

# The Status of Community Engagement in Management of Government Secondary Schools: A Comparative Study Between India and Tanzania

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## Abstract

The study examined the status of community engagement in the management of government secondary schools between India and Tanzania, with a focus on the engagement of the community in School Management and Development Committees (SMDCs) and School Management Boards (SMBs). Adopting a descriptive research design combined with document analysis, the study reviewed government notifications, SMDCs/SMBs proceedings, and related policy documents. A questionnaire was administered to 20 government secondary school principals and 20 SMDCs/SMBs presidents or chairpersons, selected through purposive and simple random (lottery) sampling techniques. Results showed higher engagement in Tanzania (91.5%) than in India (71.4%). While both contexts demonstrated substantive community participation, persistent challenges such as irregular training and limited awareness of governance roles were identified. The findings underscore the need for sustained capacity-building initiatives. This study contributes insights for policymakers and education planners in both countries to develop context-specific strategies that deepen community engagement in secondary school management..

**Keyterms:** Community engagement, School management, Resources, Academic achievement, and Decision making.

## 1.0 Introduction

Community engagement in the management of government secondary schools is increasingly recognised as a vital factor in improving educational outcomes and the overall development of the school environment. In both developed and developing nations, community involvement in school committees plays a vital role in the planning and implementation of educational policies, fostering a sense of ownership and shared responsibility for institutional success. Community participation in committees such as Academic, Resources, Decision Making, Purchasing, and Planning committees allows for a more collaborative approach to addressing the challenges faced by schools, improving educational quality, and ensuring that decisions reflect the needs and priorities of local stakeholders (Epstein, 2018). This research explores the status of community engagement in government secondary schools through a comparative

study of Dibrugarh district in Assam, India, and Tabora district in the Tabora region of Tanzania, focusing on the roles and functions of these committees.

### **1.1 Community Involvement in Management of Government Secondary Schools**

In India, the functions of community involvement in government secondary schools have been a focal point of various educational reforms in recent years. Studies show that secondary schools with active community participation in governance committees tend to demonstrate better academic performance, improved resource allocation, and greater involvement in decision-making processes (Griffin, 2004). The role of schools' committees, such as the Academic and Planning committees, are particularly emphasised in the Indian context as they help shape the curriculum and allocate resources based on local needs. Similarly in Tanzania, community engagement in school governance is seen as a pathway to improving educational outcomes, especially in resource-constrained environments. By involving the community in the management of schools, local leaders, parents, and teachers collaborate to ensure that the school is responsive to the educational and socio-economic needs of the community (Henderson & Mapp, 2002). This study seeks to examine how these processes manifest in two distinct regions and their effects on the overall management of secondary schools.

For several reasons, understanding the differences and similarities in community engagement practices between Dibrugarh and Tabora is essential. First, it highlights the significance of local context in shaping school management practices, particularly in resource management, decision-making, and planning. Second, the study will contribute to the broader discourse on how schools in both developing and developed regions can leverage community involvement to overcome challenges related to funding, infrastructure, and academic performance. By comparing these two countries, this research aims to offer valuable insights into the strategies that could be adopted to enhance community participation and improve school management on a global scale. The findings could inform policy recommendations for governments and educational stakeholders to strengthen school-community ties, optimize resource use, and empower local communities to play an active role in shaping the future of secondary education.

### **2.0 Literature Review**

In order to get more knowledge on, the researcher passed through various works that were in different places of the study countries as well as the other parts of the world. The following were some of the works read for the current study.

According to Vadivelu, (2018), community engagement in school governance is important in shaping the educational landscape, particularly in secondary schools, where the active involvement of different stakeholders, including parents, local leaders, and educators, can significantly influence school effectiveness. The previous study studied on status of community engagement within government secondary school committees in various districts of the same country. The current study compared two countries (India and Tanzania) on status of community engagement in government secondary schools specifically the participation in activities regarding Planning, Academic area, Resources area, Decision Making, and Purchasing area which are recommended by both countries to include community in their formation in each government schools.

