confidence in them. The study conducted that low education level, low socio-economic status of the community members and headteachers' leadership style adversely affected community involvement in school management. Community education and sensitization, empowering communities resource-wise, clear legal directives in involving communities, revitalization of adult literacy classes are recommended for total awareness and involvement of communities in school management.