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The Overall Situation of Community Participation in Implementing Curriculum in Secondary Schools: A Case Study of Public Ward-Based Secondary Schools in Morogoro Municipality

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Abstract:

This study delves into the overall Situation of Community Participation in implementing curriculum in secondary schools: A case Study of public ward-based secondary schools in the Morogoro Municipality. Drawing upon social capital theory, the study explored indicators, methods, and barriers to community participation in educational processes. Through an interpretive case study design, the study involved 19 participants, including education officers, school administrators, teachers, students, and community members. The data was gathered through semi-structured interviews, participant observation, focus group discussions, and documentary review and analyzed thematically.

The study's findings reveal minimal CP in implementing curriculum within the following key indicators: community contributions to teaching resources, consultation between parents and teachers, attendance at academic meetings, and representation in school governance. Additionally, it delineates four primary methods through which CP manifests: participation in academic meetings, facilitating student support during practical activities, the provision of indigenous knowledge and skills, and participation in classroom teaching through guest speaking and volunteering. However, barriers include inadequate awareness among community members, cultural barriers, bureaucratic hurdles, language disparities, perceived teaching skill deficiencies, and time constraints for curriculum coverage.

The study recommends increasing awareness among community members, school administration, and policymakers about addressing cultural barriers, streamlining bureaucracy, and providing language support to promote effective community participation in curriculum implementation.

Keywords: Community participation, curriculum implementation, barriers, ways and indicators

1. Introduction

Understanding the crucial role of community participation (CP) in educational matters has become increasingly important despite its ongoing challenges (Hodkinson, 2015). In recent years, globally, it has become increasingly recognized that CP's implementation of the curriculum is equally essential to ensuring the relevance and inclusivity of the educational experience. This view is based on the idea that when local community members actively participate in the teaching and learning process, they contribute valuable insights into their children's real-life needs, aspirations, and cultural context (Mufanechiya, 2015).

This collaborative approach between teachers and community members in implementing the curriculum originates from Article 7 of the World Declaration on Education for All (WDEFA) of 1990, which stresses strengthening partnerships between schools and communities in the provision of education. The essence of this collaborative approach is to align curriculum implementation with the local community's values and customs, thereby making learning more meaningful and relatable to the students' lives (Hollins, 2015). According to Casto (2016), CP, in implementing the curriculum, has emerged as a powerful means of strengthening the bond between the educational institution and the community it serves.

However, the perspectives on the CP approach in education vary, with dissimilar views between governments, international agencies, and local communities regarding its operational dynamics (Brinkerhoff & Brinkerhoff, 2015). Studies from developed countries (Smith & Brown, 2019; Garcia & Martinez, 2018; Sharma et al., 2020; and Mahoney et al.,

2021) reveal that CP in developed countries is high as community members collaborate with teachers to develop and implement the curriculum.

Likewise, in developing countries like South Africa, Zimbabwe, and Rwanda, the research findings of the reviewed studies (Uworwabaye et al., 2020; Mufanechiya, 2015; Maistry & Thakrar, 2012; Twahirwa, 2012) revealed that in recent years, CP in curriculum implementation has gained interest. The school invites community members to discuss good morals, culture, peacemaking, and religious issues with teachers and students.

In Tanzania, the commitment to the CP approach in education was prominently evident during the last quarter of the 20th century. Its adherence to various international policies and initiatives advocating for community participation in education is based on the minimal financial and other resources required by the government to achieve education and school improvement (Komba, 2017). That's why, in its education and training policies, the government has emphasized the active participation of local authorities and communities not only in the construction of schools but also in the provision of education (URT, 2014; URT, 1995). Likewise, the national five-year development plan for 2021/22-2025/26 further reinforces this obligation to the community, emphasizing the CP teaching and learning process through strong partnerships with the private sector, faith-based organizations (FBOs), community-based organizations (CBOs), and the wider community (URT, 2021).

However, despite all the national and international laws, policies, and protocols that Tanzania has signed about community participation in education, there is no clear framework for CP to implement the curriculum. A plethora of reviewed studies (Hamidu, 2021; Shukurani, 2019; Mtumbi, 2015; John, 2015; and Njunwa, 2010) revealed that community members participate greatly in building school infrastructure, planning, management of school resources, and other development projects, but they have failed to clearly show how community members participate in curriculum implementation. With that view, it raises a number of issues as to the extent to which Tanzanian community members participate in implementing the curriculum and what the indicators, methods, and challenges are for their participation. This study, therefore, aimed to respond to those questions.

The study findings aim to inform policymakers, educators, and education stakeholders on the importance of CP in the implementation of classroom curriculum through creating an inclusive educational experience and fostering stronger connections between schools and the community. Also, the study aims to promote collaborative efforts between schools and the community, ultimately fostering a more inclusive, meaningful, and effective educational system that better serves the diverse needs of public secondary school students. Lastly, the study strives to bridge the gap between policy directives that prioritize CP in education while there are no clear frameworks for its implementation, thereby transforming policy into tangible benefits for students' learning.

2. The Theoretical Framework

This study was informed by Putnam's (2000) social capital theory, which requires school administration to consider the community surrounding the school as an asset in terms of knowledge and skills. According to Putman (2000), social capital is defined as the collective value or asset of all social networks and the inclinations that arise from these networks to do things for each other. He also adds that a community's level of trust, social network, and beliefs serve as indicators of social capital. In that sense, the theory fits this study, as the study aimed to build a bond between the community and school so that they could work for each other. Hence, teachers should view the community as a valuable resource, possessing a diverse range of skills and experiences that can effectively tackle classroom challenges, including the implementation of the curriculum. In that sense, community members' participation in implementing the curriculum promotes trust and social cohesion between teachers and the school community (Evans, 2013).

The theory emphasizes bonding and bridging the community (as an asset) and teachers to access the resources of the community. The broader networks and an interdependent relationship between the school's educators and community lead to improved teachers' confidence, knowledge, and successful implantation of the classroom curriculum. Understanding and applying social capital theory in implementing classroom curriculum creates a sustainable culture of cooperation, trust, and tolerance between the school and the community in its vicinity (Rogošić, 2016); hence, it promotes a supportive learning environment, overcomes challenges, reduces conflict, and enhances classroom productivity (Brown et al., 2018).