In Dibrugarh District, Assam, the engagement of local communities in school governance has been growing, especially within committees like Academic and Resources. As reported by Babyegeya, (2000), local school management committees (SMDCs) in India have been increasingly empowered under the Right to Education (RTE) Act, which mandates their participation in academic activities. However, the

effectiveness of this engagement is often limited by a lack of capacity and awareness among community members, as noted by Pandey, Goyal & Sundararaman, (2010). While the committees are crucial in improving school infrastructure and academic standards, their actual impact is constrained by insufficient training and resources, leading to under-utilization of the community for school development.

Regarding decision-making and planning committees, the involvement of community members remains somewhat nominal. Bray (2001) pointed out, decision-making processes within government secondary schools in Assam often rest largely in the hands of headteachers and local education officers, with minimal involvement from parents and other local stakeholders. Despite the legal frameworks promoting community participation, the centralisation of authority and a lack of genuine consultation with communities limit the scope of decision-making committees. However, Bray (2001) highlights that where there is active engagement, there are noticeable improvements in both school performance and community relations.

On the resource management front, the role of community members in purchasing decisions is significant but often hampered by logistical issues. The involvement of school committees in purchasing educational materials and managing school finances is an important aspect of resource engagement. According to Hazarika (2022), in Assam India, although parents and community leaders are part of school management committees, their role in purchasing decisions is restricted due to bureaucratic barriers and limited financial autonomy. This constraint leads to delays and inefficiencies, which directly impact the quality of resources available for teaching and learning. Nevertheless, when these committees are allowed more flexibility, there have been instances of improved resource management in certain schools, as highlighted by Pandey, Goyal, and Sundararaman, (2010).

In Tanzania, the involvement of local communities in school governance is similarly guided by national educational policies, but the scope and depth of engagement vary. As observed by Vadivelu (2018), the role of community members in academic committees is more defined within the Tanzanian system, with local parents and leaders regularly participating in discussions about curriculum delivery and academic performance. However, this engagement is not always effective due to a lack of frequent training for members of the community, who often struggle to navigate the formal educational structures (Vadivelu, 2018). Despite these challenges, some schools in Tanzania have seen significant improvements in academic outcomes where community involvement is robust, as community members often bring in new ideas for curriculum enrichment and teaching methods.

Regarding resource allocation and purchasing, Tabora faces unique challenges. The involvement of community members in decision-making related to school resources is often limited due to economic constraints and limited local authority. According to Mbilinyi and Mguya (2022), while school committees in Tanzania are mandated to oversee resource allocation, the actual power to make significant purchasing decisions lies with local government authorities. This top-down approach often results in mismatched resource allocation, where the demands of the local schools do not always align with the resources provided. However, Merryneess & Rupia (2022) proposed that the schools that managed to create stronger partnerships with local businesses and communities often experience better resource management, especially in terms of textbooks and materials.

The governments struggled through decentralisation for parents' involvement in Decision-making and planning committees in schools. Also, with the centralization of authority. According to Lwoga (2022), the governance structure in Tanzania is intended to encourage local participation; however, local committees often find themselves sidelined in key decisions regarding school management and planning.

Most of the strategic decisions are made at the district or regional level, with minimal input from the resident members of the community who are theoretically part of the decision-making committees. Rani, (2006) highlights that, while the involvement of community members has the potential to enhance school planning, actual practices often result in limited engagement, particularly in rural areas of Tabora. Literature showed that in both India and Tanzania, community engagement in school committees is critical but remains constrained by various structural, economic, and capacity-related challenges. While both countries have legislative frameworks supporting community participation in school governance, the practical outcomes often fall short due to limited training, centralised decision-making, and bureaucratic hurdles. Hence, to improve the effectiveness of community engagement, it is essential to strengthen the capacity of local stakeholders, decentralise authority, and create more avenues for genuine participation in academic, resource, and decision-making processes.

