

The Contribution of Collaboration among the Parents, Teachers and Community on Public Secondary Schools Students' Academic Performance in Kibaha District

Ambrose B. Haule¹
P.O. Box 1878, Morogoro, Tanzania

Dr. Reginald Lyamuya² (PhD)
P.O. Box 1925, Morogoro, Tanzania

Abstract:- The study investigated the contribution of collaboration among parents, teachers and community towards improving academic performance of students in public secondary schools in Kibaha District. The study employed qualitative approach by using case study design with 61 respondents. The instruments used to collect information were interview, focus group discussion, and document review. The collected data were analyzed through content analysis for collected qualitative data. The study highlights the significant impact of collaboration among parents, teachers, and the community on enhancing students' academic performance in public secondary schools. Effective collaboration facilitates resource mobilization, supports discipline control, and ensures the successful implementation of educational plans. To build on these benefits, schools should reinforce communication channels, actively involve stakeholders in resource and planning efforts, and promote shared responsibility for discipline, while supporting educators with professional development to improve overall educational outcomes.

Keywords:- Collaboration, Parents, Teachers, Community, Public Secondary Schools, and Students' Academic Performance.

I. INTRODUCTION

Quality education is a fundamental right essential for individual success and societal advancement. Achieving this goal requires a collective effort from parents, educators, the community, and other stakeholders. One of the most effective collaborations in this regard is the partnership between teachers and parents, which has proven to enhance decision-making and improve student outcomes (Reed *et al.*, 2012). Such collaboration optimizes monitoring and learning processes, guiding students toward their full potential.

Globally, the importance of community involvement in education has gained recognition, as evidenced by discussions at the United Nations General Assembly, which highlighted it as a strategy for achieving Sustainable Development Goal 4 (SDG 4) (UN, 2015). This discussion underscores the critical role of teacher-parent-community

partnerships in ensuring inclusive, equitable, and quality education while promoting lifelong learning opportunities.

Education is a shared responsibility, not limited to individual entities but extending to schools, administrators, parents, and communities, all of whom strive for excellence in students' academic performance (Holliday, 2012). Previous research indicates that effective teacher-parent partnerships positively impact students' academic performance, a concept valued both locally and globally (Koech, 2006). The World Declaration on Education for All (EFA) Convention in Jomtien, Thailand (1990), emphasized the necessity of such partnerships among various educational stakeholders to enhance academic outcomes (Kohen, 2006).

In developed countries, the need for collaboration in education is well acknowledged. In England, teachers recognize the positive impact of parental involvement on student performance and actively engage with parents to support learning (House of Commons 2009-10 VOL II). In the United States, federal mandates like the "No Child Left Behind" legislation (2004) have aimed to strengthen parents' roles in education, though challenges persist in aligning parental and professional expectations (Husband & Hunt, 2015). Similarly, in Russia, positive relationships between early educators and parents are emphasized for effective child development (Savinskaya, 2015).

International studies have shown that teacher-parent collaboration is crucial for supporting students with Special Education Needs (Adams *et al.*, 2018; Naylor, 2016). This collaboration helps identify developmental needs and set appropriate goals, with further support for inclusion goals (Epstein, 2015).

In Africa, collaboration among parents, teachers, and communities is seen as vital for educational improvement. The South African Schools Act of 1996 (SASA) emphasizes the role of parents in the curriculum and governance, anticipating that effective collaboration will enhance educational quality (Mavuso & Duku, 2014). In South Africa, factors such as socio-economic status impact academic performance, highlighting the need for robust collaboration (Msila, 2016). Similarly, East African

countries like Kenya are exploring ways to strengthen teacher-parent partnerships to support academic success (Okeke, 2014).

In Tanzania, while there has been progress in expanding access to secondary education through initiatives like the Secondary Education Development Program (SEDP), student performance remains a concern (URT, 2010). Research indicates that effective collaboration among parents, teachers, and communities is crucial for improving academic outcomes, yet this area remains underexplored, particularly in secondary education (Mkuha, 2013; NECTA, 2023).

This study aims to investigate the contribution of collaboration among parents, teachers, and communities on academic performance in secondary schools in Kibaha District, Tanzania. By examining this relationship, the research seeks to address the gaps in current literature and provide insights for enhancing educational practices.

