Strategies Adopted by Headteachers in Enhancing School-Community Relations

(A Survey of Public Primary Schools in Mombasa County)

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Abstract
The success of a school depends on the headteachers' ability to enhance the school community relations and utilize other available resources effectively. It is important for the headteachers to motivate and influence the relations by assuring the stakeholders of its sustainability. The general of this study was to establish the strategies adopted by head-teachers in enhancing the school community relations in Mombasa County. Specific Objectives included establishing the effect of strategic plan on enhancing the school community relations, to find out the effects of co-curricular activities on enhancing the school community relations, to establish the effects of corporate social responsibility on enhancing the school community relations and to determine the effects of adult education programmes on enhancing the school community relations. It is hoped that findings of this research will help improve the understanding of ranges of school community strategies. A well understood ranges of school community relations strategies and their effects will help improve on the school community relations. The study was firmly founded on three theories; Social System Theory, Stakeholders Theory and Social Capital Theory. The study adopted a survey research design, where selected primary schools will be targeted for the study. The study was carried out using questionnaires which were given to (47) forty seven headteachers. After collection of data, they were analyzed and conclusions drawn. Descriptive and inferential statistics were used to analyze the data in the form of percentages and frequencies and presented in tables, charts and graphs. The study found that strategic plan, co-curricular activities, corporate social responsibility and adult education programs significantly enhance the school-community relations in Mombasa County. The study therefore concluded that strategic plan, co-curricular activities, corporate social responsibility and adult education program enhances school-community relations. The regression analysis also confirms that there was a significant relationship between school-community relations and independent variables (strategic plan, co-curricular activities, corporate social responsibility and adult education program)
1. Introduction
1.1 Background information
School community relations enhances community involvement in school development not only by providing educational services to the citizens, but it does more than that, because it provides the function of informing, enlightening and educating the people in the school through newspapers, radio, television and Parents - Teachers Association as important means of disseminating information about the school to the community through various community agencies, (Nakpodia, 2013). The school does not exist in vacuum and its development is not only the responsibility of the headteacher (school authority) but also the community in which the school is situated.

The school by its nature and operational techniques is a social organization. Society sets up the school to preserve, maintain, promote, modify if need be, and the cherished culture and values to be passed from generation to generation. This is done by balancing culture conservation and revolution. To achieve this goal is to ensure very healthy school-community relations. The headteacher should be outreaching regularly in contact with opinion leaders and relevant figures and agencies within and outside the community, (Watson, 2008).

Headteacher is aware that the school is a part of the community and sometimes, whatever happens in the community affects the schools. It is therefore, crucial that the headteachers should adopt appropriate strategies to establish and maintain good relationship with community in which the school is situated. It is likely that the headteacher may face many difficulties such as local politics hostile attitude on the part of the members of the school community and lack of co-operation on the part of teachers in its effort to establish good school community relationship.

The success of every school headteacher on enhancing school community relations depends on how he carries out the management of the school. This is also essential for the development of any education system and for education to achieve its stated goals for the benefits of a nation. Schools, whether public or private have a number of stakeholders in their activities. According to the Commonwealth Secretariat the school community relations is done through a coalition between members forming part of the community and those forming part of school management team performing different functions all aimed at enabling the school to attain a sustainable schools community relations. This is in line with the observation by (Owens, 1987) that people in organizations have definite roles to perform and many interactive factors help to determine precisely their particular performances.

Bruner, (1981) lists various ways through which head-teachers can enhance school community relations. These include extending an invitation making the back-to-school night exciting and productive, developing a community resource file, staging a curriculum fair or exhibit, conducting career days, using parent conferences to explain school programs and to resolve misunderstandings, allowing the school building to serve community activities, facilitating open discussion (for example, at a school lunch) between parents and principal, recruiting community volunteers, sending out school newsletters etc The justifications for establishing good school community relations are for the improvement of the overall student-learning, the use of untapped community resources to enrich school work, an increase in the sensitivity and relevance of
schools to the people they serve, greater respect of rights of citizens in democratic contexts and for a sharing of responsibility for student behaviour and learning.