### **3.0 Rationale of the Study**

The study compared India and Tanzania based on the status of community engagement in government secondary schools because they have almost similar politics and education systems, which is why the researcher wanted to study the differences in community engagement in schools. The rationale of the study is traced from the growing recognition of the status of community engagement in school governance, particularly in developing countries like India and Tanzania, where local participation can significantly enhance educational outcomes (Aryeh-Adjei, 2021; Sharma, (2008). Previous studies showed that community involvement in school management committees, has the potentiality to improve academic performance, resource management, and decision-making processes (Jeynes, (2010); Lwoga, 2022; Baruah, 2023; Mushi, 2021). Despite the literature pointing out the significant of engagement of community in the management of schools, the real situation indicates the community engagement in schools is not satisfactory. Therefore, this study aims to bridge the gap by comparing the status of community engagement between the two different contextual regions. Moreover, the current study focused on small units of schools' committees to discover the status of the community in secondary schools

### **4.0 Objective of the Study**

To compare the status of community engagement in the management of government secondary schools in Dibrugarh district, Assam, India and Tabora district, Tabora region, Tanzania.

### **5.0 Methodology**

#### **5.1 Method of the study**

The current study used a descriptive survey method. The population of the study comprised the 145 government secondary schools of Dibrugarh district, Assam, India and 25 of Tabora district, Tabora region, Tanzania. The researcher selected 40 schools from both countries purposively to conduct the study. The principals and presidents of the managing committees of these schools were the sample of the study. The questionnaires were developed to collect data.

### **6.0 Analysis and Interpretation**

The results from Tabora, Tanzania, and Dibrugarh, Assam, India are presented in tables that summarise the frequency and percentages of heads of schools and presidents/chairpersons of schools' responses on community engagement across various committees. Heads of school were required to rate the status of

community engagement in the schools based on the performance of the small committees established to manage different schools’ activities. These committees include *academic, resources, decision making, purchasing and planning*. The rating scale was categorised into five dimensions, which ranged from 0-20% (Very low), 21-40% (low), 41-60% (average), 61 -80% (high) and 81-100% (very high). The researcher merged the percentages of ‘very low’, ‘low’, and ‘average’ as weak, whereas ‘high’ and ‘very high’ were considered as strong engagement of the community in the respective committee in the school management.

**Table 1: Responses of Heads of Schools on the Status of Community Engagement in Schools’ Committees (Tabora, Tanzania)**

Committee name	Level of Status of Community engagement in school management Very Low (%)	Level of Status of Community engagement in school management Low (%)	Level of Status of Community engagement in school management Average (%)	Level of Status of Community engagement in school management High (%)	Level of Status of Community engagement in school management Very High (%)
Academic	0 (0%)	5 (25%)	2(10%)	4 (20%)	9 (45%)
Resources	8 (40%)	3 (15%)	2(10%)	3 (15%)	4 (20%)
Decision Making	0 (0%)	3 (15%)	1(5%)	7 (35%)	9 (45%)
Purchasing	6 (30%)	1 (5%)	3(15%)	4 (20%)	6 (30%)
Planning	6 (30%)	2 (10%)	2(10%)	5 (25%)	5 (25%)

From Table 1, data shows that in Tabora district, 80% of heads of schools declared that there was high engagement of the community in the management of schools in matters related to decision-making, followed by 65% who said there was engagement in academic matters, then 50% on engagement in purchasing, and 50% stated there was engagement in issues related to planning. However, 35% engagement was found in the resources committee. Hence, from the results, it can be concluded that there was high engagement of the community in matters related to decision making and academics.