II. LITERATURE REVIEW

➤ *Theoretical Underpinings*

The significance of collaboration among parents, teachers, and the community in enhancing students' academic performance can be observed in multiple facets. Van Deventer (2015) conducted a study that underscored the vital role parents play in the academic success of students at both primary and secondary levels. Their research highlighted that increased parental involvement leads to better academic outcomes, lower dropout rates, reduced delinquency, and a more positive school attitude.

Godfrey's (2016) research on community involvement in education within rural areas demonstrated that communities play a crucial role in supporting primary education. They contribute by providing essential resources like food, school uniforms, and stationery. Additionally, parents engage in various educational activities, including assisting with homework, monitoring school attendance, and participating in school infrastructure development, such as constructing classrooms and contributing to school governance.

Gentili et al. (2020) highlighted that parental participation can significantly improve educational outcomes. Their study found that when parents help with schoolwork, attend school functions, and contribute to policy discussions, students are more likely to understand and retain what they learn. Smirni et al. (2020) supported this view by showing that children with actively involved parents, who attend school events and participate in their education, are better prepared for leadership roles and have improved social interactions.

Paullette (2019) emphasized the direct connection between students' academic performance and parental involvement in enforcing discipline. Further research by Benner et al. (2016) and Dotterer and Wehrspann (2016) corroborated that effective collaboration between parents

and teachers can significantly reduce truancy rates. Studies conducted in Nigeria, North America, and Tanzania showed that such collaboration helps combat absenteeism and enhances overall school attendance and discipline.

In Rwanda, Kabareet *et al.*, (2013) explored parental involvement in both high and low-performing schools. They found that parents in rural areas were highly engaged in supporting their children's education, contributing to infrastructure development, and thereby improving educational quality in secondary schools.

Alfred *et al.*, (2023) found that parental involvement enhances teaching and learning. Engaging with children's verbal and exploratory activities contributes to their advanced language skills, phonological awareness, and comprehension abilities. Mutodi and Ngirande (2014) reported similar findings in South Africa, where parents' financial contributions, provision of school materials, and encouragement of good behavior motivated students to excel academically and developed their confidence.

In South Sudan, Ginsburg and Keene (2020) implemented a project aimed at fostering community participation to improve educational equity and quality. The project involved parents, teachers, and other community members in developing and enhancing school programs. Although the project had some limitations, such as the lack of infrastructure funding, it demonstrated that community involvement is crucial in supporting school development and providing necessary resources.

Mohamed *et al.*, (2018) argued that community engagement in school activities empowers parents and family members to play a significant role in their children's educational development, whether at home, school, or in other educational settings. They noted that such involvement includes attending school activities, responding to school obligations, monitoring attendance, and reviewing academic progress reports, all of which contribute to promoting quality education.

Lastly, de la Caridad Alvarez (2022) emphasized the critical role of parental involvement in shaping students' discipline and academic success, which paves the way for higher education opportunities. Meari and Abu-Duhou (2020) also highlighted the importance of building strong teacher-family relationships to gain comprehensive insights into students' behavior and learning needs, which further supports their educational progress.

➤ *Social Learning Theory*

Social Learning Theory, developed by Albert Bandura, posits that people learn behaviors, values, and attitudes through observation, imitation, and modeling rather than through direct experience alone. This theory emphasizes the role of social interactions and the environment in shaping individual behavior. Bandura's seminal work demonstrates that learning occurs not only through personal experience but also by observing others, particularly those who are perceived as role models or authority figures (Bandura,

1977). This process involves attention, retention, reproduction, and motivation, with reinforcement and punishment influencing the likelihood of behavior repetition.

In addition to observational learning, Social Learning Theory highlights the importance of cognitive processes in learning. Bandura argues that individuals are active participants in their learning processes, engaging in cognitive evaluation and reflection that affect their behavior (Bandura, 1986). The theory integrates the concepts of self-efficacy and reciprocal determinism, suggesting that individuals' beliefs in their capabilities influence their motivation and actions, while their behavior and environment continually interact and shape one another (Bandura, 1997). This comprehensive approach underscores the complex interplay between social influence and cognitive processes in shaping human behavior.

