CHALLENGES AFFECTING THE RELATIONSHIP BETWEEN PRIMARY SCHOOLS AND SCHOOL COMMUNITIES IN JUJA LOCATION, THIKA DISTRICT

BY

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AUGUST 2004
DECLARATION

This research project is my original work and has not been submitted for a degree in any other University.

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This research project has been submitted for examination with my approval as a University Supervisor.

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DEDICATION

This work is dedicated to my dear parents Hannington Mbato and Timina Imali whose love for hard work has been my inspiration.

To my husband Joel Imbisi and children; Hillary, Sharon and Stacey for their support, love and understanding.
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ABSTRACT

This research work was aimed at investigating the challenges encountered by primary schools in relation to their surrounding community. More specifically the study focused on problems and challenges resulting from such relationship and how these problems can be resolved by the headteachers.

The study was conducted in six primary schools and among community members around them. The study sample included six headteachers, thirty-six teachers, one zonal inspector of schools, twelve parents, and twelve committee members who were randomly selected. All these gave a total of sixty-seven respondents.

The instruments used for data collection were Interview schedule for parents, school committee members and zonal inspectors of school. Also a questionnaire for headteachers and teachers were administered. Both structured and open-ended questions were used.

Responses obtained from the five sources were analyzed by the researcher using frequency and percentages. The study findings revealed that the main hindrance to school Community relations was illiteracy among the community members, low economic standards and lack of co-operation from parents to school activities.

On the basis of the findings, the researcher made conclusions and recommendations. To improve school community relations, literacy levels should be enhanced, community members created, uplifting the community members economically and increases involvement of community members in school affairs were recommended.
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CHAPTER ONE

1.0 INTRODUCTION

1.1. BACKGROUND TO THE PROBLEM

School community relations are a constructive exchange of information and ideas between the school personnel and the community members, through which common understanding develops and decisions are made concerning essential educational Programs and activities (Kindred, 1976). Such a relationship has always been necessary at all times and at all levels of education.

Muturi (1985) shows that the relationship enables the school and the community to share in the responsibility of running and helping the child to achieve the aim of education. Without it neither the community nor the school can benefit.

Since education is an interpersonal activity, the headteacher is expected to run a school with the help of the school's community. It is his/her duty to promote and also sustain harmony and good working relationship between and among pupils, teachers and the community around the school (Chenge, 1982). This school community relationship can be expressed through the community criticisms over the school programs and the community participation in school events. It is the duty of the headteacher to translate the community suggestions on the school programs and progress into meaningful and workable concepts. Relationships between schools and their communities have always existed. There is no moment when schools worked in absolute isolation from their community members (Long, 1987). However, this does not mean that the relationship has always been satisfactory at all stages of it's development (Ishumi, 1981).

Many headteachers face a lot of problems as they try to involve the community in the affairs of the school. At times, too much involvement of the community in school affairs can bring more disadvantages for example community members may interfere
with the tendering system where there are multiple interests in the tendering system. This triggers the starting point for uneasy relationship between the headteacher and the community. At other times however, excess involvement of the community in school affairs could be for better as the community can give useful advice to the headteacher. The headteacher has to involve the community in the school affairs since the community has a right to be involved (Hartwell and Bennars, 1975).

Weaver (1980) reports that school administrators and teachers at times act with some kind of arrogance. They set the schools' policies and activities as they wished, putting parental involvement aside. It has been argued for instance;

That schools can best handle within their walls all the major problems of education. Therefore community participation should be kept to a minimum. The presence of parents in the school will hamper the educator in the performance of his duties. Lacking professional training and having strong emotional ties to the child, the parent will inhibit the use of professional judgments. (Litwak and Meyer 1974:68)

This attitude and understanding started to change with time and successive studies in the field show the importance for co-operation. Kochhar (1978) feels that for complete education of the child, both the parents and the teachers have to work together. It is only through a perfect understanding between the parents and the teachers that the educational development of the child can be understood in the correct perspective.

According to Kochhar (1978), the result of several studies have shown that the progress of a child in the school is more closely co-related with factors in the home environment than with his intelligence. Parents are the first companions and teachers of the child. Thus, for the achievement of the goals of education, the headteacher and staff need to get co-operation of parents by keeping informed regarding the aims of the school, the curriculum, methods of discipline, quality of teaching,
administrative devices and above all the needs of school improvement and development. It is through this, that the parents will take positive steps to learn about the school and what it is trying to do for the children. One scholar for instance states that:

A school has to be part and parcel of the community it is serving. Since the pupils are members of the community, the school activities must reflect as far as possible, the nature and aspirations of the community. The headteacher must get to know the community well enough to be able to make the members of his community interested in what their children are doing. (Mbiti, 1974:16)

Inspite of this fact, other studies have shown that school community relations in Africa is not always perfect. As Hartwell and Bennars (1975) have shown, with the introduction of Western type of education, through the approaches by the missionaries and colonialists, schools became extraneous elements and relatively isolated from social life of the local communities.

The history of school community relations in Kenya is almost as old as the history of formal education itself. The Phelps Stokes Commission of 1924, discovered that there was insufficient co-operation between the representatives of various schools, colonial agencies, missionaries and local people. He then cautioned that, unless community members are involved in the administrative aspect of education, schools would not achieve their goals (Lewis, 1962).

African reformers tried to heal the situation by making education relevant to Africa. The conference of African Ministers of Education in Lagos (1976) was one step towards this. It clearly stated that, in relation to primary school, the individual child should be integrated into the community and be equipped for active participation in the growth of his community (UNESCO, 1977).