**Table 2: Responses of Chairpersons on Status of Community Engagement in Schools Committees (Tabora, Tanzania)**

Committee	Very Low (%)	Low (%)	Average (%)	High (%)	Very High (%)
Academic	0 (0%)	6 (30%)	3(15%)	2 (10%)	9 (45%)
Resources	3 (15%)	9 (45%)	2(10%)	6 (30%)	0 (0%)
Decision Making	0 (0%)	4 (20%)	0(0%)	6 (30%)	10 (50%)
Purchasing	2 (10%)	10 (50%)	1(5%)	6 (30%)	1 (5%)
Planning	3 (15%)	7 (35%)	2(10%)	7 (35%)	1 (5%)

From table 2 data shows that in Tabora district, 80% of heads of schools declared that there was high engagement of community in the management of schools in matters related to decision making, followed by 55% engagement in academic matters, then 40% engaged in issues related to planning and 35% engagement in purchasing. However, 30% engagement was found in resources committee. Hence from the results, it can be concluded that there was high engagement of community in matters related to decision making and academics.

**Table 3: Responses of Principals on Community Engagement in Schools’ Committees (Dibrugarh, India)**

Committee	Very Low (%)	Low (%)	Average (%)	High (%)	Very High (%)
Academic	2 (10%)	3 (15%)	4(20%)	6 (30%)	5 (25%)
Resources	6 (30%)	5 (25%)	2(10%)	4 (20%)	3 (15%)
Decision Making	0 (0%)	5 (25%)	2 (10%)	5 (25%)	8 (40%)
Purchasing	0 (0%)	1 (5%)	2 (10%)	3 (15%)	10 (50%)
Planning	0 (0%)	0 (0%)	7 (35%)	8 (40%)	9 (45%)

From table 3 data shows that in Dibrugarh district, 85% of heads of schools declared that there was high engagement of community in the management of schools in matters related to planning, followed by 65% engagement in decision making and 65% in purchasing. then 55% engaged in issues related to academic matters. However, 35% engagement was found in resources committee. Hence from the results, it is found that there was high engagement of community in matters related to purchasing, decision making and planning in Dibrugarh district secondary schools.

**Table 4: Responses of SMDC Presidents on the Status of Community Engagement in Schools Committees (Dibrugarh, India)**

Committee	Very Low (%)	Low (%)	Average (%)	High (%)	Very High (%)
Academic	2 (10%)	3 (15%)	5(25%)	5 (25%)	5 (25%)
Resources	2 (10%)	7 (35%)	8(40%)	0 (0%)	3 (15%)
Decision Making	5 (25%)	1 (5%)	6(30%)	1 (5%)	7 (35%)
Purchasing	0 (0%)	4 (20%)	7(35%)	3 (15%)	6 (30%)
Planning	4 (20%)	2 (10%)	5(25%)	6 (30%)	3 (15%)

From table 4, the data show that in Dibrugarh district, 50% of heads of schools declared that there was high community engagement in the management of schools in matters related to academics, followed by 45% engagement in decision-making, 45% in purchasing, and 45% in planning. Then 40% engaged in issues related to decision-making. However, 15% engagement was found in the resources committee.

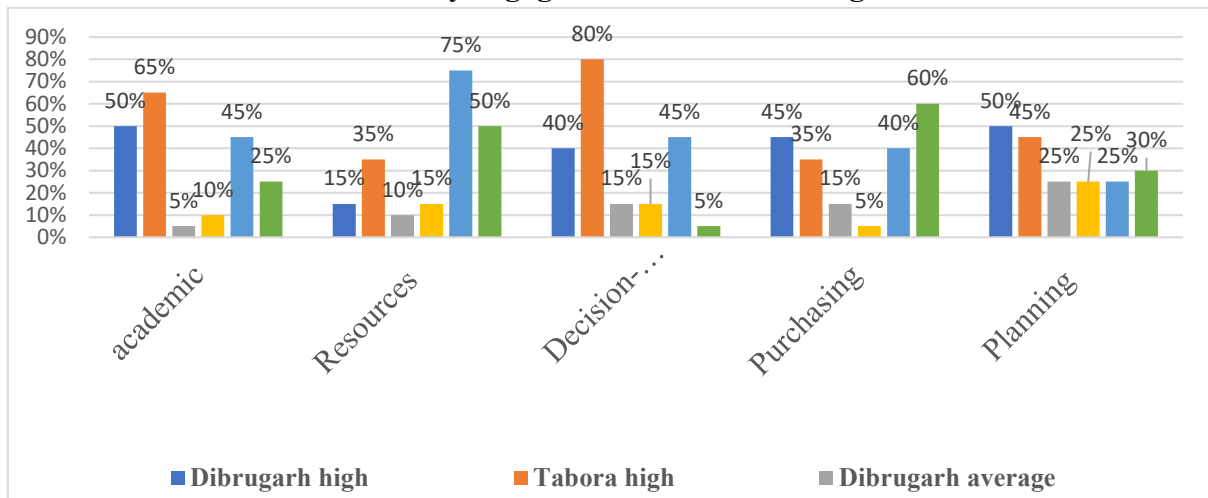
Hence, the results show that there was high community engagement in matters related to purchasing, decision-making, and planning in Dibrugarh district secondary schools.

