

## Effect of Strategies Adopted By Head Teachers' In Enhancing School Community Relations in Mombasa County, Kenya

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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 relationship by assuring the stakeholders of its sustainability. The general purpose of this research was to examine the effect of strategies adopted by head teachers' in enhancing school-community relations in Mombasa County, Kenya. The specific objective was to analyze the effect of school communication plan in enhancing the school-community relations in Mombasa County. It is hoped that the results of this research would help to improve the understanding of ranges of school community strategies. The study was based on two theories; Social System Theory and Stakeholders Theory, 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. Data were interpreted using descriptive and inferential statistics in the format of percentages and frequencies displayed in tables, charts and graphs. The study found that communication plan significantly enhances the school-community relations in Mombasa County, Kenya. This study was based on the communication plan strategy as the specific objectives and the research question was on how the communication plan enhances the school-community relations in Mombasa County, Kenya. The finding shows that the respondents indicated that communication plan enhances the school-community relations and these aspects of communication plan included use of media such as newspapers, magazines, newsletters, radio, television, periodic newsletters from the headteacher to share pupil's successes, and big results reaped through networked communication. This study therefore concludes that communication plan enhances the school-community relations. The study has revealed that the communication plan strategy has a significant positive relationship with the school-community relations. The study therefore recommends to the headteachers in particular Mombasa County, Kenya to utilize media such as newspapers, magazines, newsletters, radio, and television as this study has established that communication plan strategy enhances school community relation. This study further established that periodic newsletter from the headteacher to share student successes also enhances school community relation and therefore it recommends that use of periodic news latters should be encouraged in these schools.*

**Keywords:** *Effect of Strategies, Head Teachers, Enhancing School Community Relations*

### 1. Introduction

Sharing responsibilities, partnering, and working together to achieve educational changes are all examples of school-community relations (Cantor et al., 2018). The head teacher must collaborate closely with the parents. Positive school-community relations will be promoted by the head teacher's positive initiatives. This will aid in the avoidance of conflict and the establishment of suitable supervision to ensure a smooth connection between the two. When parents are actively interested in their children's education, their school performance frequently improves significantly (Bell, et al.,2012). For their children who do not have access to proper education and social services, the parents will improve alternative teaching and learning procedures (Darling-Hammond et al.,2016).

In the United States, education and related legislation have attracted attention and highlighted the possibility for professional and parental collaboration to improve child growth and learning (Ammond, et al., 2018). It demonstrates that parental involvement in their children's schooling has a positive impact on their achievement. Over the last two decades, empirical research have shown that including parents and the community in the educational process improves the consistency of students' educational possibilities in middle and higher schools

(Fiore, et al., 2011).

Throughout the world, education is seen as a primary driver of economic, political, and social progress (Okoth, 2019). As a result of these realities, governments have allocated large quantities of money to the education sector. Education accounted for a quarter (1/4) or more of the entire government expenditure in Mexico, Yemen, Thailand, Morocco, Guinea, and Botswana, according to a study by the United Nations Organization for Science and Cultural Education (UNESCO, 2015). These enormous sums, on the other hand, are used to fund a variety of initiatives related to teaching and learning processes in order to improve efficiency. Education, being a major factor in a country's overall growth, need a good operating environment. The success of effective performance of learners depends on school community relations which are managed by school head teacher (UNESCO, 2015).

Every school headteacher's success in improving school community relations is determined by how he manages the school (UNESCO, 2015). This is critical to the success of any educational system and the realization of its declared aims for the good of the country. Schools, whether public or private, have a variety of stakeholders involved in their operations. School community relations are carried out by a coalition of community members and members of the school management team executing various responsibilities all aimed at enabling the school to deliver effective school community relationships, according to the Commonwealth Secretariat (Cohen & Lotan, 2014).

The Kenyan government is focused on meeting its educational commitments, whether they be international, regional, or national. The quality of early childhood basic education through high schools was underlined in the Millennium Development Goals (MDGs), the priorities of Education for All (EFA), post-2015 academic performance, the 2012 Session Paper No. 14 on boosting development and skills, and the 2013 Basic Education Act. The Kenyan Constitution (2010) stipulates that children with exceptional needs must attend elementary school. Articles 43, 53, and 55 of Chapter 4 of the Kenya Constitution (2010) mandate that all children receive a basic education from both the school and their parents. The 2013-2018 National Sector Education Plan (NESP) was an all-inclusive, sector-wide project with the primary objective of providing quality basic education for Kenya's sustainable development which in the end impacted on the school community relations.