1.2 Problem statement

The success of a school depends on the head teachers' ability to enhance the school community relations and utilize other available resources effectively. It is important for the head teachers to motivate and influence the relations by assuring the stakeholders of its sustainability. Every head teacher has the responsibility of producing successful citizens from his/her school by creating a favorable environment for teachers, parents and the entire community to contribute positively towards high academic achievement of pupils. In the recent days this has not been the case in most schools in Kenya and Mombasa County is not an exemption. Indiscipline cases ranging from reports of disappointing academic performance to shockingly violent acts in public schools such as burning of school buildings, persistent bulling of students from lower classes by student leaders, going into drinking and night club places by a few pupils, members of school community go on demonstration against their grabbed land by investors. On the other hand parents and the community as a whole have also been witnessed demonstrating against the school management whenever KCPE results are announced and are dissatisfied with the outcome.

According to Teachers Service Commission exam results reports, (TSC, 2011), every time the KCPE results are announced, dissatisfied parents and other stakeholders (community) demands the removal of head teachers, locking offices and demonstrating to the Sub-County Education Offices (SCEO) over the poor performance and considering the number of pupils not securing form one vacancies due to low marks scored in KCPE examinations. These parents while demonstrating relates the poor performance to the lack of strategic interactions between school management and the community. This therefore puts a question mark on the strategies adopted by the head teachers to manage the school-community relation. School – community relations is dependent on the management strategies adopted by the leadership. Many previous studies on school-communities’ relationship found that head teachers that achieve high success in school-community relation are those who adopt good management strategies. Thus this study sought to establish the strategies adopted by head-teachers in enhancing the school-community relations in Mombasa County.

1.3 Objectives of the Study

1.3.1 General Objective

The general of this study is to establish the strategies adopted by head-teachers in enhancing the school-community relations in Mombasa County.

1.3.2 Specific Objectives

1. To establish the effect of strategic plan in enhancing the school-community relations
2. To find out the effects of co-curricular activities on enhancing the school-community relations
3. To establish the effects of corporate social responsibility in enhancing the school-community relations
4. To determine the effects of adult education programmes in enhancing the school-community relations
1.4. Research Questions

1. What is the effect of strategic plan in enhancing the school community relations?
2. What is the effect of co-curricular activities in enhancing the school-community relations?
3. What is the effect of corporate social responsibility in enhancing the school-community relations?
4. What is the effect of adult education programmes in enhancing the school-community relations?

1.5. Justification of the study

It is hoped that findings of this research will help improve the understanding of ranges of school community strategies. A well understood ranges of school-community relations strategies and their effects will help improve on the school community relations. The study will help the government to successfully implement meaningful learning strategies. Researchers and scholars interested in furthering research in this area will find the study important for future benchmarking. Finally, the study will also help investors in making decisions towards supporting and financing learning strategies processes in Kenya.

1.6. Scope of the Study

The study considered 94 primary schools operating within Mombasa County. The research was limited to the strategies adopted by head-teachers in enhancing the school community relations in Mombasa County. The study was conducted in Mombasa County since the selected schools are within Mombasa County. The research took a period of 12 months from September 2016 to August, 2017.

1.7. Limitations of the Study

This study was limited to the degree of disclosure of data and cooperation from the various respondents. Some of the respondents were unwilling to cooperate in the pretext of being too busy in their businesses thus making it difficult for the researcher to collect data for the research work in a timely fashion.

2 Literature review

2.1 Theoretical Review

2.2.1 Social system theory

A social system is the patterned series of interrelationships existing between individuals, groups, and institutions and forming a whole. The relationship of the school as an institution to the community that it serves is schematic in the sub-public differentiation in the community. This social system theory is related to this study on the fact that it is based on the social systems. It may be observed that the culture, ethics, and values of a community have systematic and continuing interaction with the expectation for the school as an institution. Instead of viewing the community as an entity, one should recognize that the formal and informal sub-public cleavages within the community often have a powerful and direct influence on the nature and frequency of citizens' interaction with the school.