3. Materials and Methods

3.1. Research Design

This study focused on an interpretive case study design, aiming to conduct an in-depth exploration into the issue of CP in implementing classroom curriculum within its natural, real-life context (Cresswell, 2011). This research design, along with multiple sources of data collection, helped the researcher get a detailed understanding of the research participant's perceptions, opinions, and thoughts on their participation context and the value of their participation in implementing the classroom curriculum (Merriam, 2002).

3.2. Participants and Techniques

The study used nineteen (19) research participants, including one Morogoro Municipal secondary education officer (MSEO), two ward education coordinators (WECs), four heads of schools (HoS), four teachers, four community members (CMs), and four students. All research participants were chosen based on their status as key education stakeholders, which provided valuable insights into CP in curriculum implementation. They provided data that reached a point when no additional issues could be identified, and data began to repeat (saturation of sample size) (Mason, 2010).

To select all research participants, the study used both purposive and random sampling techniques. The researcher used purposive sampling to select the MSEO, who continues to serve as the general overseer of secondary schools in the Morogoro Municipality, providing valuable information for the study. However, the study employed random sampling techniques to ensure equal selection of each ward education coordinator, head of school, teacher, student, and community member as a sample.

The researcher wrote the names of all twenty-six public ward-based secondary schools found in Morogoro Municipality on different pieces of paper, folded them, placed them in a bowl, and mixed them while shaking the bowl. The researcher then randomly selected four papers with the names of schools from the bowl, representing the required number of schools. Based on the names of the selected schools, the study automatically selected the HoS, teachers, CMs, and students. According to Horton (2023), simple random sampling ensures an unbiased and equal chance of selecting the population for the study.

3.3. Data Collection Instrument

To collect data about CP in implementing classroom curriculum, the study used triangulation methods of data collection, which included a semi-structured interview, participant observation, focus group discussion, and documentary review. The use of several sources of data helped to achieve detailed accounts of social issues of perception, opinions, and experiences of CP in implementing classroom curriculum (Lietz, 2010). Importantly, these methods were considered 'fit for purpose' based on their appropriateness to address the research topic (Hamidu, 2021).

3.4. Data Collection Procedure

Data were collected through multiple sources that collaborated and complemented each other, ensuring the credibility of the research results (Hadi, 2016). The researcher carefully constructed and administered the research questions, taking into account acceptable definitions, concepts, and terms to ensure that the collected data yielded the intended results. In order to capture all necessary information, the researcher allowed the research respondents to freely answer questions during data collection, re-asking the same question or posing a probe question as needed.

3.5. Data Analysis

The study used the thematic analysis approach to analyze data because it involves analyzing data in steps depending on the nature of the research question and the data collected (Maguire, 2017). First, the researcher became familiar with the collected data by repeatedly reading the information from the data collection tools. In the second step, the researcher generated initial codes, which led to the development of themes. This process aimed at reducing and simplifying the data. Then, the researcher reviewed the themes to see if they made sense according to the research questions. Finally, the researcher defined the themes to identify the essence of each theme and write reports that aligned with the research questions. This process is good because it allows the researcher to describe and interpret the complex social situations (people's views, opinions, knowledge, and experiences) of the investigated phenomenon, making it visible to the reader so they can understand it better (Spencer et al., 2014).

3.6. Ethical Considerations

The researcher began by adhering to the research ethics as requested by relevant institutional review boards for a research clearance permit. The aim was to safeguard the rights and well-being of research participants. This entails treating participants with respect, dignity, and fairness throughout the research process (White, 2020). In the field, the researcher assured all the participants of their informed consent and the confidentiality of the information provided. This ensured that participants were treated as autonomous individuals with the right to self-determination and were not coerced or manipulated into participating against their will (Pantović & Zrnić, 2024). The researcher informed the participants that their names and school names would not appear in the report and granted them the right to withdraw at any point during the discussion.

4. Results and Discussion

4.1. Introduction

This section presents the respondents' findings relating to the overall situation (indicators, ways, and barriers) of community participation in implementing the curriculum in ward-based secondary schools in Morogoro Municipality, Tanzania. The researcher carefully selected the quotations used throughout this work as the most representative examples of what research participants shared during their interviews and FGDs. The researcher intentionally retained some grammatical errors in these quotations to maintain the authenticity and original meaning of the spoken language.

4.2. The Overall Situation of CP in Implementing the Curriculum in WBSS in Their Localities

Research studies (Hassan et al., 2022; Matete, 2022; Smith & Brown, 2020; Lee & Garcia, 2019; Shukrani, 2019; Anderson & Patel, 2018; and Aref, 2010) reveal that communities in different schools' vicinity participate in educational activities. Even extracts from interviews, focus group discussions, reviewed documents, and observations reveal that community members in each studied school participate in implementing the curriculum regardless of the different levels of their participation between one school and another. For instance, HoS 1 and HoS 2 confirm this.

"Eeh... in our school, community members actively participate in curriculum implementation by providing valuable input during parent-teacher consultations, contributing teaching materials, and even organizing fund-raising events to support educational initiatives." (HoS 1)

"To be honest, eeh... community members in this school participate despite the fact that some communities actively participate, offering mentorship programs, extracurricular activities, and vocational training, whereas others provide very limited support due to socioeconomic constraints or disinterest." (HoS 2)

These findings from both Head of School 1 and 2 reveal that community members participate in curriculum implementation across all studied schools. HoS 1 highlights the active participation of community members, whereas HoS 2 recognizes the differences in participation levels across different communities, attributing this to socioeconomic factors and varying levels of interest. However, most participants in this study evidently provided proof of the CP in implementing the curriculum. The following are the indicators of the CP in curriculum implementation.

4.2.1. Indicators of CP in Implementing the Curriculum in WBSS in Their Localities

- **Community teaching and learning resource contributions in schools:** The community can contribute teaching and learning resources like books and furniture to supplement government efforts. When community members actively contribute resources, such as books, technology, or even their time as guest speakers or mentors, they demonstrate a vested interest in the educational process (Jones, 2020). Extracts from FGDs, interviews, documentary reviews and observations reveal that almost all research participants mentioned low community contributions to teaching and learning resources. As a result, all WBSS face a critical shortage of teaching and learning resources like desks, tables, chairs, and books. For instance, during the focus group discussion (FGD), teachers replied, "With the increased rate of students' enrolment, which does not match the capacity of our classes, it gives teachers a very difficult time teaching in such an environment with few desks, tables, and books."

Other teachers in FGD 2 explained that a poor teaching environment is an indicator of ineffective CP in implementing the classroom curriculum.

