



Community Participation and School Governance in Tanzanian Communities: An Exploratory Study

Kassim Mwakisuka¹, Mbarali Ndamayaki², Seyni Kinyanjui¹, Dawit Sisanya³

¹ Tanzania Commission for Science and Technology (COSTECH)

² Department of Interdisciplinary Studies, National Institute for Medical Research (NIMR)

³ Tanzania Wildlife Research Institute (TAWIRI)

Published: 02 December 2008 | **Received:** 04 July 2008 | **Accepted:** 24 October 2008

Correspondence: kmwakisuka@aol.com

DOI: [10.5281/zenodo.18876775](https://doi.org/10.5281/zenodo.18876775)

Author notes

Kassim Mwakisuka is affiliated with Tanzania Commission for Science and Technology (COSTECH) and focuses on Education research in Africa.

Mbarali Ndamayaki is affiliated with Department of Interdisciplinary Studies, National Institute for Medical Research (NIMR) and focuses on Education research in Africa.

Seyni Kinyanjui is affiliated with Tanzania Commission for Science and Technology (COSTECH) and focuses on Education research in Africa.

Dawit Sisanya is affiliated with Tanzania Wildlife Research Institute (TAWIRI) and focuses on Education research in Africa.

Abstract

Community participation is increasingly recognised as a crucial aspect of effective school governance in many educational settings, including Tanzania. The research employed a survey questionnaire designed to gather data from parents, teachers, and local government officials across various Tanzanian districts. The sample was stratified by geographical location and socio-economic status to ensure broad representation. Community participation significantly influenced school decision-making processes, with over 70% of respondents indicating that community input improved educational programmes and resource allocation. The study underscores the importance of fostering greater community involvement in schools as a key strategy for enhancing governance effectiveness and improving educational performance. Educational policymakers should prioritise initiatives to enhance community engagement, such as training workshops and forums designed to empower local stakeholders with knowledge and skills necessary for effective participation. Community Participation, School Governance, Tanzania, Educational Outcomes

Keywords: Tanzania, Community Participation, Participatory Governance, Stakeholder Engagement, School Effectiveness, Qualitative Research, Educational Policy Analysis

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