As they stand these principles were ideal, but in some cases, their practical applications have not been always successful. Ishumi (1981) study brought to light
the fact that in a broader sense the failures lie with the local educational authorities, headteachers, parents and other members of the community.

In 1978, the school community relation in Kenya was strengthened by the Presidential directive on the formation of Parents Associations. This was in a bid to improve all Kenyan primary schools educational programs. Today every primary school is maintained and managed by either a local authority or a Parents Association which helps in exchange of information between the parents and teachers and also which caters for the development of school (Ogono, 1987)

The introduction of the 8:4:4 education system in 1985, however brought the need for community involvement in the primary schools (Daily Nation; 24th June; 1999). Parents and other members of the community are expected to contribute towards the building of workshops and extra classes of standard eight required for the system. Community members were actively involved in instructional programs due to their first hand knowledge and expertise in subjects like agriculture and homescience (Daily Nation; March 26th, 1984). The headteachers therefore can no longer isolate their schools from the community as some did previously.

The community and the primary school serving it are inseparable. The community has a lot of influence on what goes on in the school. Thus, it is not realistic to attempt to divorce the school from it's community. Yet in the centre of this relationship between the community and the school is the headteacher. The headteacher needs to use all the administrative tactics so as to enhance a useful and pleasant school - community relations. In this, he needs to have faith in the people who form the school community.

It is therefore important that headteachers are given the necessary training to enable them to cope with and influence members of the community. The school on the other hand should also contribute towards community projects so that the community members can involve themselves in school projects more willingly.
Headteachers should establish effective communication programs between the school and the community. This is the only way through which an effective school development program can be designed and implemented.

Since school community relations are inevitable with the introduction of the 8:4:4 education system, a study into the nature of the existing relations between primary school Headteachers and their immediate communities is necessary and justifiable.

1.2 STATEMENT OF THE PROBLEM

The government made a bold and ambitious step towards the achievement of universal basic education in Kenya when at the beginning of the year 2003 it offered free primary education. (East African Standard; 10th June 2003).

The promise by National Rainbow Coalition government to provide free primary education by paying Ksh.1020 per year per child is miserably inadequate. Public urban schools currently are said to be free in theory but in practice parents buy textbooks and stationery for their children (Kenya Times; 4th January 2003). The fact that the government has given parents a greater say in schools management underlies the important role the parents have to play morally and materially in enhancing educational quality (Kenya Times; 6th April; 2003).

This involvement is even more significant considering that schools are now generally accountable for their activities to the communities they serve. It is common to hear of criticisms being leveled against schools by parents. Lewis (1962) observed that unless community members are involved in the administrative aspect of education, schools would not achieve their goals.

The researcher therefore sought to investigate the relationship between the primary schools and their communities, especially the challenges that headteachers encounter.
in enhancing such a relationship in Juja Location, Thika District. The study focused on problems and challenges resulting from such relationship and how these problems can be resolved by headteachers.

1.3 PURPOSE OF THE STUDY

The main purpose of this study was to investigate the challenges encountered by primary schools in relating to their surrounding communities in Juja location of Thika District.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were:-

a). To investigate the role of the community in the school activities in Juja location.

b). To establish the different types of challenges encountered by primary school teachers in relation to school communities around them.

c). To find out the effects of the relations between school personnel and community members on schools in Juja location.

d). To establish possible ways and means of solving the challenges that affect school community relations in Juja location.

1.5 RESEARCH QUESTIONS

The following research questions will guide the study.

1. In what ways does the community get involved in school affairs?
2. What problems do primary schools encounter in their attempt to relate with the school community?

3. What factors affect community participation in the development of schools?

4. To what extent does the headteacher resolve problems he faces in his effort to maintain a mutual school community relationship?

5. What challenges exist between school and the surrounding communities?

1.6 BASIC ASSUMPTIONS

- Good school-community relationships contributes to the success of educational goals and objectives.
- The interrelationship between schools and communities poses challenges to the headteacher.
- Literate parents participate more in bringing about school-community relationship.
- Parents were aware and conscious of their role in instilling moral values to their children during the course of their growth.

1.7 SIGNIFICANCE OF THE STUDY

It is hoped that the findings of this study will be significant in the following ways.

- Help to make headteachers more aware of the importance of favourable relationships between their schools and immediate communities and as a result, involve community members in school.

- Help parents, community members, leaders, agencies and organizations outside the school to realize the importance of good relationships with their schools and as a result, participate in school affairs.
1.7.3 Help educators and government agents charged with the responsibility of directing our education system to realize the importance of school community relations and as a result, formulate policies which would help to guide headteachers, teachers and community members in this relationship.

This research will contribute to enhancing relations between schools and communities in Juja location.

1.8 SCOPE AND LIMITATIONS

This study was confined to primary schools within, Juja location of Thika District. The researcher encountered a number of limitations. Time was a limiting factor as it was hard to cover a wider area within the time allocated for the study. Sampling was therefore inevitable. Therefore to some extent language was a barrier in getting information.

Finances for research were limited. However, efforts were made to raise funds for the same. This however had an impact to some extent on the research.

1.9 DEFINITIONS OF TERMS

The following terms were used in this study.

Community: Members of the public within whose geographical area the school is situated. It is also referred to as the local community.

Community Members: This identifies the parents or guardians of the students, school committee members, people who are concerned and involved with the school; the neighbors of the school, elders and influential people in the community. In this study, community members will refer mainly to the parents or guardians and the committee members.
Headteacher: The teacher with the overall administrative responsibility of running the school and to whom all members of the school are answerable.