This theory was preferred in this study since it emphasizes how individuals learn and develop through social interactions and role modeling. In the context of Kibaha District's public secondary schools, the theory suggests that students benefit from the collective behaviors, attitudes, and support systems provided by their parents, teachers, and community members. By observing and interacting with these influential figures, students can acquire positive academic behaviors and motivation, leading to improved performance. This theoretical framework helps in understanding how effective collaboration can enhance educational outcomes through the social learning process.

III. METHODOLOGY

➤ *Design of the Study*

The study employed a case study research design. This design was chosen because it past for a comprehensive examination of the specific dynamics and interactions within a particular setting, offering detailed insights into how collaborative efforts impact students' outcomes.

➤ *Sample Size and Sampling Technique*

The study sample included 51 participants from different schools, comprising one DEO from the Kibaha Town Council Secondary Education, four school heads, twelve teachers, sixteen students, sixteen parents, and twelve school board members.

Purposive sampling was used to include the DEO, heads of schools, teachers, and school board members due to their key roles in overseeing and implementing educational programs within schools. This method also ensured that parents of students from the respective schools were included, focusing on those directly involved in the education process. Additionally, teachers were selected purposively to represent all class levels (from form I-IV), while students were chosen based on their educational stages (from form I-IV) to ensure a comprehensive representation across different levels of education.

➤ *Data Collection Instruments*

Data was collected through interviews with the DEO, heads of schools, teachers and school board members to gain detailed insights from key educational leaders and staff directly involved in school management. Data was also collected from parents through interview and focus group discussions were held with students to capture diverse perspectives and experiences regarding the educational environment. Secondary data was also gathered from official documents, such as minutes from parent and school board meetings, to provide a comprehensive understanding of the administrative, decision-making and strategies implementation processes affecting the students' academic performance.

➤ *Data Analysis*

Content Analysis was used to analyze collected data because it provides a systematic and objective method for interpreting textual information. This technique allows for the identification and quantification of themes, patterns, and trends within qualitative data, making it particularly useful for examining written materials, such as survey responses or policy documents. Through categorizing and coding the data, Content Analysis facilitates a deeper understanding of underlying meanings and relationships, offering insights into how different factors, such as collaboration among parents, teachers, and the community, impact students' academic performance. Its structured approach ensures that the analysis is rigorous and replicable, supporting the study's validity and reliability.

IV. FINDINGS

The study aimed to see the contribution of collaboration among the parents, teachers and community on school students' academic performance in public secondary schools. The respondents were required to discuss, see and talk face to face with the researcher. On this objective, the findings on the contributions of collaboration among the parents, teachers and community on secondary school students' performance are presented below;

➤ *Resource Mobilization to Support Learning*

The academic performance of students is enhanced by collaborative efforts among teachers, parents and community especially when each part takes its responsibility kindly. Consequently, the opinions of respondents were sought on the contribution of collaboration among parents, teachers and community towards improving students' academic performance. It was found that the collaboration among parents, teachers and community helps in resource mobilization to support learning. According to one of the head teachers;

When community, teachers and parents collaborate help to generate money for serving infrastructures constructions such as classrooms, teachers' houses and toilets (Interview, HT, School A, 14/05/2024).

This finding was also confirmed by one of the teachers who said;

The collaboration among teachers, parents and community helps to get money to buy chairs and tables for students since there is a mobilization of contributing either money or table and chair as decided in the meeting (Interview, T, School B, 16/05/2024).

➤ *Also, DEO had this to say;*

In my schools, the community and parent collaboration established food service to students. They mobilized themselves to provide food stuffs like maize, rice, sugar, salt, and cooking oils to serve their children at schools (Interview, DEO, 17/05/2024).

Further information from focus group discussion shown that the collaboration among parents, teachers and community helps in resource mobilization to support learning.

The collaboration among teachers, parents and community provides manpower to improve security in our school where by some community members and parents are being given a roster to provide school security service for free by day and night shifts (FGD, SBM, School D, 24/05/2024).

