

The Role of Force Account Building Committees in Promoting the Construction of Quality Infrastructure in Public Primary Schools in Morogoro Municipality, Tanzania

***Sothery S. Nchimbi and Onesmo Amos (PhD)**

Jordan University College

A Constituents College of St. Augustine University of Tanzania

P. O. Box 1878, Morogoro, Tanzania – East Africa

*Contact: sotherynchimbi949@gmail.com

doi: <https://doi.org/10.37745/ijeld.2013/vol12n97287>

Published December 15, 2024

Citation: Nchimbi S.S. and Amos O. (2024) The Role of Force Account Building Committees in Promoting the Construction of Quality Infrastructure in Public Primary Schools in Morogoro Municipality, Tanzania, *International Journal of Education, Learning and Development*, Vol. 12, No.9, pp.72-87

Abstract: *This study aims to assess the role of Force Account Building Committees (FABCs) in promoting the Construction of Quality Infrastructure in Public Primary Schools in Morogoro Municipality, Tanzania. This study adopted the Participatory Governance theory propounded by Arnstein, (1969) corroborate with Fung, (2003). The study utilized a convergent research design under a mixed research approach, probability and non-probability sampling technique was employed to sample 51 teachers; 3 Head of Primary schools (HPS), and 12 Force Account Building Committee Members (FABCs) from 3 Primary Schools. The study used questionnaires and interview guides to collect data which were analyzed descriptively, inferentially, and thematically. Findings reveal that while FABCs play an imperative role, they face challenges such as financial constraints and bureaucratic obstacles hindering their optimal performance. Recommendations given by this study include the Government should increase financial support and streamlining bureaucratic processes which is crucial in enhancing the effectiveness of Force Account Building Committees in ensuring quality infrastructure in public primary schools. Finally, the study recommends further research on Force Account Building Committees, as the researcher identified a lot of challenges to be addressed.*

Keywords: force account, quality infrastructure, community participation, and building committees

INTRODUCTION

Force account method has led to the economic empowerment of local skilled labors and hence causing great changes to their life due to increased capital as well as knowledge gain (Tekka, 2018). Globally, especially developing countries strive to ensure high-quality construction and rehabilitation of infrastructures while minimizing costs by involving force account method recently has gained good reputation due to its potential for improving efficiency and cost-effectiveness. In Africa a committee is termed as group of people delegated to officially perform a function, such as scrutinizing, in view of, reporting, or dealing with the matter. “Some committees function like task forces and work on specific, time-limited projects (Collins, 2012)”. In Tanzania, the government has prioritized this method for renovations, repairs, and rehabilitation works, as highlighted by Mchopa (2020).

The Public Procurement Regulatory Authority (2020), highlighted that force account is art of involving community or semi-public departments executing projects with their personnel and equipment, often in collaboration with other public or private entities. Quality infrastructure is crucial for delivering effective primary education, providing safe and conducive learning environments. However, many schools in Tanzania face challenges such as inadequate facilities, which create disparities in educational quality. Ensuring well-managed teaching and learning environments in primary schools is essential for enhancing educational outcomes and community development. In Tanzania, FABCs have emerged as key players in promoting the construction and maintenance of school infrastructure. These committees consist of local stakeholders, including school officials, community members, and local government representatives. Their involvement is crucial in managing and supporting school infrastructure projects, fostering community contributions, and improving educational facilities. The study aims to fill the gap by examining the role of FABCs in promoting quality infrastructure in Morogoro Municipality's public primary schools. It emphasizes the importance of community engagement in education and the effective management of school facilities to support educational programs and outcomes.

Statement of the Problem

Recent literature has suggested that “management support and staff competence are crucial determinants of the effectiveness of the force account approach” in these projects (Macharia, 2023). Despite the potential of the force account method to improve efficiency and reduce costs (Mchopa, 2020), previous studies have not thoroughly examined the role

of Force Account Building Committees. The limited information available does not adequately address how these committees contribute to the standard of school infrastructures. Given the pivotal role of Force Account Building Committees in ensuring the quality of school infrastructures, it is essential to conduct further research to evaluate their effectiveness. This study aims to address this gap by analyzing the effectiveness of these committees at the municipal level, with a focus on Morogoro Municipal, Tanzania. By including perspectives from Heads of Schools and School Teachers, this research provided a more comprehensive understanding of the variables involved. The findings can help improve the implementation of force account guidelines and enhance the overall efficiency and effectiveness of public procurement in the construction sector.