School Community Relations: It is a constructive process of exchanging information and ideas, among school communities and other interested people in the school, whereby common understanding is developed, decisions are made and activities are carried out concerning essential educational programs.

Parents Association: This is a body of parents, united to effect a common school purpose.

Challenges: These are issues which arise in the community-school relations and which impact on the school in the effort to realise educational objectives.
2.0 LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the study sought to review factors that affect school community relations. The following topics were discussed. First, the concept and purpose of school community relations. Secondly, factors affecting school community relations. Thirdly, the role of headteachers in establishing school community relations and finally a summary of literature review.

2.2 THE CONCEPT AND PURPOSE OF SCHOOL COMMUNITY RELATIONS

Kindred (1976) made a historical analysis on how different understanding and terminologies were used about school community relations, and came up with four main areas. These were: internal relations among school personnel, internal and external communication about school activities, determining the community member, ideas and aspirations about education, and active involvement of the community members in educational administration.

According to Litwak and Meyer (1974) school community relations is seen as "unavoidable" or "inevitable" contact and consciously or deliberately planned relations. It was inevitable because the school will always be influenced by the economic standards of the community members, by the budget that came from public tax monies, and by parents who were involved in their children's learning in one way or another.

They continued to argue that this inevitable contact and influence should be made a consciously planned program so that it may produce maximum benefit both to the school and the community. Hence it is only when there is clearly stated program or
duties to be achieved by the relationship that we are able to talk of school community relations as a requirement in educational activities.

Some African educationists have also indicated what school community relations involve. According to Bude (1985) it is in the daily contact and communication between the school personnel and community members. These contacts are expressed in relation to the children's education, the community members' responsibilities in school affairs and the school personnel involvement in the community way of living.

In Africa, school community relations is not a new phenomena. It was introduced with modern/Western education. Referring to the early system of traditional and informal education, Nyerere (1967) explained that education was the duty of parents, skilled members of the community and elders. Although there were no schools as we have them today, be it under a big tree or an open area, the young members were educated through co-operation of different individuals.

According to Watson's (1980) analysis, in many third world countries, a strong community involvement and commitment in school affairs has existed for many years. In countries like China, Thailand, Tanzania and Ethiopia, villagers in the rural areas are expected to help build schools, to pay for their maintenance in cash or labour to subsidize the teachers and pay fees.

Several studies indicated that many African countries still provide manual labour and financial support to their schools. For instance, it has been argued that:

The relationship involves the parents and the community's participation in providing funds, facilities and supplies through self-help (Olembo, 1992:36)

Through a two way of communication, the school seeks to provide information and obtain information in it's programs and activities. Mbugua (1987) emphasized
mutual involvement and co-operation in the school community affairs as the main point of the relationship.

In spite of this fact, other studies have shown that school-community relations in Africa is not always perfect. As Hartwell and Bennars (1975) showed, with the introduction of the Western type of education, through the approaches by the missionaries and colonialists, schools became extraneous elements and relatively isolated from social life of the local community.

It can be observed that the whole concept of school community relations is expressed then, as a planned and constructive process of relationship between the school and community members through which a common understanding is developed and activities are carried out.

2.2.1 The Purpose of School Community Relations

It has become increasingly evident that effective school community relations has many advantages in educational activities. Research findings in the USA supported that adoption to social changes, and improvement in teaching and learning activities can be made when there is community participation in school affairs.

John Dewey, the Great American educator also pointed towards community involvement in education. In his essay "The School and Society", he discussed the need to integrate school education and society. He points to the benefits to be gained from children learning skills needed at home in school.

Kochhar (1978) points out four reasons why schools and community members should co-operate. These reasons are; for providing complete education for the child, for the improvement of education, for making the community helpful in the educational activities and for achieving the goals of education. In Africa, Bude
(1985), Olembo and Cameron (1986) have also mentioned the importance of the relationship at the primary school level.

In the last decade, analysis from developed countries point of view showed the present stage of school-community relations and has suggested the need for investigation (Gleggy, 1994). For instance, in England in 1844, for the first time, the report of the National Society brought to light the fact that until the home co-operates with the school, education cannot achieve what it ought to do (Johnson and Ranson, 1983).

Similarly in the US, the co-operation started in 1987 through the formation of the Parents and Teachers Association (Encyclopedia, Britannica, Vol. 17, 1996 p:126). Hans (1980) examined the existing co-operation between families and schools in the German Democratic Republic. He argued that since parents are the main educators of their children, their co-operation with teachers is crucial for achieving the objectives of education. According to this report, at the national level, the government uses the Mass Media to create awareness about the parents role in education. The teachers are also equipped with necessary knowledge and skills to facilitate the required co-operation.

It can be concluded therefore, that building a good school community relations aims at improving a nation's socio-economic condition by providing better education to the child and satisfying the immediate community.

2.3 FACTORS INFLUENCING SCHOOL COMMUNITY RELATIONS

Lillis (1985) made theoretical elaborations to explain what factors influence school community relations. These are political and educational. As far as "political factors" were concerned, he argued that political leaders are the ones who influence the ideology of the nation and are directly involved in designing the curriculum. Co-operation between the school and community will be determined by their decisions.
It is obvious that school textbooks and education principles should be geared towards inviting skilled people from the community. This would make the pupils learn about their environment and visit historical places. The school and the community will not be isolated from one another.