**Table 5: School Committees with Low, Average and High Status of Engagement of the Community in the Management of Secondary Schools (Responses given by SMDC Presidents and Tabora SMB Chairpersons)**

Committee	Status level	Dibrugarh (India)		Tabora (Tanzania)		Remarks
		Frequency	Percentages	Frequency	Percentages	
Academic	low	09	45%	05	25%	<b>Dibrugarh low</b>
	Average	01	05%	02	10%	
	High	10	50%	13	65%	
Resources	Low	15	75%	10	50%	<b>Dibrugarh low</b>
	Average	02	10%	03	15%	
	High	03	15%	07	35%	
Decision making	Low	09	45%	01	05%	<b>Dibrugarh low</b>
	Average	03	15%	03	15%	
	High	08	40%	16	80%	
Purchasing	Low	08	40%	12	60%	<b>Tabora low</b>
	Average	03	15%	01	05%	
	High	09	45%	07	35%	
Planning	Low	05	25%	06	30%	<b>Tabora low</b>
	Average	05	25%	05	25%	
	High	10	50%	09	45%	

Table 5 shows the level of status of the community participation/engagement through various committees formed in the schools for the management of different areas of school management.

**Figure 1: Responses from Dibrugarh SMDCs presidents and Tabora SMBs chairpersons on status of community engagement in school management**



Data from SMDCs presidents and SMBs chairpersons (table 5 and figure 1) in Dibrugarh and Tabora districts government secondary schools, indicated that engagement of community in schools’ management was higher in purchasing (45%) and Planning (50%) committees. Whereas the results show that in the rest of committees, that is Academic (50%), Resources (15%) and decision-making (40%) the community engagement was found to be lower in comparison to Tabora district. However, in Tabora district secondary schools the engagement of the community in the management of secondary schools was found higher in Academic (65%), Resources (35%) and decision-making (80%) committees, whereas low status was found in Planning (30%) and Purchasing (60%) committees. This implies that the status of community engagement was higher in Tabora than Dibrugarh government secondary schools which showed higher status in only two committees. That means the majority of SMDCs Presidents (Dibrugarh) chose high engagement of the community in planning and purchasing committees and low engagement in academic matters, resources and decision-making committees. Similarly, the majority of SMBs Chairpersons in Tabora responded higher engagement in Academic, Resources and decision making while low status found in Purchasing and planning committees. When compared to Dibrugarh data.

Therefore, from the response given by presidents and chairperson on the status of community engagement in school management, Tanzania was found with better status because in five committees assessed they were better in three while Dibrugarh was better in two committees equivalent to 40% and 60% for Dibrugarh and Tabora respectively (each committee was assigned to have 20%).