Research Objective, Question, and Hypothesis

Research Objective

To explore potential strategies for enhancing the effectiveness of Force Account Building Committees in promoting infrastructure development

Research Question

What strategies can be implemented to enhance the effectiveness of Force Account Building Committees in promoting infrastructure development?

Research Hypothesis

There is a significant linear relationship between community members' involvement in the decision-making process and the collaboration of committee members using local business contractors in the effectiveness of Force Account Building Committees.

Review of Related Theories

The study on the role of Force Account Building Committees (FABCs) in promoting quality infrastructure in public primary schools in Morogoro Municipality, Tanzania, is grounded in the framework of Participatory Governance Theory (Arnstein, 1969). This theory posits that involving local communities in decision-making processes enhances the effectiveness and sustainability of development initiatives the Participatory Governance Theory advocates for the inclusion of citizens in governance processes therefore involving local stakeholders such as school officials, community members, and local government representatives, projects can better align with the needs and preferences of the community

(Fischer, 2013). The theory emphasizes the decentralization of decision-making and the fair distribution of resources. This decentralization ensures that decisions are made closer to the affected populations, potentially leading to more relevant and effective solution. Greater public participation often results in increased transparency and accountability within governing bodies. This reduces the likelihood of corruption and ensures that public resources are used effectively (Bussu et al., 2022). By empowering local communities through participatory governance, there is a greater sense of ownership and responsibility for the projects undertaken. This can lead to more sustainable and maintained infrastructure, as the community is directly invested in the outcomes. While participatory governance promotes inclusivity and transparency, it can sometimes be limited by the lack of specialized knowledge and expertise among ordinary citizens. This can affect the efficiency and effectiveness of decision-making within committees such as FABCs.

Review of Empirical Studies

In West Bengal India Dasgupta and Williams (2023) conducted a study on Democratic forms of state-citizen a participatory method in Government for the Development of Committees. However, the research findings indicate the importance of a wider political analysis in understanding institutional reform, and that leftist parties are not automatic supporters of empowered participatory governance or well-designed institutions to deepen democratic engagement. The studies show those approaches of involvement of community participation in any activity promote openness and collective responsibility. Therefore, by involving community participation, targeted engagement, resource mobilization, empowerment, and contained solutions, force account building can significantly enhance the quality of school infrastructures, leading to improved student learning achievements

The study was conducted in North America in Cuba, Ambuehl et al. (2022). Argued that Community participation promotes psychological ownership of a shared resource this involves community-based participation, a process through which beneficiaries can actively influence and define the direction and execution of development programs, and can promote long-term uptake, use, and management of shared resources, such as community-based safe water infrastructure. The study did not analyze which type of community should be involved, whereby there are need to look at the effectiveness of the force account building committee as a representative of the community in infrastructure buildings. However, results suggest that participation promotes positive outcomes for

shared resources by fostering a sense of ownership in three ways: having control, intimate knowledge, and investing in the self.

Sanfo (2020) conducted a study in Burkina Faso in western Africa, the study aimed at examining Community participation and primary school students' learning achievements in small- communities scale gold mining, Studied the ratio of differences in students' learning achievements associated with community participation and discovers changes in students learning achievements associated with various community components, focusing on the context of small-scale gold mining communities. Results suggest that community participation in school life is associated with students' learning achievements, but the association depends on community participation. The investigator did not pinpoint how the community could be involved in, or participate in the project, hence there is a need to show the involvement of Force Account building Committees in the project of improving school infrastructures

Mugarula (2023) studied the effectiveness of force accounts in the construction of projects and argued that Using force accounts is crucial in Local Government since for a long time there has been opposed to the high cost of construction, delayed completion, and low quality, due to contractors as result in the Government has been emphasizing the use of force account method. However, the study did not involve the key implementers in force account building of the program at the school level hence leading to the need for the current study in the effectiveness of force account building committees. The research findings revealed that force account guidelines should be reviewed by creating a specific force account department with enough proper technical personnel and working tools.