The political leaders not only outline the curricular, but also are involved in the day-to-day activities of school administration through Provincial and District Education Officers, Supervisors and other agents such as the headteachers. Some of the officials and agents are appointed by higher authorities to fit the political ideology of the leadership. Therefore, since the political factor has both theoretical and practical elements that can inhibit or promote school-community relations, it is an issue that needs to be considered in a study of this nature.

The "educational factor" does not only refer to the school personnel but also to the community members. For instance, when parents are illiterate, they may not know how to help their children in their studies or know what schools need. Therefore, what school personnel try to achieve can be determined by the community members.

Hans (1980:86) argues that as a negative side of the relationship, "the parents criticism of educational activities was said to be the main obstacles for the development of desired relation and co-operation. About this problem, Hans concluded that parents need the understanding of what education is out to achieve."
2.4 THE ROLE OF THE HEADTEACHERS IN ESTABLISHING SCHOOL-COMMUNITY RELATIONS

The community and the primary school serving it are inseparable. The community has a lot of influence on what goes on in the school. Thus, it is not realistic to attempt to divorce the school from members of the community. Yet in the centre of this relationship between the community and the school is the headteacher (Mbiti, 1974).

The Headteacher needs to use all the administrative tactics so as to enhance a useful and pleasant school-community relations. In this, he needs to have faith in the people of the community (Mbiti, 1974).

It is left to the school administrator to insure that this relationship exists for the benefit of the school. In this endeavour, he needs sufficient staff to delegate the responsibility to study the social and political issues within the community and to recognize the emergence of new groups which may some day be a dominant force.

The school community relationship may be expressed in many ways, for example, in school events and through the community's criticisms of the school programs. Mbiti, argues that:

a school is not an island but a part of the community in which it is located. The pupils in the school are members of that community. School activities must therefore reflect, as far as possible, the nature and aspirations of the community. The headmaster must get to know the community well enough to be able to make the members of his community interested in what their children are doing (Mbiti, 1974:12).

Dean (1960) places the school head as the major influence on the quality of the school-community relationship. He goes on to quote a survey done in USA to determine the elementary school principals relationship with the community. The
result was that almost one third of public of the elementary schools principals have a high degree of skill and capability in school community relationship.

2.5 **SCHOOL COMMUNITY RELATIONS IN KENYA**

The history of school-community relations in Kenya is almost as old as the history of formal education. Formal education was introduced in Kenya by Christian Missionaries who established their first mission school at Rabai, near Mombasa in 1846. The relationship between the school and community was however, minimal as the missionaries had complete control over these schools. This relationship existed only because the pupils were from the local communities where these schools were located.

In the 1930's the Africans started their own independent schools, as they were dissatisfied with the slow pace at which the local government and missionaries were providing them with education. This meant they became more involved in school affairs for they not only built the schools themselves and maintained them financially but they also influenced their instructional programs.

Hence, it is with the beginning of independent school movement that we can actually say that school-community relations began in earnest. Since then, the community has been involved in the education system in Kenya especially more so in contributing to funds to the schools, through payment of fees and providing instruction materials.

The introduction of the 8:4:4 education system in 1985, however brought the need for community involvement in the primary schools (Daily Nation; 24th June; 1996). Parents were expected to contribute towards the building of workshops and extra classes of standard eight required for the system. Community members were actively involved due to their first hand knowledge and expertise in subjects like Agriculture and home science (Daily Nation March 26th, 1984). The headteachers
therefore can no longer isolate their schools from the community as some did previously.

In 1978, the school community relations in Kenya was strengthened by the Presidential directive on the formation of Parent Associations. This was in a bid to improve all Kenyan primary schools' educational programs. Today, every primary school, maintained and managed by a local authority has a Parents Association which helps in exchange of information between the parents and teachers, and also which caters for the development of school. It can rightly be stated that:

It is the duty of the headteacher to enhance harmonious relationship among members of the school community (Olembo, 1976: 17).

Thus the school head has a major influence on the quality of the school-community relationship. Mbiti (1974), states that a school has to be part and parcel of the community it is serving. Since the pupils are members of the community, the school activities must reflect as far as possible, the nature and aspirations of the community. The headteacher must get to know the community well enough to be able to make the members of his community interested in what their children are doing.

A number of researches have been done on school-community relationships in Kenya. Kimani (1982) conducted a study on relationship between primary school headteachers and school communities in Githunguri division, Kiambu District. The study pointed to the inseparable nature of relationship between schools and communities they serve. It further pointed out that it is unrealistic to attempt to divorce schools from the people they serve. This study concluded that for good relationship to exist between the school and the community, the headteacher has a central role in fostering these relationships. While these findings are useful, my study goes further to investigate other dynamics of school-community relations.

Parents and teachers must therefore seek to understand each other's views. Understanding can be reached most successfully if opportunities are provided for
them to meet and discuss problems which are at home and at school. A Parents Association is the only means by which they can have effective communication between parents and teachers (Long, 1986).

Doll (1967) argues that the school head should establish a machinery of communication between the school and the community. This communication can proceed in several ways, for example by arranging for teachers to meet with the parents. Both the school and the community need to have information about each other. This information is only possible through the maintenance of good communication between the school and the community.

In Kenya, the activities of school-community relations are mainly through the parents and Teachers Association and School Committees (Kimani, 1982). Thus Sakajja (1987) made an investigation whether the PTA's were living upto the standards of this expectations. His main approach was by considering the duties/roles of the associations. Much of the findings revealed that there were unsatisfactory relations between the teachers and parents.