"Our classes are so crowded, with few chairs and tables, and when you call parents to contribute, they keep saying that if it's fee-free education, the government does everything."

However, when asked about contributing teaching and learning resources, community members (CM) expressed concern about economic hardship, citing it as a hindrance to their ability to do so. "I can't contribute chairs and books to school when I don't have food to eat at home," CM responded in FGD 1. Other community members echoed the teacher's view that now that education is a fee-free education policy, the government has the responsibility to provide everything for the teaching and learning process.

"Eeh... the government, through its fee-free education policy, informed us that we have a responsibility to buy school uniforms and food for our children, not other issues," replied CM 2 in FGD 1.

Also, through interviews, almost all heads of school (HoS) mention the shortage of books, desks, and tables, which indicate inactive CP in implementing the classroom curriculum.

"Eeh...despite the good efforts of the government to employ new teachers and construct classes, our school is still facing a high shortage of books, chairs, and tables. Some of the students are sitting down" (HoS 2).

Through observation, the researcher was interested in identifying any evidence, such as receipt books or ledger books, on any written document used by CP in curriculum implementation. The findings from all visits to schools indicated that none of the documents was available. This finding indicated a low CP in providing the school with teaching and learning resources.

During the interview, the researcher posed a probing question to ascertain whether community members were required to contribute to teaching and learning resources, particularly in light of the current fee-free education policy. The findings from all the interviewed heads of schools (HoS) were:

"Yes, this is because the government cannot provide all the necessary resources to all schools in Tanzania." For instance, there is a significant shortage of books in my school across all subjects compared to the required amount.

However, when asked about community participation in contributing teaching and learning materials, the MSEO, an overseer of secondary education in Morogoro Municipality, responded as follows:

"Eeh... in 2016, the government initiated the fee-free education policy, which education stakeholders have a responsibility to do. Parents are responsible for providing food, school uniforms, and exercise books for their children. The government buys books and facilitates other facilities like furniture, although sometimes they are not enough because of the large number of students, we admit," said the MSEO.

The findings from the MSEO highlight the shared responsibility between the government and the community in providing resources for education. The government expects community members to contribute food, uniforms, and exercise books, while the government itself covers certain expenses, such as books and infrastructure. However, significant deficits in resource contributions like books and furniture underscore the crucial role of the community in supplementing government efforts in curriculum implementation (Anderson & Patel, 2018). According to Brown (2018), the failure of CMs to contribute teaching and learning resources demoralizes a sense of ownership and value to what children are learning. Hence, inactive community participation in children's education leads to poor academic performance and a shortage of resources for teaching and learning (Sanders, 1997).

- **Community/parents-teacher consultancy:** Community/parents-teacher consultancy fosters collaborative decision-making processes that integrate diverse perspectives and local knowledge into educational practices. Educated youth, working-class individuals, experienced personnel, and retirees residing near schools can

contribute their professional expertise and knowledge to the teaching and learning process (McDowell et al., 2022).

Interviews, FGDs, and documentary reviews conducted in all visited schools revealed that no school had set aside a special day for teachers and community members to consult. In an interview with HoS, she blamed community members' failure to come to school for consultation as a reason for not having a special day.

"Eeh... in our community, we have many graduates with different professions, but they are not interested in coming to school just for consultation." (HoS 1)

"In this school, we don't have such a day because people, especially graduates, are not interested in coming to school." (HoS 2)

However, on the other side, community members had different views about going to school for consultation. Some community members agreed with teachers that they are not interested in school, while others said they are busy with other economic activities, so they don't have time to go to school.

"I am a teacher by profession, but I am not interested in teaching; now I am doing my business apart from my career," said CM 1.

"Eeh... I am very busy; that's why it makes it difficult for me to go to school for teaching," said CM 2.

The MSEO, as an education overseer in the area, agreed that schools face challenges in inviting different professionals to go to school or for consultations because they demand a large amount of money, which most of the schools cannot afford.

"We have a tough job to ensure the community is aware of the advantages of their participation in community-teacher consultations because, when we request them, most of them demand money as an allowance," said the MSEO.

The findings highlight several challenges and complexities in fostering community participation in implementing the curriculum through community/parent-teacher consultancy. There is a perception among school heads that CMs, particularly graduates, are disinterested in participating in school activities, including consultations. However, community members cite various reasons, such as engaging in other economic activities or pursuing different career paths. This disconnect suggests a need for improved communication and understanding between schools and the community to address underlying barriers to participation (Baker et al., 2016). Additionally, the demand for financial incentives from professionals to participate in consultations poses a significant obstacle for schools with limited resources (Blackmore et al., 2024). It underscores the importance of creating incentives beyond monetary rewards, such as emphasizing the value of community input in shaping education and fostering a sense of belonging and ownership in the educational process. Ingraham et al. (2016) add that this approach lacks true shared decision-making between community members and school leaders. School leaders retain the autonomy to decide whether to incorporate the input from consultations based on the specific needs of the school despite its importance (Barnes et al., 2007).

- Community and school academic meetings: Good communication between the school administration and the community helps to raise the standard of school academic performance (Bronstein & Mason, 2016). Community attendance at school academic meetings is an indicator of good communication between the school and the community (Sanders et al., 2019), which leads to good curriculum implementation (Disbray, 2017). The study's findings indicate that a significant number of school students face low community participation in academic meetings, leading teachers to make the majority of important academic decisions. For example, in an interview, Heads of School (HoS) from various schools stated:

"We've been informing parents about school academic meetings via students and local announcements in the streets, but daily attendance is declining, leading to a situation where teachers are primarily responsible for the implementation of the curriculum." (HoS 1)

"There has been less response from the community members to the school's academic meetings, but most of them don't attend." (HoS 2)

According to the documents from sampled schools, community members' attendance at school academic meetings was poor. The findings revealed that the average community attendance in school academic meetings was 36 percent, and the absenteeism rate was 64 percent.