In fact, the nature of the community largely determines what goes on in the school. Therefore, to attempt to divorce the school from the community is to engage in unrealistic thinking which might lead to policies that could wreak within the school and the lives of children, (Peretomode 1991). In summary, the community can be seen as a matrix of social organization such as the school. It is a relatively permanent group of persons occupying a common area, interacting in both institutional and non-institutional role and having the sense of
identification with each other. It should be noted that education in the country is largely a public venture; it
can be no better than what the citizens of a community will have. School community relationships represent
both a point of beginning and a continuing concern for any school. Here, a community is defined, in
operational terms only as the attendance area for a single school or the school district for a school system. One
recognizes that in some ways, the state or even the nation might be thought of as a community. Moreover, one
is aware that the politics of education has emerged in recent years as an important area of study. School
communities maybe characterized as urban or rural. Whether, a school community is conceived in terms of a
single school or communities, the characteristics of that community provide some working clues to the school
administrator and teachers.

2.2.2 Stakeholder theory
The Stakeholder Theory is vital in this study because the theory suggests that the purpose of a business is to
create as much value as possible for stakeholders. This stakeholder’s theory is expected to add value to both
the school and community. In order to succeed and be sustainable over time, executives must keep the
interests of customers, suppliers, employees, communities and shareholders aligned and going in the same
direction. Some authors, such as Geoffroy Murat, tried to apply stakeholder's theory to irregular warfare. The
stakeholder theory is a theory of organizational management and business ethics that addresses morals and
values in managing an organization. It was originally detailed by R. Edward Freeman in the book Strategic
Management. The traditional definition of a stakeholder is any group or individual who can affect or is
affected by the achievement of the organization’s objectives, (Freeman, 1984). The general idea of the
Stakeholder concept is a redefinition of the organization. In general the concept is about what the organization
should be and how it should be conceptualized (Friedman and Miles, 2006) states that the organization itself
should be thought of as grouping of stakeholders and the purpose of the organization should be to manage
their interests, needs and viewpoints. This stakeholder management is thought to be fulfilled by the managers
of a firm. The managers should on the one hand manage the corporation for the benefit of its stakeholders in
order to ensure their rights and the participation in decision making and on the other hand the management
must act as the stockholder’s agent to ensure the survival of the firm to safeguard the long term stakes of each
group.

Stakeholder theory approach emphasizes on companies to take into account of their stakeholder when making
 corporate decisions, (Donaldson and Preston, 1995). Stakeholders are defined as “any group or individuals
who can affect or are affected by the achievement of the firm’s objectives”, (Freeman, 1984). Evan, and
Freeman, (1995) pointed out that each stakeholder group “has a right not to be treated as a means to some
end, and therefore must participate in determining the future direction of the firm in which they have a stake”
Schools (institutions) need to be concerned about the needs, hopes and influences of stakeholders, Yakovleva
(2005). Therefore, schools (institutions) have a duty not only towards their shareholders but also stakeholders.
2.2.3 Social Capital Theory

Bourdieu is responsible for bringing the concept and term social capital into present-day discussions. Adam, Makarovič, Rončević and Tomšič, (2003) cite the release of his well-known book Distinction published in French in 1979 as the origination of the modern notion of social capital. The Social Capital theory is related to the study in the sense that the subject matter under investigation is a social matter since either the headteacher or the community cannot exist in isolation. Social capital has been used to explain the improved performance of diverse groups, the growth of entrepreneurial firms, superior managerial performance, enhanced supply chain relations, the value derived from strategic alliances, and the evolution of communities.

Social capital refers to the relationships of trust and reciprocity within and across communities that form the basis of collective action. Through one-on-one conversations and small group meetings parents share their stories. These stories stir up empathy and invite parents to support each other in their strengths, (Blanc, Brown, Nevarez-La Torre, & Brown, 2002). By discovering similar experiences and aspirations, parents become invested in working as a group.

One aspect of school-community relation is the development of a consensus on the role of the school in the community. The basic responsibility of the school is the development of the skills of the mind, but the overall mission has been enlarged. Schools are now asked to become as good and as capable in every way as native endowment permits, the schools are asked to help the children to acquire a skill or characteristic which a majority of the community deems worthwhile. The talent of each child is to be sought out and developed to the fullest. Each weakness is to be studied and as far as possible, corrected. This is truly a majestic ideal and an astonishingly new one. Schools of that kind have never been provided for more than a small fraction of mankind. The school is a major tool for creating a nation without rigid class barriers and it is primarily the schools which allow no man's failure to prevent the success of his son.