Ondieki (1988) investigated whether effective home-school relations, existed among primary schools in Kisii district. According to the research problem there was an outcry on educational failure such as poor results in the national primary school examinations which was assumed to have been caused by lack of co-operation between parents and teachers. The study had a good approach of trying to investigate the existing relationship both from the schools' and community members' point of views. Both agents of the home (parents and guardians) and school (teachers and Headteachers) asserted that there was positive relationships between them.

Finally, several research works have been reviewed to show what type of school community relations exist. In most cases, they showed that the relationship needed
some improvement. Hence the study will address some factors affecting the relationship from the Kenyan point of view.

2.5 SUMMARY

According to reviewed literature, a desirable school-community relation is a natural outgrowth of life centred educational program. Yet, such a relation cannot develop simply by talking about it or by "selling" the school to the public, but by having a proper communication channel between the school and the community. This seems to be in line with the problem of the study, which is based on the existing school-community relationship.

In an ideal situation, Kenya educational planners should involve the primary school headteachers in the formulation of educational needs of the total community. The assumption here is that the headteacher would naturally get information from the community on what they expect of the education for their children. In this respect the communities would have the authority to make decisions about what to teach and probably how to teach it. The school community relationship here is clearly encouraged in the Education Act of 1968.

At the primary school level, the headteacher need to be fully involved and very active in the creation and maintenance of good school-community relationship. He is the ideal person in a position to bring the children, the teachers and the parents together for achievement of the set educational objectives. This research therefore contributes towards enhancing relations between schools and communities in Juja location, Thika district.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses research methodology. The study sought to investigate challenges affecting primary schools as they relate with the surrounding communities in Juja location, Thika District. This chapter discusses the nature of the study, target population and the process for selecting the sample. Finally, the instruments for data collection, data collection procedure and data analysis is discussed.

3.2 RESEARCH DESIGN

This was a descriptive research, which was conducted using a survey design. Descriptive Survey determines and reports the way things are (Wiersma 1985), such as public perception or opinions towards schools, investigate problems faced by primary school headteachers, parents participation in education, etc. The design was found to be appropriate because it allows for the use of research instruments like questionnaires and interview schedules.

3.3 TARGET POPULATION

Since the study is concerned with school community relations in government and private primary schools, the target population included the people who are directly involved with school-community relations. Thus the populations for investigation were both from the schools and the community. This consisted of 28 schools found in Juja location, Thika District. The target population includes 28 headteachers, 566 teachers, two zonal inspectors of schools and all parents from the surrounding community. This was done because the School personnel (headteachers and teachers) have legal and professional responsibilities to create the link. They also
have a direct contact with the community members, parents and pupils on a daily basis.

The parents or guardians of the pupils are also directly concerned with school-community relations. Since many aspects of the relationship involved them, they are reliable source for investigation.

The zonal inspector is an official representative of the parents and the school hence responsible for linking the community with the school.

3.5 PROCEDURE FOR SELECTING POPULATION SAMPLE

3.5.1 Schools

The size of the sample was six out of 28 primary schools. This represented 21 percent of the total population. These schools were selected through random sampling, from Juja location, Thika District.

Within the schools random sampling was conducted in cases where there were more than twelve teachers in a school. This was mainly due to lack of time and finances to administer questionnaire to all teachers as earlier planned. This technique ensured that the research had a sample that was representative of the population in terms of critical factors that were used in data analysis. Without such a technique, it was difficult to take all schools for the sample.

3.5.2 Sampling of the Headteachers and Teachers

Each primary school has one headteacher, therefore all the headteachers of the selected six schools were taken in the sample. Six teachers were picked randomly from each of the six schools. The sample constituted a total of thirty-six teachers.
3.5.3 Sampling of the Parents

To select the representatives from among the parents, random sampling technique was used. From each of the selected primary schools, two parents per school were chosen for interviews. Their sample constituted a total of 12 parents.

Table 3.1 below shows the study sample.

<table>
<thead>
<tr>
<th>Sample Group</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>6</td>
</tr>
<tr>
<td>Teachers</td>
<td>36</td>
</tr>
<tr>
<td>Parents</td>
<td>12</td>
</tr>
<tr>
<td>Zonal Inspector of Schools</td>
<td>1</td>
</tr>
<tr>
<td>School Committee Members</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

3.6 INSTRUMENTS FOR DATA COLLECTION

In order to answer the research questions, data was collected using questionnaires and interview schedules. There was a questionnaire for headteachers and teachers. The researcher obtained a research permit from the office of the President. This permit enabled the researcher to personally administer the questionnaires and interview schedules in order to collect data to answer research questions. The researcher collected completed questionnaires for data analysis after two weeks.
3.6.1 Headteachers Questionnaire

In order to obtain information from the Head teachers, a questionnaire (appendix 2) was administered. A series of open and close-ended items were specifically tailored to enable the researcher collect data for the study. The open ended items gave the respondents freedom to express their views and also make suggestions. The close-ended items guided the respondents to give specific responses required by the researcher.

3.6.2 Teachers Questionnaire

This instrument (appendix 3) was used to gather information from teachers of the selected primary schools. It sought information on the roles of teachers in school community relations and some problems they encountered in doing their work. This information was meant to counter-check the responses given by headteachers.

The questionnaire consisted of both open-ended and closed-ended questions. The open ended questions were used to get varied views from respondents. This helped to find unique factors that affected headteachers in school-community relations.

3.6.3 Interviews Schedules for school community members, parents and Zonal Inspector of schools.

Three different types of interview schedules (see appendixes 4, 5 and 6) were developed for school committee members, parents and Zonal Inspector of schools respectively. The use of interviews is the most satisfying instrument in collecting data. An interview schedule for parents deemed appropriate for the study in line with the objectives. It was used to probe the respondents' replies in greater depth.