NO	School Initials	Date of the Meeting	Attendee Required	Present	%	Absent	%
1	SCH 1	6/2/2023	353	91	26	262	74
2	SCH 2	14/1/2023	1050	243	23	807	77
3	SCH 3	11/2/2023	1051	403	38	648	62
4	SCH 4	20/2/2023	938	264	28	673	72
5	SCH 1	27/5/2023	353	205	58	150	42
6	SCH 2	23/5/2023	1050	470	45	580	55
7	SCH 3	27/5/2023	1051	380	36	671	64
8	SCH 4	28/5/2023	938	350	37	588	63

Table 1: Showing Community Attendance in School Academic Meetings

Source: (Field Data, 2023)

The data shows low attendance at community meetings in four schools in the region, indicating a lack of interest and engagement from community members. Attendance percentages fall below the required numbers, indicating a disconnect between schools and their communities. The data also shows alarming figures in SCH 2 and SCH 3, with only 23% and 38%

of the required attendees present, respectively. Low community participation in academic meetings hinders schools' ability to address local needs and raises questions about community investment and commitment. To foster a more inclusive and effective educational environment, Tondi (2014) advises that school authorities and all education stakeholders within the ward vicinity must collaborate and devise strategies that prioritize community participation in academic meetings and decision-making activities.

The Munnik and Smith (2019) study aligns with these findings, indicating a decrease in community and community members' participation in school academic meetings. However, during the focus group discussion (FGD), the responses from community members varied depending on whether they had children attending school or not. Community members with children at school somehow felt more recognized and welcomed to participate in school academic meetings than those who do not have children at school. They blamed the school administration's culture of inviting only community members with children to school only.

"I think school academic issues are for those who have children at school and not for us who do not have secondary school children," said the CM in FGD 3.

"I don't have a child at school, and our school always invites parents with children to school," added CM in FGD 4.

For these reasons, it is not appropriate for the school to disregard the importance of CP when implementing the classroom curriculum based solely on economic considerations and the attendance of children. Teachers should take into account that the knowledge, skills, and routine traditional practices of the local community can also serve as valuable resources for student learning. Bunijevac (2017) adds that active community participation in school activities, such as attending academic meetings and participating in teaching, fosters a sense of ownership and shared responsibility for the success of the educational process. In that sense, active community participation in school academic meetings plays a vital role in enhancing the overall quality of education (Segoe & Bischoff, 2019).

- Community representative on the school governing boards: A school cannot work properly in any sphere of education, including curriculum implementation, without having the school board (Nyaga, 2009). Representatives on school governing boards ensure the inclusion and consideration of community voices in decision-making processes (Mtey, 2024). Specific criteria, such as proximity to a school with at least four levels of education, frequently led to the appointment of these representatives, often comprising different community members (URT, 2018). Their participation fosters a sense of ownership and accountability within the community as they actively contribute to shaping educational policies, resource allocation, and curriculum implementation.

During the interviews, all heads of schools (HoS) responded that having an active school board aids in planning, passing the school budget, and ensuring the smooth implementation of the curriculum at the school.

"Eeh... yes, this school has a very good school board, and it helps a lot in curriculum implementation; for instance, last time, they helped to buy a photocopy machine through fund-raising Harambee." (HoS 1)

"Eeh... Our school helps much in various curriculum implementation programs; for instance, they have more than two hundred books on different subjects." (HoS 2)

On the other hand, community members are often blamed for their lack of knowledge about the selection process, which raises concerns about whether their actual needs regarding curriculum implementation are adequately represented.

"I am aware that our school has a school board, but I'm unsure of the criteria used to select these members. Therefore, I am uncertain about their participation in curriculum implementation," said CM in FGD 3.

"Mmmh... I don't know how they were selected, so it is difficult for me to say our ideas and voices are represented," said the CM in FGD 4.

These findings highlight the significance of school governing boards in facilitating effective community participation in curriculum implementation. School heads acknowledge the pivotal role of these boards in decision-making processes, as Smith and Johnson (2019) add that school boards, composed of representatives from both teachers and community members, convene to discuss various issues related to curriculum implementation, including the availability and adequacy of teaching and learning resources. The discussions within these boards reflect the collective input and concerns of the broader community (Whitsed et al., 2021), ensuring that curriculum initiatives align with local needs and priorities (Brown, 2018). However, community members express concerns about the transparency and inclusivity of the selection process for board representatives, which raises doubts about the legitimacy of their representation and the extent to which community voices are truly considered in decision-making (Awung & Marchant, 2018). This disconnect highlights the importance of promoting transparency and communication channels between schools and local communities around its vicinity to ensure that the criteria for selection of board members are well-defined and understood, thus fostering trust and accountability in the governance process (Caldwell et al., 2010). Ultimately, addressing these concerns is crucial for fostering genuine CP and effectively integrating diverse perspectives into curriculum implementation efforts. The discussions within these boards reflect the collective input and concerns of the broader community, ensuring that curriculum initiatives align with local needs and priorities (Brown, 2018). The following section is about how community members participate in implementing the curriculum at WBSS.

4.2.2. The Ways That Community Members Use in Implementing the Curriculum in WBSS in Their Localities

Research findings reveal various ways employed by community members to implement the curriculum in their ward-based secondary schools. Miller (2018) contends that there are no fixed CP methods for implementing the curriculum because they are context-dependent. Nevertheless, people have different perspectives depending on the context and purpose of participation, as follows:

- Attending community and school meetings on academic matters; Good communication between schools' administration and the community helps to raise the standard of the school's academic performance (Bronstein & Mason, 2016). Community attendance at school academic meetings is an indicator of good communication between the school and the community (Sanders et al., 2019), which leads to good curriculum implementation (Disbray, 2017). The study's findings indicate that nearly all schools have a community-school academic meeting schedule and minutes, which they discuss during each meeting, despite the low attendance of community members. As a result, teachers alone make the majority of important decisions about students' academics. For example, through interviews, HoS from different schools recognized the importance of these meetings as they helped support various academic materials such as books, chalk, photocopy machines, and other stationery.

"Although community members' attendance at academic meetings isn't good at all, it is very important." For instance, in January of this year (2023), we conducted a fund-raising Harambee through academic meetings, which facilitated the purchase of photocopy machines, enabling us to make copies of examinations and teacher notes at a significantly reduced cost." (HoS 1)

"Community-school academic meetings play a critical role in making decisions related to students' academic performance. However, the challenge lies in the limited participation from community members in these meetings, leading to a situation where teachers make the majority of the important decisions." (HoS 2)

The reviewed documents from sampled schools revealed that the attendance of the community members at school academic meetings was poor. The findings show that the average community attendance in school academic meetings was 36 percent, and the absenteeism was 64 percent. Low community attendance in academic meetings hinders schools' ability to address their needs, leading to poor curriculum implementation (Komakech, 2015).