The management process that a headteacher is involved in, basically goes around school-community relations strategies adopted. The Kenya government is focused on delivering on its commitments to education, internationally, regionally or nationally. The Millennium Development Goals (MDGs), the priorities of Education for All (EFA), post-2015 academic success, the 2012 Session Paper No. 14 on enhancing development and skills, and the 2013 Basic Education Act all highlighted the quality of early childhood basic education through high schools. The Kenya Constitution (2010) provides for minimum primary children living with special needs in education. Articles 43, 53 and 55 of Chapter 4 of the Kenya Constitution (2010) require both the school and parents to provide all children with a standard basic education. The 2013-2018 National Sector Education Plan (NESP) was an all-inclusive, sector-wide project with the primary objective of providing quality basic education for Kenya's sustainable development which in the end impacted on the school community relations. The management process that a headteacher is involved in, basically goes around school-community relations strategies adopted.

## **2. Research gap**

The willingness of head teachers to enhance school community relations and efficiently utilise other available resources is critical to a school's progress. It is critical for the principal to drive and influence relationships by assuring stakeholders of their long-term viability. Every headteacher has the obligation of ensuring that his or her school produces successful citizens by fostering a positive atmosphere for teachers, parents, and the entire community (Cantor, et al, 2018). This will contribute positively towards high academic achievement of pupils.

School–community relations are dependent on the management strategies adopted by the leadership. A study by Muthoni, (2017) on school-communities' relationship found that headteachers who achieve high success in school-community relation are those who adopt good management strategies

School-Community policies such as corporate social responsibilities, allowing adult education in school among others have had the capacity to enhance the quality of education, transparency and training accountability (Baiz, 2018). Individual and public schools in Kenya are free to pursue their own progressive policies and structures (Muthoni, 2017). The extent of headteachers' strategies in enhancing school-community relationships through these policies, as well as the degree to which such strategies enhance the relationship, require further research, which is why this study sought to investigate the effect of headteachers' strategies in enhancing school-community relations in Mombasa County, Kenya.

## 2.1 : General Objective of the study

The general purpose of this research was to examine the effect of strategies adopted by head teachers' in enhancing school-community relations in Mombasa County, Kenya

### 2.1.1: Specific Objective of the study

a) To analyze the effect of communication plan in enhancing the school-community relations in Mombasa County, Kenya;

## 2.2: Study research question

1. What effect does communication plan have in enhancing the school community relations?

## 3. Methodology

The study was carried out in Kenya Mombasa County. It is within coastal region. It is an area where 40% is an island. It consists of five sub counties. Economically the area is one of the tourist attraction centers with good and natural beaches. The place was chosen because of the low quality of education in retention rate and performance in national exams of learners. Descriptive survey research design was used in this study. Data was collected on the population at a single point in time using a pre-determined series of questionnaires that were used to produce a pre-formulated collection of opinions 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. To make proportional representation, half (50%) of public primary schools from each stratum were selected randomly. The researcher used the simple random sampling technique to get the number of primary schools for this study. Accordingly, 48 public schools were surveyed. Descriptive and inferential statistics were used to evaluate the data in the form of percentages and frequencies and then presented in tables, charts and graphs in order to produce a simple analysis of the findings and to help draw conclusions and the discussions that followed. During the course of this report the researcher adhered to ethical principles. More importantly, the respondents were informed that the information collected from them was confidential and that the information collected from this study was for academic purposes only and for the benefit of stakeholders in the public schools.

## 4. Study Results

### 4.1 Response rate

The response rate of 36 respondents was achieved out of the predicted response rate of 47. That means in terms of percentage, the response rate was 77% which is acceptable. Table 1 shows response rate.

**Table 1 Response Rate**

Respondents	Frequency	Percentage (%)
Responded	36	77
Did not respond	11	23
<b>Total</b>	<b>47</b>	<b>100</b>

### 4.2: Reliability Test

A pilot study was carried out to determine the reliability of the questionnaires using 10 respondents. Reliability analysis was subsequently done using Cronbach's Alpha which measures the internal consistency by establishing if certain items within a scale measure the same construct. The findings were as summarized in Table 2.