2.2 Conceptual Framework

The strategies adopted by head-teachers in enhancing the school community relations in Mombasa County include; strategic plan, co-curricular activities, corporate social responsibility and adult education programs. Strategic plan, co-curricular activities, corporate social responsibility and adult education programs in the context of school community relations are believed have some impacts on school community relations. All these are independent variables presumed to be influencing the sales performance.
2.2.1: Conceptual Framework

Figure 2.1 Conceptual Framework

[Diagram showing the conceptual framework with nodes for Strategic plan, Co-curricular activities, Corporate Social Responsibility, Adult education programs, and School-community relation, with arrows indicating the flow from independent variables to the dependent variable.]

Independent variables

Co-curricular activities

Corporate Social Responsibility

Adult education programs

Dependent variable

School-community relation

Source: Researcher (2017)

3. Materials and Methods

3.1. Introduction

This chapter discussed the research design and methodology used in the study. It outlined the study design, target population, sampling procedure, data collection instruments and procedures, validity and reliability of research instruments as well as data analysis and presentation.

3.2. Research Design and target population

The study adopted a survey research design. Survey design was conducted to collect comprehensive, systematic and in-depth information about the area of study. This design was suitable for this study because it established the strategies adopted by head-teachers in enhancing the school community relations in Mombasa County. The design was appropriate for this study because it allowed for generalization of information related to the target population. Information was gathered on a population at a single point in time using pre-
determined set of questions that was be used to elicit a pre-formulated set of feelings and answers from the respondents.

For this research the target population was all public primary schools in Mombasa County. Currently, ninety four (94) public primary schools are registered in Mombasa County, (KCPE results 2016). Headteachers of public primary school in Mombasa County were the respondents for the study. The research took a period of 12 months from September 2016 to August, 2017.

Selection of sample was based on stratification of public primary schools according to their number in a constituency. For this study schools were stratified into five constituencies in Mombasa county, i.e. Likoni, Kisauni, Changamwe and Mvita. For the period ended 31st December 2016, there were 19 public primary schools in Likoni, 28 in Kisauni, 19 in Changamwe and 28 in Mvita as shown in Table 2. To make proportional representation one half (50%) of public primary schools from each stratum were selected randomly. Accordingly, 48 public schools were surveyed. Due to the fact that school strategic administration process is practiced by few managers, not all school administrators and officials are involved in strategic plan and therefore the sample frame was confined to those involve in strategic plan team members of the selected schools as shown in table 3.0.

Table 3.1 Number to be interviewed

<table>
<thead>
<tr>
<th>Sub-county</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likoni</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Kisauni</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Changamwe</td>
<td>19</td>
<td>09</td>
</tr>
<tr>
<td>Mvita</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

3.3 Data Collection, process and analysis

Both primary and secondary data were used. The main data collection method for the study was be a questionnaire. The questionnaires were self administered to all 94 headteachers in public primary school on the 'give and take up later basis’, who were given a period of three days to fill them. The researcher used drop and pick technique to administer the questionnaires physically at the respondents’ school office. Nevertheless, where it proved difficult for the respondents to complete the questionnaire immediately, the researcher left the questionnaires with the respondents and picked them up later.

Once the questionnaires were collected, they were carefully edited to detect errors and omissions for consistency and completeness. Descriptive and inferential statistics were employed to analyze the data in form of percentages and frequencies and then presented in tables, charts and graphs so as to facilitate clear interpretation of results and assist in drawing of conclusions and discussions followed immediately while explaining on the same. In order to determine the effect of independent variables on dependent variable, multiple linear regression model was applied using Statistic Practice for Social Science (SPSS). The
independent variables included strategic plan, co-curricular activities, corporate social responsibility and adult education program and the dependent variable school community relation.

For analytical analysis the multiple linear regression model was specified as:

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \]

4 Results and discussion

4.1 Introduction

This chapter presents the analysis of the data collected from the Respondent and discusses the research findings on establishing the strategies adopted by head-teachers in enhancing the school-community relations in Mombasa County. All completed questionnaires were edited for accuracy, uniformity, consistency and completeness. Summaries of data findings together with their possible interpretations have been presented by use of mean, percentages, frequencies, standard deviation and tables. The response rate of 36 respondents was achieved out of the expected response of 47. This means that the response rate was 77%.