However, Community members responded differently to those who have children at school and those who do not. Community members with children at school somehow felt more recognized and welcomed to participate in those meetings than those who did not, who blamed the school administration's culture of inviting only members with children at school.

"I have a child at this school, and I always attend those meetings, but the problem is the poor attendance of some of us. As a result, when it comes to issues like contributions for buying books and other curricular-related materials, it becomes very difficult," said CM 1 in FGD2.

"I think school academic issue meetings are for those who have children at school and not for us who do not have secondary school children; thus, even school administration does not invite us to discuss academic issues," said CM in FGD1.

"I don't have a child at school, and our school always invites parents with children at school, so I think it is the right time to open the doors for us who don't have secondary schools as long as we build this school," added CM in FGD 3.

These findings underscore the vital role of effective communication between schools and the community in enhancing academic performance, with community attendance at school academic meetings serving as a key indicator (Durham et al., 2020). Despite nearly all schools having structured meeting schedules and discussions, poor attendance by community members significantly impacts decision-making processes, leaving teachers to make crucial academic decisions alone. This lack of community participation, as evidenced by an average attendance rate of 36 percent, severely impedes schools' ability to address educational needs and results in suboptimal curriculum implementation (Nwanguma & James, 2024).

However, community members without children attending the school express feelings of exclusion, attributing it to the school administration's perceived bias towards parents with school-going children. Hardy and Grootenboer (2016) add that the community's desire for inclusion in academic discussions highlights the necessity of broadening participation and fostering a more inclusive approach to school-community engagement. Bunijevac (2017) adds that active community participation in school activities, regardless of their status, such as attending academic meetings and participating in teaching, fosters a sense of ownership and shared responsibility for the success of the educational process. In that sense, the active CP in implementing the curriculum plays a vital role in enhancing the overall quality of education (Segoe & Bischoff, 2019).

- Encourage students to participate in field practicals, such as study tours. Facilitating student support in field practice signifies how community members are committed to enhancing curriculum implementation (Naude & Bezuidenhout, 2015). During the field practice, students receive meals, accommodation, transport support, and sometimes guidance as a way of implementing the curriculum. According to the study's findings, almost all community members actively participate in helping students go on field practicals (study tours), which in turn helps in learning.

During focus group discussions, community members expressed the way they facilitate field practicals for the children; they had the following to say:

"We usually assist them with accommodations, meals, water, and sometimes transport fares because they tell us that study tours are good for student learning." (CM in FGD 1)

"Curriculum implementation includes study tours and practicals, so we assist with meals and accommodations." (CM in FGD 2)

"These are our children; we live with them, so we give whatever is necessary for field practicals, including bus fare, meals, and accommodation." CM in FGD 3

On the other hand, school heads expressed gratitude to community members and non-governmental organizations (NGOs) for supporting students to conduct field practicals, including study tours.

"Eeh... I really appreciate communities' efforts to support our learners in conducting field trips, including bus fare, meals, and accommodations." (HoS 1)

"When we want to do any field trips or study tours, we request parents or the community for support, and they normally do." (HoS 2)

"Our school collaborates with Highlands, an NGO that annually provides bus fares and meals for our students to participate in study tours." (HoS 3)

These findings underscore the significant role of community participation in curriculum implementation, particularly in facilitating student support during field practical activities. Community members demonstrate a strong commitment to supporting student learning by providing essential resources such as meals, accommodation, and sometimes even transport fares during field practicals. Their actions reflect a sense of ownership and responsibility for their students' educational well-being (Graham et al., 2016). Additionally, the participation of non-governmental organizations (NGOs) further highlights the collaborative efforts between various stakeholders in enhancing curriculum implementation. Community members and NGOs not only ensure that students have access to practical learning opportunities (Preece & Manicom, 2015) but also foster a sense of partnership between schools and the wider community (Wheeler et al., 2018). By providing students with accommodation, meals, and transportation, community members play a crucial role in enabling the practical application of curriculum content in real-world settings (Azmeraw et al., 2024). Additionally, community members offer guidance on how to interact and live within the Indigenous environment, thereby enhancing the cultural relevance and contextual understanding of curriculum objectives (Mpuangnan & Ntombela, 2023).

- Provision of Indigenous knowledge and skills: Community participation in implementing the curriculum plays a vital role in facilitating the incorporation of Indigenous knowledge and skills into formal education. Community members possess a wealth of indigenous knowledge, including traditional medicines, cultural technologies, moral values, and religious beliefs (Sergon et al., 2022) which can enrich the learning experiences of students. The collaborative effort between local communities and educational institutions enables a more culturally relevant and inclusive curriculum that aligns with the rich indigenous traditions and heritage of the region (Porter, 2017).

Findings from focus group discussions and interviews revealed that community members and teachers feel happy with Indigenous education, like traditional dances and initiation ceremonies, being taught in normal classrooms. However, teachers wanted to be selective about some traditions, customs, and religious beliefs to avoid embarrassment to the community. They believe in promoting good discipline, customs, and culture among the learners and, hence, making them good citizens in the future.

In FGD 2, the CM responded, "In our tribe, we have initiation ceremonies for the youth, which prepare them to be good adult citizens. If we include them in the school curriculum, it means we help to have very good citizens in our nation."

"I need to teach my grandchildren how to behave before elders, wearing style, and our language; this will promote good morals and values in my future nation."

Teachers, on the other hand, agree on the importance of involving elders and church leaders in Indigenous education to promote good morals and values among the learners.

"We sometimes invite elders and church leaders to come to talk with students, especially about issues of good morals and values," replied T1.

However, other teachers had different views about integrating Indigenous knowledge into the curriculum, fearing some of it would harm the children's learning.

"Eeh, sometimes we fear inviting traditional elders because some of their teachings are harmful to our learners, such as those that teach our young girls and boys how to deal with wives or husbands," replied T3.

"Indigenous knowledge is very good for our learners, but the problem is what kind of indigenous knowledge is provided. That might be the problem," replied T4.

These findings highlight the significant role of community participation in implementing the curriculum, particularly in integrating indigenous knowledge and skills into formal education. Study findings reveal that community members and teachers express enthusiasm for incorporating Indigenous education, such as traditional dances and initiation ceremonies, into classrooms to promote discipline and cultivate good citizenship among learners. According to Goforth et al. (2022), with the active participation of the community members, these schools are better positioned to integrate Indigenous wisdom, practices, and values into their educational programs, fostering a holistic and well-rounded learning experience that honours the local heritage (Palmer, 2022).