The study findings align with Russell (2019), who reported that community involvement significantly enhances school facilities, accountability, and capacity, leading to better student access, retention, and performance. Similarly, Sadiq (2014) highlighted the importance of school-community relationships in primary school development, noting that communities contribute land, funds, and facilities while also supporting maintenance and discipline. This suggests that robust community involvement is crucial for improving educational outcomes. Anselmo (2013) further supports this by emphasizing that community leadership plays a vital role in mobilizing additional resources, which can complement government funding and enhance educational programs. Thus, effective community engagement is instrumental in creating a conducive learning environment and improving student performance.

➤ *Students' Discipline Control*

In learning, maintaining discipline is crucial as it allows students to dedicate more time to studying and enhances their academic performance. Discipline not only fosters a positive attitude towards learning but also shapes students' character. Involving parents and the community in students' education creates a sense of belonging, making students feel accepted and valued within their academic environment. This sense of belonging can further reinforce discipline and improve performance. The findings from the respondents indicate that effective collaboration among teachers, parents, and the community plays a significant role in managing student discipline, thereby contributing to better academic outcomes. According to one of the Teacher;

The school administration and parents agreed that each and every parent has to find a feedback of his/her child's school attendance from the respective class master. The parent can visit the school or can call the class master

through phone during work hours obligatorily at least once a month (Interview, T, School C, 16/05/2024).

Similar information was shared by one the Head Teachers;

The parents meeting held last year declared that any student found roaming in the street during class hours has to be caught by Ranger and taken to Ward Executive Office where the parent will be penalized 5000Tsh (Interview, HT, School B, 26/05/2024).

➤ *One Head Teacher added;*

Teachers try to their level best to educate parents who reject corporal punishment to their students due to misbehavior acts. Furthermore, they educate parents to avoid incorporating their children in the activities that may affect their behavior such as serving in the bar, operating pool table and activities in guest houses so as to serve discipline (Interview, HT, School D, 10/05/2024).

Further information from focus group discussion shown that the collaboration among parents, teachers and community helps to control students' behavior.

Because of the available collaboration among teachers, parents and community student find himself/herself no means to misbehave, to dodge the class since the punishment is taken accordingly (FGD, S, School A, 27/05/2024).

The document review from School B (22/05/2024) indicated that meetings addressed combating absenteeism and truancy by penalizing parents and emphasized the need for collective efforts in managing student discipline. This aligns with Paullette's (2019) findings, which highlight a direct link between parental involvement and student academic performance, reinforcing the role of parents in shaping student discipline. Similarly, Mabeyo (2016) observed that community-school participation, though indirect, positively influenced discipline and academic performance, advocating for enhanced capacity-building for stakeholders. Alvarez (2022) further supported this view, emphasizing the critical role of parental involvement in student discipline and academic success, and suggesting tailored accommodations by school principals to engage families effectively.

➤ *Facilitates Implementations of Educational Plans*

Promoting quality in an educational setting relies significantly on the strength of collaboration among teachers, parents, and the community. Effective educational plans and implementations are achieved through collective efforts, with schools needing support from parents and the community to manage in-school activities while external aspects are monitored by these stakeholders. As such, the study sought respondents' opinions on the role of this collaboration in enhancing students' academic performance and found that such cooperation greatly aids in facilitating educational plans and administration, thereby contributing to improved academic outcomes. According DEO;

Collaboration among teachers, parents and community bring about active participation in school management and administration activities. School Board and teachers educate parents who are not aware with school plans for development and those parents join the effort (Interview, DEO, 17/05/2024).

➤ *Head Teacher added;*

Teachers, parents and community collaboration act as a platform where the whole society is being exposed about challenges and opportunity available in their school. They get the chance to share their views so as to solve some issues e.g infrastructures and come-up with collective decision toward school development (Interview, HT, School C, 20/05/2024).

➤ *Also, one of the teachers had this to say;*

Our school prepares parents meeting twice a year. In that meeting, they share set plans for school development collectively. Those plans like student feeding program, introduction studying camps are left in the hands of parents and community while teachers keep on taking their role of teaching (Interview, T, School A, 22/05/2024).