4.2 Multiple Regression Analysis

The main objective of the study was to establish the strategies adopted by head-teachers in enhancing the school community relations in Mombasa County. The study used multivariate regression analysis in establishing this relationship. The dependent variable of the study was school-community relation while the independent variables were: strategic plan, co-curricular activities, corporate social responsibility and adult education program.

Table 4.1 :Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.887</td>
<td>.787</td>
<td>.759</td>
<td>.158</td>
</tr>
</tbody>
</table>

Source: Research data, (2017)

The model summary in table 4.1 shows that there is a positive relationship between independent variables (strategic plan, co-curricular activities, corporate social responsibility and adult education program) and dependent variable (school community relation) as indicated by the value of R (0.887). The results also show that there is correlation between the dependent and the independent variables as shown by the values of R² (0.787). The R² value (78.70%) indicates how much of the dependent variable, school community relation, explained by the independent variables, strategic plan, co-curricular activities, corporate social responsibility and adult education program. In this case, the variation that has been explained is 78.70%. The part remaining of 21.30% can therefore be explained by other factors not studied in this research.
4.3 Discussions

Table 4.2: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.931</td>
<td>.445</td>
<td></td>
<td>2.090</td>
</tr>
<tr>
<td>Strategic plan</td>
<td>.278</td>
<td>.074</td>
<td>.374</td>
<td>3.751</td>
</tr>
<tr>
<td>Co-curricular activities</td>
<td>.188</td>
<td>.090</td>
<td>.199</td>
<td>2.103</td>
</tr>
<tr>
<td>Corporate social responsibility</td>
<td>.128</td>
<td>.054</td>
<td>.273</td>
<td>2.355</td>
</tr>
<tr>
<td>Adult Education Programmes</td>
<td>.189</td>
<td>.053</td>
<td>.372</td>
<td>3.535</td>
</tr>
</tbody>
</table>

Source: Research data, (2017)

Multiple regression analysis was conducted as to determine the relationship between school community relation and the independent variables (Strategic plan, Adult Education Programmes, Co-curricular activities and Corporate social responsibility). As per the SPSS generated table above, the equation

\[(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon)\]

becomes:

\[Y= 0.931+ 0.278X_1+ 0.188X_2+ 0.128X_3+0.189X_4\]

From the above regression analysis, Strategic plan has a Beta =0.278, Co-curricular activities Beta=0.188, Corporate social responsibility has a Beta =0.128 while Adult Education Programmes, Beta=0.189. This results shows that when factors (Strategic plan, Co-curricular activities, corporate social responsibility and Adult Education Programmes) are held constant the level of achievement of school community relation would be at 0.931. It also shows that a level increase in Strategic plan would increase school community relation by a value of 27.8% suggesting that media use and periodic newsletters among others should enhances as by doing school-community relations improves, Co-curricular activities by a value of 18.8% implying that stakeholders should consider reviewing co-curricular activity forum, organize school community trips among other activities, Corporate social responsibility by 12.8% indicating that reaching out communities, having community active interests are as important as other actives that enhances relations while a level increase in Adult Education Programmes, would cause an increase in school community relation by a value of 18.9% meaning that the stakeholders should improve on their community employment strategies as this is seen in the result. The study further shows that, there is a significant relationship between school community relation and the independent variables (Strategic plan, Adult Education Programmes, Co-curricular activities and corporate social responsibility) studied as shown: Strategic plan p=0.001, Adult Education Programmes p=0.001, Co-curricular activities p= 0.044 and corporate social responsibility p=0.025.
5 Conclusion
The objective of this study was to establish the strategies adopted by head-teachers in enhancing the school community relations in Mombasa County. The study therefore concluded that strategic plan, co-curricular activities, corporate social responsibility and adult education program enhances school-community relations. The regression analysis also confirms that there was a significant relationship between school-community relations and independent variables (strategic plan, co-curricular activities, corporate social responsibility and adult education program).

REFERENCE