However, some heads of schools express reservations about integrating certain aspects of Indigenous knowledge, citing concerns about potential harm to students, particularly regarding teachings related to gender roles and relationships. These divergent views highlight the complexity of integrating Indigenous knowledge into the curriculum and the need for careful consideration of its content to ensure it aligns with educational objectives while safeguarding students' well-being (Walker, 2015). Ultimately, fostering an open dialogue between schools and communities is essential for navigating these challenges and harnessing the benefits of Indigenous knowledge in education.

- Participating in classroom teaching: According to Kong (2018), as discussed earlier in the previous chapter, this method is practised in two forms: guest speakers and volunteering in teaching. Extracts from interview, FGDs, documentary review, and observation reveal that community members participate in all two forms as guest speaker and volunteering.
- Guest speakers: The Tanzanian curriculum (syllabus) allows teachers to invite community members as guest speakers (Komba, 2017). The goal is to incorporate different community skills and experiences into formal curriculum implementation. Despite that, teachers and school administration know the importance of inviting community members as guest speakers. However, the study findings revealed that teachers very rarely invite

them to participate in classroom activities because of limited time and the English language as a medium of instruction. The teacher in FGD 1 stated, "Yes, I understand that I should have invited them, but time is a challenge, particularly for those teaching examination classes."

Another teacher added (while smiling): "One day, I invited a certain person, but he failed completely to teach using the English language; instead, I allowed him to use Kiswahili and the following day, I repeated the same subtopic in English; from there, I have never invited another guest."

Additionally, through FGDs, it became clear that individual teachers, most of whom are afraid of the expense, handle the process of inviting guest speakers. "I am very interested in inviting the guest speaker in my subject, but once we invite them, they won't come, and those who do will need payment," said teacher1 in FGD1.

However, on the other side, community members expressed interest in being invited as guest speakers because they felt pleasure and respect, regardless of the costs that teachers were incurring.

"Yes, I will be very happy to come and teach my sons and daughters ABCs about life skills because it is a pleasure and a sign of respect for me to be involved in teaching," replied CM 2 in FGD 1.

The researcher observed that School X had invited an agriculture officer to instruct the students on how to create a successful vegetable garden. The system of inviting guest speakers to school X is considered normal. The study found that schools have a system to invite CMs, who are professionals, to come to schools for teaching purposes. These findings are in line with Ocan (2017) reports on the integration of professional people to participate in sharing knowledge with students to strengthen partnership and colleague-ability between teachers and community members.

- Volunteering in teaching: Despite the Education Act of 1978: 44(1) and (2) prohibiting anyone who is not qualified and licensed to teach (URT, 1978), the Tanzanian government in 2023 allowed local authorities to recruit volunteer teachers, provided they are qualified teachers or qualified personnel from other fields such as engineering, medicine, or accounting (URT, 2023). This initiative aims to address the teacher shortage in our schools, particularly in WBSS.

The study findings revealed that community members in the Morogoro Municipality are volunteering to share knowledge with teachers and students. Most unemployed graduates volunteered to teach in nearby secondary schools, not only to ensure the implementation of the curriculum but also to assist their younger siblings in fulfilling their academic aspirations (Wang et al., 2019). Through interviews, the Municipal Secondary Education Officer (MSEO) revealed that graduates from different fields request, by writing letters to the Municipal Director (MD), to volunteer to teach at a nearby school while they are waiting for employment. To avoid transportation costs, the MSEO's office assigned them to a nearby school. The MSEO stated: "Eeh... currently, the office receives a lot of application letters from different fields, including teaching and engineering. Upon receiving those letters, my office assigns them to a nearby school to minimize transportation expenses and foster a sense of familial support. Currently, nearly every school employs volunteer teachers as they await government jobs."

Additionally, an interview with WEC 2 revealed that schools occasionally receive advice to use CMs with diverse knowledge and skills for curriculum implementation. This program, apart from combating the shortage of teachers, also ensures that school-targeted goals are achieved at the end of the courses.

"I occasionally advise teachers to use team teaching with community members (volunteering teachers) to share experience in and out of the classroom." WEC 2 is stressed.

In addition, the HoS agreed with MSEO that volunteering teachers help greatly in shaping learners' behaviors because most of them are their young sisters and brothers, so they teach with great passion. Through the interview, HoS 1 said: "It is common to give sessions to teachers who come to volunteer; we give them guidelines like preparing a scheme of work, a lesson plan, and lesson notes, and then they go into the classroom under our guidance. Most of them live close to our school, so they find joy in teaching their younger siblings."

In some schools, it is very interesting that the researcher works with some community members who are not teachers by profession but are teaching the learners. "Eeh... I'm an accountant with a bachelor's degree, but here I'm teaching bookkeeping and commerce," said the teacher.

In that sense, researchers explain volunteering in implementing the curriculum as a bottom-up approach that comes from internal motivation without external pressure. When community members have the opportunity to teach at nearby community schools, they do so with integrity and passion, driven by their desire to positively influence their children's education (Sondel et al., 2019). This opportunity helps the community members feel that they are responsible for improving student conduct, education delivery, and addressing school difficulties (Paul et al., 2006). This setting acts as a powerful motivator, encouraging a sense of collective control and ownership of their children's education (Alameda-Lawson, 2014), with a focus on enhancing academic achievement and preserving other important values for the learners. Kamkwis and Zumo (2019) also mention that volunteer teachers exercise teaching skills and awaken their knowledge in practice.

Despite the indicators and ways that community members use to participate in curriculum implementation, the findings reveal low community participation, that's why the following section is about barriers that hinders effective CP in curriculum implementation in WBSS.

4.2.3. Barriers to Effective CP in Implementing the Classroom Curriculum in Ward-Based Secondary Schools in Morogoro Municipality

CP in implementing the curriculum is not an easy task. It typically involves navigating through various discrepancies and tensions (Holcomb, 2009). The study findings reveal that there are some barriers that impede community members from participating in curriculum implementation, as follows:

- **Lack of awareness:** Awareness is a tool for success. But, in this study, most of the research participants showed a lack of awareness about their key responsibilities in implementing the curriculum. Most of them contended that they were not aware of their responsibility to participate in teaching.

"I didn't even know we had a role in teaching or implementing the curriculum; nobody ever told me about it," replied CM in FGD 1.

"Honestly, I've lived here for years, and I've never heard anything about community members being involved in teaching at the school," replied CM FGD 3.