➤ *Furthermore, another teacher had similar idea;*

The collaborative decision made by community and parents are always being implemented collaboratively too where teachers are left to teach while other responsibilities outside the class are supervised by parents to facilitate effective teaching and learning. For example, the collection of money/any contribution is done by selected committee not teachers (Interview, School C, 26/05/2024).

Further information from focus group discussion shown that the collaboration among parents, teachers and community helps to implement educational plans.

The decision made in school board meeting is presented in general meeting of teachers, parents and community for more discussion and those who go against the agreements made are being penalized by the representative selected in that meeting regardless you attended or not (FGD, P, School A, 15/05/2024).

The observation that community involvement in school development meetings led to ongoing plans and decisions highlights the significant role of local participation in educational progress. The involvement of community members, driven by both government and Local Government Authorities, depends on the nature of the plans, reinforcing the sense of ownership over school activities. This approach aligns with URT (2018), which emphasizes that strong school-community relationships enhance various aspects of school development, including performance and infrastructure. Additionally, Green (2017) supports this by advocating for Community-Driven Education Taskforces, comprised of diverse local stakeholders, to actively shape and implement educational agendas, demonstrating the importance of collective engagement in educational improvement.

➤ *Improve Communication and Relationship among School, Parents and Community*

Communication is the foundation of strong relationships in the educational setting, as it fosters trust, respect, and rapport among stakeholders. Effective implementation of educational plans requires friendly and active communication between schools and educational stakeholders. Successful institutions often excel in their communication with partners and clients. By maintaining open lines of communication, schools create an environment where collaboration and teamwork thrive, leading to greater community involvement in school development. Research indicates that active communication among parents, teachers, and the community enhances collaboration, aids in conflict resolution, and improves social interactions, ultimately benefiting students' academic performance and institutional success. One of the head teachers had this to say;

The active communication among parents and teachers helps both sides to guide the student. It makes the progress of student open since teacher and parent share a lot about the student and improve relationship between them (Interview, HT, School A, 15/05/2024).

In the same vein one of the teachers shared almost similar information;

It makes easy co control student's behavior/discipline. When the student observes that there is an active communication between the teacher and his/her parents tend to be serious with studies (Interview, T, School A, 15/05/2024)

➤ *Another teacher shared;*

I think our community leaders and us should be visiting the school and create a bond with the school, I don't think we should always wait for the head teacher to call us, we all understand this is our school, reaching our school, I think can make us realise how it is progressing and what needs to be done especially by the community (Interview, T, School D, 17/05/2024).

➤ *DEO added;*

In this district, the schools which have active communication with the parents improve their administration and management. They can plan for weekly test in Saturday and parents allow their children with small amount of money as a contribution. Also, those schools, parents help in paying allowance to teachers with temporary contract to serve their children in order to improve academic performance (Interview, DEO, 25/05/2024).

The above information highlights that collaboration among teachers, parents, and the community fosters effective communication and builds a positive, respectful relationship. This partnership helps parents appreciate the challenges teachers face, making them feel valued and boosting teachers' morale and performance. Improved communication allows for personalized attention to students, as teachers gain better insights into students' needs through

parental input. Community involvement in schools, as noted by Daniel (2017) and supported by Ice, Thapa, & Cohen (2015) and Narwana (2015), enhances school sustainability and student learning. Additionally, Ngalawa et al. (2015) emphasize strengthening school-community links, including leveraging traditional leaders to foster collaboration. This approach aligns with Bandura's (1967) Social Learning Theory, which suggests that strong parent-teacher partnerships enable educators to understand students better, leading to improved academic outcomes.

V. CONCLUSION AND RECOMMENDATIONS

The study highlights the significant impact of collaboration among parents, teachers, and the community on enhancing students' academic performance in public secondary schools. Effective collaboration facilitates resource mobilization, supports discipline control, and ensures the successful implementation of educational plans. The combined efforts of these stakeholders contribute to improved school infrastructure, better management of student behavior, and more efficient execution of educational initiatives.

To maximize the benefits of this collaboration, schools should strengthen communication channels and actively involve parents and community members in both resource mobilization and educational planning. Additionally, promoting shared responsibility for discipline and providing ongoing professional development for educators can further enhance these collaborative efforts, ultimately leading to improved academic outcomes for students.

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