In Tanzania, Macharia (2023) studied the effectiveness of the force account approach in Tanzanian local government authorities. The study used a cross-sectional design in which data were collected from procurement practitioners in the study area. This denotes that, the researcher depends only on numerical data during the study. Nevertheless, the method employed in this study limits the possibility of exploring in-depth knowledge on the topic (Tamminen & Poucher, 2020). This leads to the need for further study on the force account approach to implementing construction projects in primary school settings. The research findings revealed that management support and staff competence are essential determinants of the effectiveness of the force account approach in Tanzanian local government authorities' construction projects. This signifies that competent management and supporting staff are imperative in the effective execution of construction projects

using force accounts in the primary school context. However, the study did not involve the key implementers (Force Account Building Committees) of the program at the school level hence leading to the need for the current study.

METHODOLOGY

The study employed a convergent research design under a mixed research approach. Both probability and non-probability sampling techniques were used to sample respondents. Pace (2021) Determining the appropriate sampling method requires a clear evaluation of the sample group's uniformity, diversity, population listing, or geographical dispersion. Purposive sampling techniques and simple random sampling techniques were used to get the respondents. The study sample consists of 3 public primary schools, 12 FABC members, 3 Heads of Primary Schools, and 51 teachers making a total of 66 respondents. The instruments used to collect data were questionnaires and interview guides. The reliability of the questionnaire was tested by using the Cronbach Alpha formula. Where by Cronbach Alpha coefficient of 0.735 was obtained for the Teacher's questionnaires. Meanwhile, the conformability of qualitative data was ensured by increasing transparency concerning faithfulness to data collection procedures and faithfulness to ethics. The quantitative data were examined using descriptive and inferential statistics with the aid of Statistical Packages for Social Sciences version 20. The quantitative data were coded and analyzed through descriptive statistics and presented through percentages, and mean scores in tables in alignment with research questions. The qualitative data were analyzed thematically, and presented through narration. Ethical standards were observed by using anonymity, confidentiality, obtaining permission letters, and providing informed consent to participants before collecting data.

FINDINGS AND DISCUSSION

This research question aimed at finding out Strategies that can be implemented to enhance the effectiveness of Force Account Building Committees in promoting infrastructure development. The data from teachers are presented and defined along with supportive findings from other respondents like the Head of Primary Schools, and Force Account Building Committee of School. Data presentation on the Strategies can be implemented to enhance the effectiveness of Force Account Building Committees in promoting infrastructure development presented in a way that the percentage of Disagree (D) and

Strongly Disagree (SD) are combined together to form disagreement opinion, the percentage of Undecided (U) is presented in the same manner participants responded and the percentage of strongly Agree (SA) and Agree (A) are combined to form agreement opinion. This method of interpretation was considered the best method because it comprised the representation of the general opinion of respondents. The combination of scores was guided by Lindner, (2024) who argued that scores derived from a Likert scale are summated scores determined by a composite of responses to multiple items and not responses from individual items. Table 1 shows the responses of teachers on what to implement to enhance the effectiveness of Force Account Building Committees in promoting infrastructure development.

Table 1: Teachers' Responses on Strategies for Enhancing the Effectiveness of Force Account Building Committees in Promoting Infrastructure Development [n=51]

| S/N | Statement | Results | | | | | Mean |
|-----|---------------------------------------------------------------------------------------------------------|---------|------|------|------|------|------|
| | | SD | D | U | A | SA | Mean |
| | | % | % | % | % | % | |
| 1 | Awareness of the Force Account Committee in their area. | 13.7 | 5.9 | 15.7 | 29.4 | 35.3 | 3.67 |
| 2 | Current Committee's effectiveness in promoting infrastructure development | 3.9 | 17.6 | 17.6 | 43.1 | 17.6 | 3.53 |
| 3 | Activeness participation in committee-initiated projects. | 13.7 | 11.8 | 27.5 | 33.7 | 13.7 | 3.22 |
| 4 | The involvement of community members in decision-making enhances the committee's effectiveness. | 3.9 | 15.7 | 21.4 | 31.4 | 27.5 | 3.63 |
| 5 | Important to collaborate with local businesses in infrastructure projects. | 7.8 | 13.7 | 27.5 | 27.5 | 23.5 | 3.45 |
| 6 | The provision of training and resources to committee members improves their project management ability. | 2.0 | 15.7 | 17.6 | 35.3 | 29.4 | 3.75 |
| 7 | Satisfaction with current performance of school Building Committees. | 17.6 | 9.8 | 13.7 | 49.0 | 9.9 | 3.24 |
| 8 | The need of the committee to improve infrastructure development in the community. | 9.8 | 3.9 | 19.6 | 39.2 | 27.5 | 3.71 |
| 9 | Receiving training in infrastructure development and project management. | 19.6 | 13.7 | 19.6 | 29.4 | 17.6 | 3.12 |
| 10 | Importance of Seeking input from educators when planning infrastructure. | 5.9 | 5.9 | 19.6 | 37.3 | 31.4 | 3.82 |