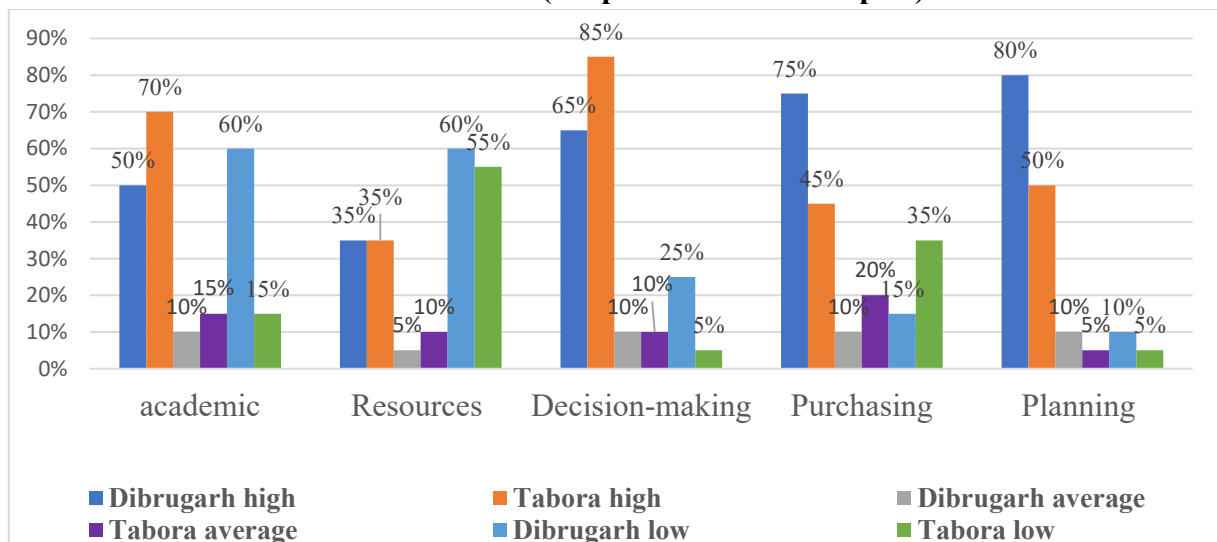
**Table 6: School Committees with low and high status of community engagement in the management of secondary schools in Dibrugarh and Tabora districts (Responses by Schools Principals)**

Committee	Status	Dibrugarh		Tabora		Remarks
		Frequency	Percentages	Frequency	Percentages	
Academic	low	8	60%	3	15%	Dibrugarh low
	Average	2	10%	3	15	average
	High	10	50%	14	70	Tabora high
Resources	Low	12	60%	11	55	Dibrugarh low
	Average	1	5%	2	10%	average

Committee	Status	Dibrugarh		Tabora		Remarks
		Frequency	Percentages	Frequency	Percentages	
		High	7	35%	7	
Decision making	Low	5	25%	1	5%	Dibrugarh low
	Average	2	10%	2	10%	
	High	13	65%	17	85	Tabora high
Purchasing	Low	3	15%	7	35	Tabora low
	Average	2	10%	4	20	average
	High	15	75%	9	45	Dibrugarh high
Planning	Low	2	10%	9	45	Tabora low
	Average	2	10%	1	05%	average
	High	16	80%	10	50%	Dibrugarh high

The results from Table 6 showed that in some dimensions, Dibrugarh had a higher status of community participation in school management than Tabora, and in other dimensions of management, Tabora had a higher status of community participation compared to Dibrugarh district. Figure 2 indicates the summary of the results:

**Figure 2: Participation of Community in Schools’ Management and Development Committees/School Management Boards in Government Secondary Schools of Dibrugarh and Tabora Districts (Responses from Principals)**



Data from table 6 and figure 2 in Dibrugarh and Tabora districts government secondary schools indicate that engagement of the community in schools’ management in Dibrugarh was higher in purchasing (75%) and Planning (80%) committees than engagement in Tabora schools. The results show that in the rest of the committees, that is, Academic (60%), Resources (60%), and decision making (25%), community engagement was found to be lower in comparison with Tabora district. However, in Tabora district secondary schools, the engagement of the community in the management of secondary schools was found

to be higher in the Academic (70%) and decision-making (85%) committees. On the other hand, low engagement was found in Purchasing committees (35%) and Planning committees (45%). However, both districts were found to have equal status in community engagement in managing schools in the Resources Committee by 35%.