"Teaching? I thought that was just for the teachers. I didn't realize we were supposed to have any part in it," replied CM in FGD 4.

Teachers, on the other hand, blamed community members for not attending school meetings, causing them to miss some important information, including their participation in curriculum implementation.

"It's frustrating when community members don't attend school meetings; they miss out on crucial information about their role in curriculum implementation," said T in FGD 1.

"If only more community members showed up to school meetings, they would understand their responsibility in shaping the curriculum and supporting our students," replied T in FGD 2.

"It's difficult to get community input when they don't attend meetings; they're missing valuable opportunities to contribute to the success of our educational programs," replied T in FGD 3

These findings highlight a significant barrier to CP in curriculum implementation, which is the lack of awareness among community members. The lack of awareness has prevented community members from actively participating in school meetings and decision-making processes. Teachers seem to be frustrated by the absence of community members at meetings, making them unaware of many issues going on at school, including shaping the curriculum and supporting students (Miller et al., 2022). Hence, without adequate awareness and understanding, community members may continue to miss out on these opportunities to contribute effectively to educational programs (Macgilchrist et al., 2020). However, during FGDs, some community members, especially those who do not have children at school, blamed the school administration for not informing them about their responsibilities in curriculum implementation. To address this barrier, school administration is urged to implement strategies for raising awareness and educating community members about their roles and responsibilities in curriculum implementation.

- **Cultural issues:** Culture is a community identity. Each community has its own culture in terms of language, norms and customs, religious beliefs, and the arts (Macari, 2024). To some extent, culture can be good as it promotes the unity and identity of the society (Al-Zadjali, 2024). Likewise, bad culture can lead to embarrassment, dehumanization and prevention of good plans (Deffenbaugh, 2024). In this study, participants revealed some cultural issues that hinder community participation in curriculum implementation. Some cultural issues, such as traditional rituals, traditional dances associated with religious beliefs, and witchcraft beliefs, argue against public display.

"We're hesitant to participate in curriculum implementation because some of our cultural rituals and dances are considered sacred and not meant for public display," replied CM in FGD 1

"Certain religious beliefs and customs are considered private affairs within our community, so openly incorporating them into the curriculum feels like a violation of our cultural boundaries, which hinders our participation," said CM in FGD2

However, teachers largely shared the same opinion about integrating some cultural elements into the formal curriculum, fearing that some might not be beneficial for the children's learning.

"Eeh... sometimes we fear inviting traditional elders because some of their teachings are harmful to our learners, such as those that teach our young girls and boys how to deal with wives or husbands," replied T3.

"Some cultural issues, like performing rituals and religious and witchcraft dances, might be the problem for our learners," replied T 4.

These findings highlight the complex interplay between cultural beliefs and curriculum implementation, both among community members and teachers. Community members express hesitation to participate in curriculum implementation due to concerns about the public display of sacred rituals and dances. The desire to preserve cultural boundaries and safeguard sacred traditions from misinterpretation in a public educational setting drives this reluctance (Maduro et al., 2023). Conversely, teachers express comparable apprehensions about incorporating specific cultural practices into the curriculum, especially those deemed potentially harmful or unsuitable for students' educational journeys. These findings underscore the importance of respectful dialogue and collaboration between educators and community members in navigating cultural sensitivities and ensuring that curriculum content is culturally relevant, inclusive, and respectful of diverse beliefs and traditions (Rigney, 2023).

- **Bureaucratic school rules and regulations:** The schools set rules and regulations to run administrative work, including curriculum implementation (Balikci & Aypay, 2018). Some of these regulations may pose barriers to effective CP in curriculum implementation. Extracts from interviews, FGDs, documentary reviews, and observations revealed that ward-based secondary schools have passed some laws that make them inaccessible to community members. The study revealed some difficulties that community members encounter in getting permission to come to school to teach; through FGDs, community members had the following to say:

"Eeh, to me, school leadership is the major barrier to community participation in teaching because it is very difficult to get permission from the school administration," said CM in FGD 1.

"I am interested in teaching, but I get bored because of the complications of getting permission," said CM in FGD 2.

The above findings show that getting permission to access schools is a problem for the community members, despite the school administration saying it is an order from high governmental offices. For instance, an interview with HoS 4 disclosed the following:

"The NGO Kinara, which addresses gender issues in our ward, used to receive my invitations, but nowadays, obtaining permission from the higher office presents numerous challenges to them to come again," said HoS 4.

These findings suggest that there are some rules that hinder effective CP in implementing school-related activities, including teaching students. The findings align with Mfanechiya's (2015) study, which asserts that most schools have constructed walls to isolate themselves from communities like an island. Bwana and Orodho (2014) also reveal that many parents and community members are reluctant to participate in school activities because school managers and education officials do not involve them in their children's academic performance. Although, given the overwhelming evidence from credible research findings that schools cooperating with communities around them has a direct impact on overall development (Teasley, 2017), the study strongly recommends the direct participation of communities in almost all aspects of school affairs, including curriculum implementation.

- **Language issue:** Language is a crucial aspect of curriculum implementation (Zucker et al., 2021). Hence, it requires a language that all education stakeholders, including teachers, students, and community members, can understand and engage with to promote inclusivity (Gorinski & Fraser, 2006). In Tanzania, the medium of instruction in secondary school is English, while the majority of Tanzanians are Swahili speakers. The study findings reveal that teachers are reluctant to invite community members to their class sessions because most of them cannot speak English well. During FGDs, teachers revealed that English is a barrier to CP's implementation of the curriculum.

"Eeh. One day I invited a certain person to my lesson; he failed completely to teach using the English language; instead, I allowed him to use Kiswahili, and the following day I repeated the same subtopic in English; from there, I have never invited another guest," said the teacher in FGD 1.

"Many community members who live close to schools lack the English language proficiency skills required for education and exams," said the teacher in FGD 2.

"Inviting community members can be time-consuming, and their language may not align with our educational objectives," replied the teacher in FGD 3.

The above responses show that teachers and school administration fear inviting community members to their class sessions because of the language they use in teaching and learning in secondary schools. Katukula and Nyambe (2023) add that teaching children languages other than their mother tongues marginalizes a significant portion of the population and prevents them from actively participating in education. This dominance of English as a medium of instruction limits effective community participation in educational matters, particularly in Tanzania and other African countries where a majority of the population are second-language English speakers, predominantly residing in rural areas (Mashamba, 2020).