Key: SD- Strongly Disagree, D- Disagree, U- Undecided, A-Agree, SA -Strongly Agree

Source: Field Data (2024)

Data in Table 1 indicates a reasonable (64.7%) of respondents, agree and strongly agree that they are aware of FABCs within their area with a mean of (3.67)). This means that there is a reasonably high level of awareness about these Force account committees within the surveyed populations. The findings indicate that the concept and role of these committees is well-known. High awareness levels are often associated with higher trust and participation in community projects (Fung, 2015). This denotes that with higher awareness, community members are more likely to actively engage and participate in the project. These findings were supported by a response from HPS 1 which said that

“Involving teachers enhances the effectiveness of Force Account Building Committees by increasing community awareness, ensuring active participation, enhancing transparency and accountability, fostering collaboration with local businesses, and providing necessary training and resources (HPS1, Personal communication, 14 May 2024).

The information by HPS 1 implies Teachers can help raise awareness about the committee's activities and goals within the local community. The findings reveal that Teachers are key figures in FABCs as they can bring their expertise and experience to ensure the committee's operations are transparent and accountable to the community. These findings correspond with the study by De Geus et al. (2022) who insisted that by addressing awareness among its members, FABCs can significantly improve their ability to promote sustainable and impactful infrastructure development. The study highlights that creating awareness is a critical factor that can influence the effectiveness and impact of FABCs. Improving awareness among FABC members is seen as a key strategy to enhance the committees' performance.

Figures in Table 1 specify that the majority (60.7%) of teachers agreed and strongly agreed that; the current committee's effectiveness in promoting infrastructure development is regarded as satisfactory with a mean of (3.53). This implies that the majority of teachers perceive the current committee to be reasonably effective in driving infrastructure development projects and initiatives after receiving funds from PO-RALG Brinkerhoff (2021) shares similar thoughts on the matter by stating that committees with clear objectives, transparent processes, and accountability mechanisms tend to be more effective. The findings mean FABCs maintain transparency and have well-defined objectives that are more likely to be effective in their infrastructure development efforts. This is in line with information denoted by the Head of Primary School 2 said that;

“Improved transparency and accountability boosts community trust and make the committees more effective in managing infrastructure projects” (HPS1, Personal communication, May 14, 2024). The information from HPS 1 suggests that the approach of Force Account on transparency and accountability seems to have a good level of awareness among respondents, with an important portion indicating active participation in committee-initiated projects. This suggests that efforts to engage the community have been fairly successful. The results are supported by Mchopa, (2020) whose discoveries revealed that poor students’ academic achievement was attributed to the lack of a consistent force account instructions applicable all over the country by the particular procuring bodies and lack of transparency. Nevertheless, the legitimate provisions on force accounts are scarce for the sake of implementing best practices. Therefore, controlling authorities ought to ensure that the freshly introduced force account rules are enforced accordingly to improve efficiency and effectiveness. Likewise, there is a need for a continuous training on force account among stakeholders involved for continuous improvement

Statistics in Table 1. Disclose that Teacher's Participation in Committee-Initiated Projects is moderate with a response of (68.7%) and a mean of (3.82) agree and strongly agree with the topic. This indicates that the level of teachers' participation in committee-initiated projects is moderate, rather than high or low. The findings point out that a moderate level of participation implies that there should be opportunities to further increase and strengthen the involvement of teachers in these committee-initiated projects. The finding corresponds with a study by Dewantara (2020).) Who argues that active participation is vital for ensuring that projects reflect community needs and preferences, continued added that active involvement can lead to more empowered communities and better project outcomes. The findings concur with what Head of Primary School 3 (HPS 3) narrates when asked about teachers' participation during an interview session,

“They argued that despite their participation in the force account building committee there is a need for all teachers to get training on how to run the project concerning the force account building committee because most of the teachers apart from parents are ones who are contributing much in formulating the committee” (HPS 3, Personal communication, May 15, 2024).

The Information by HPS 3 Denotes that some teachers are rejecting to be involved in school activities especially in supporting building supervision is because they’re not aware

of it and they are not providing extra package when the execution of project taking place because of limited fund disbursed by Government.