The results show some similarities between the two districts, whereby the community engagement status in Dibrugarh and Tabora government secondary schools had two committees with a higher engagement status, and two committees with a lower engagement status.

Moreover, from the response given by principals on the status of community engagement in school management, Dibrugarh and Tabora were found to have similar status because out of the five committees assessed, Dibrugarh and Tabora got 50 % each. This is because each side got better engagement of the community in school management than the other side in two committees. Also, in one committee, both met in average scores. So, 20% of this committee was divided equally between Dibrugarh and Tabora, which led to the status for Dibrugarh to be 40% +10% and for Tabora 40% +10 %, making a total of 50% engagement in each study area in community engagement in management of secondary schools. (each committee was assigned to have 20%).

Therefore, the researcher suggests that, for active engagement of the community in government secondary schools, among other things, the principals and community members should attend frequent seminars to perform their role successfully, considering that much power has been vested to the SMDCs/SMBs as far as principals are concerned.

## 7.0 Results and Discussion

From table 1 and 2, the results showed that community engagement levels in Tabora were relatively high in committees responsible for the decision-making and academic functions. Notably, 80% of heads responded engagement in the decision-making committee as very high, followed by 65% of heads responding engagement in the academic committee, which aligns with literature stressing the advantages of academic inclusivity in fostering school progress (Nadeem, Khan & Gul, 2020). However, engagement was notably weak in resource committee, with 35% responded as very low. This aligns with challenges identified in emerging countries, where inadequate resources hinder active community participation (Narwana, 2015). On the other hand, the data from both Chairpersons and principals showed similar results of weak engagement of community in resources utilisation management in the government secondary schools. This suggests a disconnect in mobilising education stakeholders for engagement in resource management committee.

From tables 3 and 4, the results showed that community engagement levels in Dibrugarh were relatively high in planning and academic committees. Notably, 85% of school' heads responded that the engagement of the community in the purchasing committee was very high, followed by 50% of heads who responded that engagement in the academic committee was very high. For instance, 85% of principals responded that planning engagement was very high. This result looks consistent with studies by Ramachandran, (2001), which argued that structured planning enhances community trust in education governance. Conversely, resource committee engagement was predominantly low (15% very low for principals and 45% for School Management and Development Committees (SMDCs) presidents, reflecting persistent issues in resource allocation and management in India. These findings indicate that although academic and planning committees in both contexts perform well, targeted interventions are necessary to enhance engagement in resource and purchasing committees.

Comparing the two contexts, the findings revealed overall higher satisfaction with the community engagement in Tabora than in Dibrugarh. This disparity may be attributed to differing cultural, structural, or policy approaches to stakeholder involvement in school committees. Kumar (2019) framework on school-community partnerships suggested that strong leadership and clearly defined roles in community involvement lead to higher engagement levels. In Tabora, the higher responses in academic and decision-making committees by chairpersons could reflect more effective collaboration and shared responsibilities. Comparatively, lower responses regarding the engagement of the community in resource management in schools of Dibrugarh district align with findings by Nadeem, Khan & Gul, (2020), who emphasised that limited communication and ambiguous committee functions often reduce perceived engagement.

The data underscores the significance of fostering collaborative practices to improve community engagement in school committees. As Diwan & Govinda (2003) ecological systems theory suggests, the interaction between schools and communities forms a critical layer influencing educational outcomes. Differences between Tabora and Dibrugarh highlight the importance of context-specific strategies to enhance these interactions. For instance, Tanzanian schools prioritised sustained parental involvement, while Indian schools might focus on addressing systemic barriers to stakeholder participation. These findings provide important insights into enhancing community engagement and underscore the contribution of targeted interventions personalised to the unique needs of each educational system.