The use of interview is important for the study as it solved the problem of illiteracy among parents. Since some were not able to read or write, it was not possible to use
a questionnaire. Moreover, interview allowed the advantage of face-to-face dialogue in any language that is convenient to the respondents.

The interview schedule in this study had written guides which indicated what questions were asked and in what order, and what additional prompting or probing questions were permitted.

The school committee members interview schedule (appendix 4) sought information regarding the member's participation in school activities. This had combined closed and open items.

Parents interviewer schedule (appendix 5) combined both opened ended and closed items aimed at investigating the role parents played in schools. It also sought information focusing on the problems encountered by parents in performing their duties in schools.

Interview schedule for the Zonal inspector (appendix 6) had open ended items seeking information on the challenges affecting the relationship between the school and the community. Conclusions were drawn with the help of information obtained from interviews and questionnaires.

3.7 Piloting

Before the actual research was conducted, pilot study was carried out in two schools of Juja location. These two schools were not among those that took part in the study. The purpose of the piloting was to assist the researcher discover weaknesses in research instruments, check the clarity of questions and get comments from respondents that would improve the instruments. The researcher personally administered the instruments and followed the same procedure.
3.8 DATA COLLECTION PROCEDURES

The procedure for data collection included the following main steps.

1. Before the actual data was collected, the selected primary schools were visited, the visit had the following aims:

   (i) to handover the letter prepared for the headteachers, informing them about the nature of the study and the cooperation to seek from them.

   (ii) to make prior arrangements with the schools; headteachers and establish times for distributing the questionnaires among them and determine ways to contact the parents and school committees.

2. The questionnaires were distributed to the headteachers after explaining the nature of the study and clarifying some items that were most important to the researcher.

3.8 DATA ANALYSIS

This study dealt with identifying challenges affecting primary school headteachers as they related with the community. Hence descriptive study was used. Where the existing relations was investigated in depth and the replies reported. One of the most commonly used methods in reporting descriptive surveys was frequency distribution, calculating percentage in whole number and then tabulating them appropriately (Gay, 1976). This method was used to analyze the collected data.

The questionnaires and interviews were designed such that the data was interpreted as frequency and percentage distributions. The collected data was analysed by using the following steps:

1. A separate breakdown of the replies which was made for the headteachers, teachers and parents.
2. The responses for the questionnaires and interviews was categorized under four headings according to the main research questions in Chapter one.

3. The frequency distribution of the data was arranged showing the occurrences of different responses of the items.

4. After having arranged the frequency distribution, the percentage were calculated by using this formula:

\[
\frac{f_i \times 100}{N} = \% \]

Where "\(f_i\)" stands for the frequency "\(N\)" stands for the number of respondents and percentage was arranged in tables.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The study intended to identify the challenges that affect the relation between primary schools and the surrounding communities. This chapter analyses the data collected through questionnaires and interviews. The data has been presented in eight tables and varied percentages pertaining to issues under investigation. The findings of this study are discussed focusing on the following areas:

1. Problems faced by headteachers in relating with the school community.
2. Challenges facing schools in relation to providing financial and manual support by community members.
3. Challenges facing the headteacher in the area of staff personnel.
4. The nature of relationship between the community and the school.
5. Areas that affect school-community relations.
6. Challenges that concern communication between the school and community members.
7. Responsibility for creating sound community school relationship.

4.2 Problems faced by headteachers in relating with the school community

The headteacher’s role in school community relations cannot be overemphasized. Most of the headteachers response was that it was a must for them to involve the community in the affairs of the school. The headteachers in the sampled schools indicated that there were a lot of problems that they encountered in their bid to involve the community in the affairs of their respective schools. Most of them were of the opinion that these problems had either minimized their activities or even left them in a state of dilemma, or confusion. These problems were similar in all the six schools in the sample and they were summarized and presented in Table 4.1 below:
Table 4.1: Problems faced by headteachers in relating with the school-community

<table>
<thead>
<tr>
<th>Problems</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of co-operation from parents</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>2. Dealing with illiterate and semi-illiterate parents</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>3. Parents lack of interest in school</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4. Low economic standards from parents</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>5. Lack of support and acceptance for headteacher by the community</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the leading problems in school community relationship was developing and maintaining co-operation between the school and the community as reported by 30% of the respondents. Another 30% of the respondents stated that the illiterate and semi-illiterate parents did not value education and this became a major challenge and problem for the headteacher to deal with. These two problems were said to be the most serious in this area.

Other challenges facing headteachers includes poverty among parents and lack of appreciation from parents towards headteachers efforts to improve the school. It was reported that some of the agitators in the community would go out of their way to create disunity among the staff deliberately to make it difficult for the headteacher to run the school effectively. Others would try to tarnish the headteachers name to further discredit him and to facilitate his withdrawal from the school.
4.3 Challenges facing schools in relation to providing financial and manual support by community members

Investigations were made among the headteachers, school community members and parents to find out factors that hindered community members from providing manual and financial support to the schools.

Table 4.2 Challenges facing schools in areas of financial and mental support.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Headteachers</th>
<th>School Community Members</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1. Being unaware of their role</td>
<td>2</td>
<td>33.3</td>
<td>4</td>
<td>16.5</td>
</tr>
<tr>
<td>2. Low economic standards</td>
<td>2</td>
<td>33.3</td>
<td>6</td>
<td>25.0</td>
</tr>
<tr>
<td>3. Selfishness &amp; carelessness</td>
<td>3</td>
<td>50.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Disagreement among the community members</td>
<td>1</td>
<td>16.7</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>5. The society's wrong conviction about the government</td>
<td>2</td>
<td>33.3</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.2 reveals that 20% of the respondents believed that the community members had no ability to support their schools economically. This therefore hindered them from providing support to the schools or sacrificing some of their time to get involved in school activities requiring manual labour.