**Table 2: Reliability Analysis**

Statements	Cronbach's Alpha	Number of Items
Communication plan	0.802	

Cronbach's Coefficient Alpha in the table 2 reveals that Communication plan had reliability of a value ( $\alpha=0.802$ ). This demonstrates the scales were reliable as their reliability values exceeded the prescribed threshold of 0.70, which is considered acceptable.

### 4.3: Communication plan and school community relations

#### 4.3.1 Community plan strategy

This research study sought to analyze the effect of communication plan in enhancing the school-community relations in Mombasa County, Kenya. As shown in Table 3, the majority of respondents suggested that the communication plan improves school community relations; certain aspects of the communication plan included the use of media such as newspapers, magazines newsletters, radio, television to improve school community relations which scored a mean of 4.81 and Standard Deviation of 0.401, monthly newsletters from the headmaster to share student achievements strengthens the school community relationship with an average of 4.50 and a standard deviation of 0.655, recognition of outstanding teacher achievement improves the school community relationship with an average of 4.69 and a standard deviation of 0.525 and the substantial results obtained through networked interactions boost the school community relationship with an average of 4.58 and a standard deviation of 0.500 respectively. The above average outcome is that strategic plans significantly improve school-community relations and, thus, stakeholders are encouraged to put in place successful school-community relations strategies

**Table 3: Communication plan**

Statements	Mean	StdDev
Use of media such as newspapers, magazines, newsletters, radio, television enhances school community relation	4.81	.401
Periodic newsletter from the headteacher to share student successes enhances school community relation	4.50	.655
Acknowledgement of teachers' outstanding accomplishments enhances school community relation	4.69	.525
Big results reaped through networked communication enhances school community relation	4.58	.500

#### 4.3.2 School-community relations

The general objective of this study was to examine the effect of strategies (communication plan) adopted by head teachers' in enhancing school-community relations in Mombasa County, Kenya

The study results showed that communication plan have effect in enhancing school-community relations and some of the aspects of communication plan analyzed included providing employment for the local people by school leadership enhances school-community relations scoring a mean of 3.92 and standard deviation of 1.296, providing school-leadership entry for local citizens enhances school-community relations with a mean of 4.42 and a standard deviation of 0.500, providing school-leadership services for school-leadership activities enhances school-community relations with a mean of 4.25 and a standard deviation of 0.806 and the Courtesy calls to this results implies that communication plan enhance school-community relations as indicated by the results in table 4.

**Table 4: School Community Relation**

Statements	Mean	Std Dev
Providing employment for the local people by school leadership enhances school-community relations	3.92	1.296
Providing admission for the local people by school leadership enhances school-community relations	4.42	.500

Providing resource persons on educational activities by school leadership enhances school-community relations	4.25	.806
Courtesy calls by the headteacher on community leaders enhances school-community relations	4.42	.554

## 5 The study conclusions

This study was based on the communication plan strategy as the specific objectives and the research question was on how the communication plan enhances the school-community relations in Mombasa County, Kenya. The finding shows that the respondents indicated that communication plan enhances the school-community relations and these aspects of communication plan included use of media such as newspapers, magazines, newsletters, radio, television, periodic newsletters from the headteacher to share pupil's successes, and big results reaped through networked communication. This study therefore concludes that communication plan enhances the school-community relations.

### 5.1 The study recommendations

The study has revealed that the communication plan strategy has a significant positive relationship with the school-community relations. The study therefore recommends to the headteachers in particular Mombasa County, Kenya to utilize media such as newspapers, magazines, newsletters, radio, and television as this study has established that communication plan strategy enhances school community relation.

This study further established that periodic newsletter from the headteacher to share student successes also enhances school community relation and therefore it recommends that use of periodic news letters should be encouraged in these schools.

In addition the study revealed that acknowledgement of teachers' outstanding accomplishments enhances school community relation and therefore the study recommends effective acknowledgement of teachers is an element to be focused on.

Finally this study recommends that headteachers should embrace enormous network or integrated communication because big results reaped through networked communication enhances school community relation

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