Despite the majority (68.7%) responses agreeing on the importance of seeking input from educators with a high mean (3.82), there are still around (10.9 %) who disagree or strongly disagree with the statement. As Figure 1 below indicates,

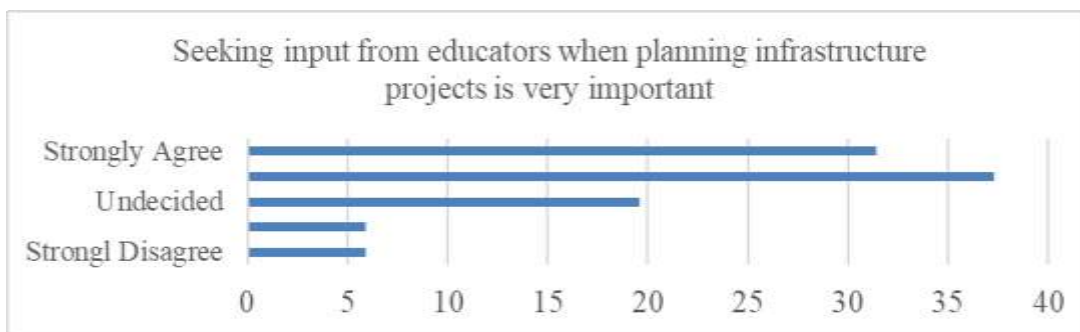


Figure 1: Source: Field Data (2024)

The findings suggest that there is a divide in perceptions among the respondents regarding the importance of seeking input from educators for committee-initiated projects. Understanding the reasons for this disagreement and actively involving educators in the planning process could lead to better infrastructure projects tailored to educational needs. One of the committee members (FABC 1) had the following to say:

Educators are considered the most valuable contributors to the planning process due to their direct involvement and experience in the educational environment. Their input can ensure that infrastructure projects are not only functional but also meet the specific needs of educational institutions (FABC1, Personal communication, May 14, 2024).

The information from FABC 1 implies that seeking input from educators is deemed very important, indicating recognition of the value of stakeholders' perspectives. On the other hand, Tria (2023) states that there is a need to Strengthen partnerships with educational institutions by establishing advisory boards or committees comprising educators, administrators, and community representatives. This means that there are still opportunities to further enhance satisfaction with committee performance, possibly by

incorporating feedback from stakeholders into decision-making processes and continuously evaluating and improving committee operations.

Data in Table 1. Shows that (47%) of respondents agree and strongly agree to receive training in infrastructure development or project management with a mean of (3.12), while (33.3%) of respondents disagree and strongly disagree to receive any training. On the other hand, the Majority (64.7%) of respondents agrees and strongly agree that the Provision of training and resources to Committee Members improves their project management ability with a mean of (3.75). As indicated in Figure 2 below,



Figure 2,

Source: Field Data (2024)

This means that the presence of a significant proportion of members who did not receive training suggests that there may be barriers or factors that prevent some committee members from actively engaging in training opportunities while popular approve that there is the value and benefits of providing training and resources to committee members, which can enhance their project management capabilities. This highlights the importance of prioritizing capacity-building initiatives to ensure all committee members have the necessary skills and resources to effectively carry out their roles. One of the committee members had the following to say:

The value of training lies in equipping committee members with the necessary skills and knowledge to effectively manage and supervise infrastructure projects he continued that Training can enhance their understanding of project management principles, improve their ability to oversee project implementation,

ensure faithfulness to standards, and ultimately lead to more successful project outcomes. (FABC1, Personal Communication, May 14, 2024).

The information given by FABCs 1 suggests that further efforts should focus on enhancing community engagement strategies and strengthening partnerships with local businesses to maximize the committee's effectiveness in promoting infrastructure development. This means that there is a need to place a stronger emphasis on enhancing the committee's strategies for engaging with the local community, ensuring their voices and perspectives are meaningfully combined, and also focusing on developing and strengthening partnerships with local businesses.

Hypothesis Testing

The study implemented the Linear Regression Technique to test the following Ho; *there is no significant linear relationship between community members' involvement in the decision-making process with the collaboration of committee members using local business contractors in the effectiveness of Force Account Building Committees.* The decision rule was determined if the p-value (Sig) is less than the significance level of 0.05 then permitted to reject the Null hypothesis. Also, if the P-value (Sig) is greater than the significance level of 0.05; fails to reject the Null hypothesis.