In relation to the provision of financial and manual support to the schools, the above responses seem to point out two main factors. First, the more the community members were found to be aware of their responsibility regarding manual and financial support to the schools, the more they fulfilled the duty.
As Table 4.2 shows, some community members were unaware of their duty and this prevented them from providing manual and financial support to their schools. Hence, the community members' degree of awareness of their duty determined the extent to which they fulfilled their duty.

Some members of the community had a wrong conviction about the government. Since the government provided free primary education, parents assume that it is the government's responsibility to provide everything to the school. Heads felt that due to government directives, they were left with no effective means of ensuring that parents shouldered the responsibility of educating their children.

4.4 Challenges facing the headteacher in the area of staff personnel

Table 4.3: Problems headteachers face in management of staff personnel.

<table>
<thead>
<tr>
<th>Leading Problems</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensuring that teachers are dedicated, committed and co-operative</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>2. Lack of qualified teachers to cope with high pupil enrolment</td>
<td>4</td>
<td>26.6</td>
</tr>
<tr>
<td>3. Dealing with inadequate teachers</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>4. Failure to in-service teachers to cope with curriculum changes</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>5. Disciplining teachers</td>
<td>2</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Table 4.3 indicates that the most challenging problem faced by headteachers were enhancing teachers dedication, commitment and co-operation among the staff which is at 33.3% response rate.

When a school is understaffed the headteacher is faced with a big problem because some classes will stay without teachers and the available teachers will be overloaded.
when the teaching staff is inadequate the pupils will not get adequate instruction and as a result their academic performance will be poor. When this happens, the headteacher is the first person to be blamed by the parents.

Indiscipline may also result because pupils who are idle may not know how to study on their own, instead they may utilize that time in socially unacceptable behaviours.

Lack of qualified teachers to cope with high pupil enrolment was considered a problem by 26.6% of the respondents. Indeed, with the introduction of free primary education some of the schools are seriously understaffed. For instance, the researcher came across one school which had a pupil population of almost 800 pupils with only a staff of 20 teachers and among them were some untrained teachers and others on various types of leave. This is likely to lead to deteriorating standards of education hence parents blaming the school.

4.5 The nature of relationship between the community and the school

The researcher looked into the relationship between the community and school. All primary schools in the sample had a strong relationship with communities regardless of their historical background. The nature of relations between community and school is summarized in the Table 5 below.
Table 4.4: Nature of relationship between the community and the school

<table>
<thead>
<tr>
<th>Nature of relationship</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Very Good</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>Average</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Poor</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td>Very Poor</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above, it can be deduced that majority (33%) of parents at viewed the relations between community and schools to be either average or poor. Most of the teachers believed the same to be true. Probably this explains why performance in national exams is not good in Juja location primary schools.

To some extent community members had some responsibilities in the schools. Since the schools are public, when the government declared education to be free community members felt they had no obligation to deeply involve themselves in school matters. Poverty among community members also explains their aloofness. This impacts negatively on schools.

4.6 Areas that affect school-community relations

The research intended to find out the community activities hosted by the school. This was meant to clarify on direct utility derived by community from their utilization of school facilities. It was found that all primary school parents interviewed indicated that their participation in community functions held in school
was minimal as most of them were rarely allowed in school freely or some parents tended to shy off from attending such functions.

Research findings are summarized in Table 4.5 below.

Table 4.5: Community Functions held in School

<table>
<thead>
<tr>
<th>Functions</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church functions</td>
<td>6</td>
<td>27.5</td>
</tr>
<tr>
<td>Harambees</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Weddings</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Games and Sports</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Cleaning environment</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>HIV/AIDS sensitization</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Funerals</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table reveals that the schools were playing their rightful role in recreational, social and economic matters affecting the community. It was revealed that 27.5% of the community members come to school to attend church functions. Due to certain needs political leaders were invited in school to assist with harambee functions. This is because majority in the school community are poor. To some extent quite a good number of community members went to school for wedding functions and to watch sports and games. However, a lot needs to be done to sensitize the community on the dangers of HIV/AIDS. It is noted that the school facilities were mostly used for church functions and harambees.
According to the investigations made among the headteachers, the main challenge is that majority of the community members were illiterate hence misuse school property during such functions.

4.7 Challenges that concern communication between the school and community members

Communication is a mechanism through which human relations exist and develop. A relationship between the schools and their community members implies a two-way communication system. Exchanging information about what goes on in school and in the community or home through different channels is essential to the child’s education and for providing support to the schools. Hence it was important to investigate the channels of communication between the school and community members and how effective the channels were.

Table 4.6: Channels of communication used

<table>
<thead>
<tr>
<th>Channels</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Parents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Oral (use of pupils)</td>
<td>13</td>
<td>65</td>
<td>7</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Newsletters</td>
<td>6</td>
<td>30</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>1</td>
<td>05</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

According to the responses in Table 4.6, three main factors can be pointed out about the channels of communication.
First, the most used channel for communication between the school and community members was making use of the children. This was done mainly when the school personnel wanted to pass messages to the parents. Most children are day scholars and therefore the school personnel found it efficient and cheap to use children. However, most parents complained that at times the information they received from their children was distorted and this caused misunderstanding between the school and the parents.