The findings show that school heads and SMDC presidents/chairpersons' responses regarding community engagement in decision-making, planning, and matters related to academics in both districts were strong. This suggests that most schools' leadership is aware of the importance of engaging the community in all matters related to academics, planning and decision making, which are the chief goals of educational institutions. However, the findings showed unsatisfactory status of community engagement in other committees, such as purchasing and resources.

Though Dibrugarh showed a slightly varied spread of responses, 85% of respondents responded planning as very high (very strong), while 50% responded academic engagement as strong. The findings reveal that planning, academics and decision making are among the key areas contributing to educational institutions' academic development. The slight difference in responses between Tabora and Dibrugarh could be attributed to several contextual factors. Govinda, (2004) argued that community engagement in school committees often reflects local socio-political contexts, available resources, and historical involvement of the community in educational initiatives. Mixed responses from Tabora reflect more of a community that has experienced success but is still in need of more efforts to improve community engagement in all important aspects of school development. Meanwhile, partial engagement in some committees, including resource utilisation management in Dibrugarh, may imply a poor link between the school and the community as part of the education stakeholders. Govinda, (2000) and Henderson and Mapp (2002) were among the scholars who emphasised the importance of leadership in fostering successful school-community partnerships. Furthermore, Mwakasangula, (2023) stated the barriers to effective community engagement, such as inadequate communication channels or lack of training among school leaders.

Therefore, both sets of data underscore the importance of examining community engagement from a localized perspective, as highlighted by Suleiman and Mgaya (2019). They suggested that even within the same country, regional differences in governance, infrastructure, and cultural values can significantly influence the outcomes of school-community collaboration. The results imply that while both regions may recognize the need for community engagement in school planning, the mechanisms for achieving effective collaboration vary widely. Therefore, targeted interventions, such as capacity-building for school leaders

in Dibrugarh or scaling up successful community involvement strategies in Tabora, could enhance overall engagement outcomes in both areas.

For instance, research by Solve, (2014) suggested that schools in rural or developing areas often face challenges in establishing strong community ties due to logistical barriers, whereas schools in more urban or resource-rich areas may have better access to community networks, leading to higher levels of engagement.

Additionally, the perceived high levels of engagement in Dibrugarh could also be attributed to effective local policies (Notification 2011 and 2016 on SMDC formation and function) that encouraged community participation in school affairs. According to studies by Mwageni, (2021), schools that implement structured community involvement programs often see greater participation from parents and local organisations, resulting in higher engagement among school heads.

Therefore, from the data analysis and interpretation done, it was found that in both India and Tanzania, the governments managed to put some rules and guidelines in place that engage the community in schools' management. However, the engagement alone without close follow-up for active participation in the schools' management areas/ committees is nothing but an image if no close supervision and evaluation of what the heads of schools and the community should do in ensuring that their responsibilities and duties are fulfilled as planned. Hence, it is concluded that there is a need to provide education, including seminars, to principals, members of SMDC and SMB to increase awareness and skills on how to work cooperatively between parents and teachers. This will improve education quality by solving challenges existing in these schools, like a decrease in enrolment in the Dibrugarh government school. Schools

## 8.0 Recommendations

- The government should provide regular training for school committees (SMDC/SMB) on effective community engagement and resource management to ensure active participation and informed decision-making.
- Th government should increase funding for teaching and learning materials in government secondary schools, ensuring that communities are equipped with the resources needed for academic improvement. Further, more autonomy to local schools should be granted committees to make decisions regarding resources and curriculum, thereby promoting more relevant and responsive engagement.

These recommendations aim to address the current limitations in community engagement, focusing on practical steps that can help improve school performance despite challenges in resource availability.

## 9.0 Conclusion

Therefore, the government and community should unite and have a strong collaboration for the provision of quality and relevant education for the modern world. Strong collaboration ensures the availability of teaching staff, a good teaching and learning environment, teaching and learning resources/ facilities, motivation (extrinsic) and improvement of the curriculum for the best academic and social performance of children in the government schools. More studies should be done on ways to bring strong collaboration between parents and governments to eliminate all challenges facing quality education in government secondary schools.

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