However, responses from the community revealed that the English language is not an issue for them. Their concern was about the knowledge, skills, and good morals that they wanted to impart to their children. CM1, CM2, and CM3 echoed the same idea.

"As parents, we possess valuable knowledge that we can share with our children. Today's teachers, who are often younger, may have gaps in their understanding of some traditional issues that we can help address. The root of the matter isn't solely about language; rather, it's about ensuring learners receive accurate information. Additionally, children tend to grasp concepts more effectively when taught in their mother tongue rather than in English. It is essential to use our native language (mother tongue) to instill correct values in our children."

The community members' response above demonstrates that teachers are overemphasizing the language issue while ignoring crucial values and knowledge that the community members can use to enhance student's learning and overall school performance.

- **Inadequacy teaching skills:** Participating in activities outside one's comfort zone can negatively impact self-esteem and dignity (Sarkar, 2024). Teaching is among the work which is held with very high esteem and with full procedures. Community members often feel they lack understanding of the school's culture and are intimidated by classroom procedures (Mannix-McNamara's et al., 2021). This is particularly evident in some areas, where lower educational levels and socioeconomic status make the situation worse (Vadivel et al., 2023). Extracts from interviews show that heads of schools (HOS) said the following:

"Eeh, the syllabus requires teachers to invite guest speakers, but I think teachers falsely believe that community members lack understanding and expertise regarding matters related to the teaching and learning of children," replied HOS 2.

However, during the FGDs, some teachers agreed with HOS, stating that teaching is a profession, while others blamed HOS for closing the door to guests.

"Teaching as teaching is not for everyone; therefore, we can't allow everyone to discuss classroom-related issues," said the teacher in FGD 2.

"According to school rules, there are no opportunities for community members to attend open days and observe the activities taking place within the school," replied the teacher in FGD 2.

On the other hand, some community members expressed interest in teaching, they complained that teachers and school administration ignored their concerns about their children's education. However, some community members agreed with teachers that they lack teaching skills and classroom procedures.

"I always wish to go to school to share with students moral-related issues, including spiritual matters, but once you request to go, sometimes teachers don't reply in time, and some teachers think that they cannot share with community members in participating in classroom activities," replied CM in FGD 1.

"The teachers mistakenly believe that community members lack knowledge and expertise regarding children's teaching and learning," said CM in FGD 2.

"Eeh... let us be honest, we don't have the necessary teaching skills and knowledge of classroom procedures," said CM in FGD 3.

The findings reveal a significant disconnect and tension between community members, teachers, and school heads regarding community participation (CP) in curriculum implementation. Community members express a desire to engage in their children's education, particularly in moral and spiritual areas, but face barriers such as unresponsiveness from teachers and restrictive school policies (Robinson, 2024). Teachers are divided, with some recognizing the potential value of community contributions, while others emphasize the professional nature of teaching and resist broader involvement. Heads of schools, on the other hand, acknowledge that teachers might underestimate community expertise. Despite their interest, community members admit to lacking formal teaching skills, which makes teaching more complex for them (González-Pérez and Ramírez-Montoya, 2022). Addressing these challenges requires improving communication, revising policies to allow more inclusive participation, and providing training to community members to enhance their educational involvement.

- **Time limitation:** The Tanzanian school timetable is fully packed from start to finish. The secondary school has remained academic, and largely, an emphasis is placed on accomplishing the course design. During the interviews and FGDs, most of the teachers who participated in this study mentioned time as another hindering factor to inviting CMs to teach because they have limited time to accomplish the course design. Their concern is that when CMs are invited, they fail to complete the syllabus on time. For example, during the discussion, the respondent disclosed:

"Teachers focus on completing the syllabus within the allotted time; if we allow CMs to teach, we won't finish it on time," said the teacher in FGD 1.

"I must ensure that I finish the syllabus on time to be safe when the School Quality Assurance (SQA) comes for inspection," said the teacher in FGD 2.

On the other hand, CMs had the same feelings as teachers about the time allocated in the timetable.

"As a pastor, I occasionally teach religion, but the timetable's allocation is extremely limited, and other school activities frequently interrupt these sessions," said CM in FGD 2.

The above information reveals that the Tanzanian secondary school curriculum, heavily focused on academic subjects, poses a significant time challenge for teachers (Kinyota, 2020). According to Zimmerman (2006), time constraints make it difficult for teachers to integrate community members into the established routine. So, despite the syllabus giving freedom to teachers to invite guest speakers, teachers are operating within a content-heavy curriculum, prioritizing exam results and syllabus coverage, leading to what Singh (2010) terms 'superficial curriculum implementation.' This pressure on time has resulted in examinations dictating the curriculum rather than following it, with the unfortunate consequence of sacrificing quality education (Biggs et al., 2022). The professional workload of secondary school teachers further limits their ability to consult with community members on curriculum issues, leaving untapped potential for meaningful contributions to the holistic development of the child.

5. Conclusion

Generally, this study sheds light on the crucial role of community participation (CP) in curriculum implementation within public ward-based secondary schools by paying attention to indicators, ways and barriers. The findings suggest a complex scenario for CP to implement the curriculum in ward-based secondary schools (WBSS) within Morogoro Municipality. Despite good indicators of CP in curriculum implementation, the researcher also analyzed various barriers to it.

To address these challenges and promote meaningful CP in curriculum implementation, the study recommends flexible scheduling and culturally sensitive approaches should be implemented to ensure inclusive and meaningful participation of the community (Gallegos et al., 2023). Overall, this research contributes valuable insights into the dynamics of CP in curriculum implementation and offers practical recommendations for fostering collaboration between schools and communities in the pursuit of quality education in the WBSS in the Morogoro Municipality.

6. Recommendation for Further Studies

Based on the findings, the study recommended further exploration of the following areas:

- Examining the effectiveness of policy communication to stakeholders, the obstacles to policy implementation, and the methods for enhancing policy efficacy
- Research effective strategies for engaging community members in school activities and decision-making processes. This could involve examining successful models of community-school partnerships and identifying best practices for fostering collaboration between schools and communities.
- Compare community participation in curriculum implementation across different cultural contexts to identify common challenges and effective strategies. This comparative analysis could provide valuable insights for improving community engagement practices in diverse educational settings.

Future studies that address these research areas can contribute to a deeper understanding of community participation in curriculum implementation and inform the development of strategies to enhance collaboration between schools and communities for improved educational outcomes.

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