Table 2; Indicate Linear Regression Statistics Test

The Linear Regression

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------|
| 1 | Regression | 12.521 | 1 | 12.521 | 11.075 | .002b |
| | Residual | 55.400 | 49 | 1.131 | | |
| | Total | 67.922 | 50 | | | |

Source: Field Data 2024

- a. Dependent Variable: Community members' Involvement in decision-making enhances the committee's effectiveness.
- b. Predictors: (Constant), Committee collaborates with local contractors on infrastructure project.

Data from Table 2, Linear Regression Test indicates the P-value is 0.02 at a significance level of 0.05 (2-tailed) which appears to be smaller than the significance level of 0.05 thus permit to reject the null hypothesis and accept the alternative hypothesis. Therefore, there is significant linear relationship between community members' involvement in the decision-making process and collaboration of committee members using local business contractors in the effectiveness of Force Account Building Committees.

This implies that the degree of community involvement is an important factor that influences the effectiveness of the Force Account Building Committees, likely because increased community participation leads to more collaboration with local contractors. The findings correspond to a study by Lema and Mwila (2022) who insisted community involvement in school activities has a positive impact on the quality of education in public secondary schools as it facilitates the mobilization and utilization of instructional resources, leading to improved educational quality.

Thus, from statistical findings, joined with the supporting evidence from prior research, lay emphasis on the importance of meaningfully engaging the local community in the decision-making and implementation processes of development initiatives like the Force Account Building Committees.

SUMMARY OF FINDINGS

The research findings indicate that force account building committees play various roles in implementing the building of infrastructures, but they lack skills on how to utilize effectively resources, that contributes to the advancement of high-quality infrastructure. Enhancing the awareness of FABC members is considered a vital strategy to improve the performance of these committees. FABCs that prioritize transparency and have well-defined objectives are more likely to be successful in their efforts to develop infrastructure. However, the existing legal provisions regarding force accounts are inadequate in terms of enforcing best practices. The level of teachers' involvement in projects initiated by the committee is moderate. Providing training and resources to committee members enhances their ability to manage projects effectively. Additionally, it is important to involve more community members and collaborate with local businesses in FABCs to further enhance their impact lastly teachers are identified as crucial individuals within FABCs, as they can utilize their expertise and experience to ensure that the committee operates in a transparent and accountable manner to the community.

CONCLUSION

Based on the findings it can be concluded that the approach of using FABCs is an essential element in promoting the construction of quality infrastructure in public Primary Schools. The study found most of the Force Account Building Committees have no training to positively implement the approach in primary schools. Despite facing various challenges, Force Account Building Committees have demonstrated their potential to drive positive change and improve learning environments for students. However, concerted efforts are needed to address the underlying obstacles and enhance the effectiveness of Force Account Building Committees in fulfilling their mandate

Recommendations

To achieve true Effectiveness of the force account building committee the officials in various level Governments should take the necessary steps such as, to allocate sufficient funding to ensure FABCs are fully capacitated, provide adequate resources to properly recruit, and support FABC members with the necessary skills for effectively implementation and supervision of school infrastructure projects. PO-RALG should provide comprehensive training programs to equip FABC members, including teachers' and Heads of primary schools, with the knowledge and skills required to effectively oversee school projects. The FABCs should involve Community members so as to share their knowledge of local context, customs, and resources with the FABCs. President's Office- Regional Administration and Local Government corroboration with The Ministry of Education Science and Technology should capacitate teachers' Head of Primary as well as Force Account Building Committees.

REFERENCES

- Arnstein, S. R. (1969). *A Ladder of Citizen Participation*. Journal of the American Institute of Planners.
- Baldwin, E. (2020). *Why and How Does Participatory Governance Affect Policy Outcomes? Theory and Evidence from the Electric Sector*. Journal of Public Administration Research and Theory. <https://doi.org/10.1093/jopart/muz033>.
- Brinkerhoff, J. M. (2021). *Partnership evaluation: An application of a developmental framework to the Governance and Local Development project in Senegal*. Evaluation and Program Planning, 89, 102005.
- Bussu, S. B. (2022). *Introduction: Embedding participatory governance*. Critical Policy Studies, 16(2), 133-145

- Bussu, S., & Bartels, K. P. R. (2022). *Public participation in governance: theoretical and practical perspectives*. Journal of Public Administration Research and Theory.
- Collins, J. (2012). *Effective committees*. Journal of the American College of Radiology : JACR, 9 3, 181-4 . <https://doi.org/10.1016/j.jacr.2011.09.007>.
- Dasgupta, D. &. (2023). *The Creation and Withdrawal of Spaces for Participatory Governance: The Case of Village Development Committees*. West Bengal, India: Politics & Society, 51(4), 493-519.
- Dawadi, S. S. (2021). *Mixed-methods research: A discussion on its types, challenges, and criticisms*. Journal of Practical Studies in Education, 2(2), 25-36.
- Dewantara, J. A. (2020). *Optimization of Character Education Through Community Participation Around The School Environment (Case Study in Lab School Junior High School Bandung)*. JED (Jurnal Etika Demokras).
- Fischer, F. (2010). *Participatory governance*. Jerusalem Papers in Regulation & Governance, 24, 1-19.
- Fischer, F. (2010). *Participatory governance: From theory to practice*. In Handbook of Public Policy Analysis (pp. 457-464). Routledge
- Fischer, J., & Lipovská, H. (2013). *Building human capital: the impact of parents initial educational level and lifelong learning on their children*. Journal on Efficiency and Responsibility in Education and Science, 6(4), 218-231.
- Guetterman, T. B. (2019). *Contemporary Approaches to Mixed Methods–Grounded Theory Research: A Field-Based Analysis*. Journal of Mixed Methods Research, 13, 179 - 195. <https://doi.org/10.1177/1558689817710877>.<https://doi.org/10.1177/1558689817710877>
- Ibrahim, Y. (2023). *Relevance of School Facilities and Infrastructure Toward Implementing Education Policies*. Journal of Social Transformation and Regional Development, 5(2), 61-67.
- Lema, P. R., & Mwila, P. M. (2022). *Community involvement in school activities: Its effectiveness in promoting quality of learning in public secondary schools in Hai district, Kilimanjaro, Tanzania*. International Journal of Research and Innovation in Social Science, 06(09), 613–620. <https://doi.org/10.47772/ijriss.2022.6928>
- Logan, R. (2021). *Evolving Urban Agroecology with Deep Democracy: Action Research in London, UK*. Coventry.ac.uk.
- Macharia, T. E. (2023). *Effectiveness of the force account approach in Tanzanian local government authorities: Do management support and staff competence matter? Management & Economics Research Journal*, 5(1)
- Mchopa, A. D. (2020). *Applicability of force account approach in the procurement of works in Tanzania*. Journal of International Trade, Logistics and Law, 6(2), 137-143.

- Mugarula, S. C. (2023). *Assessment of the effectiveness of force account on the implementation of construction projects in Moshi district council. (Doctoral dissertation, Moshi Co-operative University (MoCU)).*
- Osmani, S. R. (2008). *Participatory governance: An overview of issues and evidence. Participatory governance and the millennium development goals, 1-45.*
- Osmani, S. R. (2008). *Participatory Governance: An Overview of Issues and Evidence. In Participatory Governance and the Millennium Development Goals (pp. 1-45). United Nations Department for Economic and Social Affairs*
- Public Procurement Regulatory Authority (2020). *Guideline for Carrying out Works under Force Account.* Dodoma, Version No.: PPRA: GL/05/2020/FA
- Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community.* Simon and Schuster.
- Sanfo, M. J. (2020). *Leaving no Place Behind Community participation and primary Students' learning achievements in Burkina Faso's small-scale gold mining communities.* International Journal of Educational Research Open, 1, 100010
- Schultz, T. W. (1961). *Investment in Human Capital. The American Economic Review, 51(1), 1-17*
- Tekka, R. (2018). *Economic Empowerment of Local Skilled Labour through Force Account in Building Renovation. , 2, 159.* <https://doi.org/10.11648/j.jccee.20170206.13>.
- Tiruneh, G. T. (2020). *Effectiveness of participatory community solutions strategy on improving household and provider health care behaviors and practices: A mixed-method evaluation.* PloS one, 15(2), e0.
- Tria, J. (2023). *Job satisfaction among educators: A systematic review. International Journal of Professional Development, Learners, and Learning.* <http://doi.org/10.30935/ijpdll/13212>
- Wang, D., & Li, S. (2022). *Innovation of contemporary Chinese urban community governance under the perspective of social capital: Participation of multiple subjects based on community proposals.* Sustainability, 15(1), 93.