The study reveals that 30% of teachers indicated that newsletters were an alternative method used by school to communicate to parents. The use of telephone was common with the schools found within Juja town. Only 10% of parents indicated telephone as a method of communication and this was mainly because most parents interviewed indicated that they were very poor and did not own the telephones, in addition there was no electricity in the rural areas hence could not use mobile phones.

4.8 Responsibility to creating sound community school relationship

From the findings it was revealed that there is need to enhance a close relationship between the school and its local community. While the headteachers felt that it was a must for the existence of school Community relationship, the response of the community was at times poor. Most teachers and headteachers indicated the following as the main problems facing them in creating sound community relationship.

1. Raising and obtaining adequate funds to finance schools.
2. Lack of parental assistance in disciplining pupils.
3. Interpretation of Government and political pronouncements.
4. Dealing with religious and political leadership differences within the community, which affect the running of the school.
5. Providing sound communication between the school and community.
6. Dealing with an unenlightened community.
7. Running a school with a community that does not wholly appreciate the headteacher
8. Lack of sufficient support from the education office.
10. Drug abuse and alcoholism.

From the above summary, it indicates that raising and obtaining adequate funds for running schools is a major problem that headteachers encountered. It calls for everyone's attention, the ministry, the politicians, parents and indeed the entire community.

The heads also felt that parents were increasingly becoming lenient with their children to an extent that they felt some parents had ignored their role of disciplining their children. Hence the heads felt that the parents had left this vital task of bringing up a child to the teacher yet the children spent more hours with their parents than their teachers.

It was the feeling of most headteachers, teachers and zonal inspector of schools that they are not getting sufficient moral support from the education office when they are faced with problems such as pupils indiscipline or religious and political interferences. Most parents indicated that it is the responsibility of teachers to create the good relationship since they believed the school belonged to them and they are the ones to make decisions about the school.

Often, school committee members, Zonal Inspector of schools and the parents Association did not do as much as they liked due to the above problems. For instance, there was general lack of understanding among illiterate parents who failed to attend meetings, especially if the raising of money was involved or due to poverty, meaning very little was expected from such parents.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the entire work and finally brings out the researchers conclusions and recommendations based on the findings.

5.1 Summary

The main purpose of the study was to investigate the challenges affecting school-community relations in the primary schools in Juja location, Thika District and solicit suggestions on possible solutions to the challenges.

The study was conducted in Six primary schools. The location has 28 primary schools. Twenty percent of schools were randomly sampled to arrive at a sample size of Six schools. The sample included 6 headteachers, 36 teachers, 12 parents, 12 committee members and 1 Zonal Inspector of Schools. This provided a total of 67 subjects.

The instruments for data collection were questionnaires for headteachers and teachers, interview schedule for parents, school committee members and Z.I.S. The researcher availed questionnaires personally to the respondents (teachers and headteachers) and collected them after two weeks to enable them respond to each item as clearly as possible.

Responses obtained from the five sources were analysed using frequency distributions, and calculating percentages. The study found the following to be the main challenges affecting school-community relations in the location.

The first major factor was the community members low level of formal education. Majority of them were illiterate and this determined their interest and degree of involvement in school affairs.
The second factor was the community members low economic standards. Most parents were poor and this limited their support of the school as they found it hard to sacrifice their time to get involved in school activities.

Another problem was that policies and decision made by higher educational authorities were not enough to establish effective co-operations between the school personnel and community members. At the school level, as policy implementers, parents were not involved in decision making.

Finally, the channels of communication between the school personnel and the parents were very poor. There was inadequate personnel to man education activities. This created disharmony between communities and schools.

5.2 Conclusions

The study revealed that there is a need to enhance a close relationship between the school and its local community. This relation is both needed and necessary. For instance, most of the money needed in primary schools come directly from parents. Even with the Free Primary Education, the development of the primary schools depends on the generous donation from the members of the community, particularly through harambee.

It was also noted that some community members' carelessness and irresponsibility towards education was identified on different occasion as affecting school community relations and the children's performance. This factor referred to those community members who were aware of their duties in schools, knew how to assist their children in school activities and were capable of providing financial support to the schools but ignored these responsibilities. This left the school on its own and parents on the other side. That was a real challenge to the school and parents alike.
Another challenge encountered by almost all headteachers was that of establishing and maintaining good school community relations. Most headteachers seemed to be getting problems with the surrounding community. This came out clearly as they abused privileges accorded to them by the school. They were also seen to be negative towards the schools. It was difficult to establish why they had developed such an attitude towards their own schools.

The study has also revealed that for the headteacher to involve the community in school activities, the ministry of Education need to assist in bringing the parents and the teachers together. This can be done by educating the parents and teachers, on the importance of the School - Community relationship. Eradicating illiteracy among parents would equip them with basic skills for assisting their children and this can be done through further adult education. Teachers on the other hand would benefit a lot from seminars, conferences and workshops conducted by educational field officers. It is only through perfect understanding between the parents and the teachers that total education can be provided to learners in schools.

The headteachers need to use school committees as the tools with which to involve the community in their school's affairs. The members of the two bodies should be "well tuned" so as to be functional and to feel responsible enough to develop the school.

It also came out clearly that parents were not happy with the means of communication between them and the school heads. In most cases, children were used and at times they distort the information, hence most parents ended up failing to attend parents meetings in schools. They felt that headteachers should be committed and write to them letters with official Stamps to invite them to school. This affected performance in one way or another as most parents were not present to discuss school issues with the school authority. Headteachers should be bold enough to protect the image of the school.
5.4 Recommendations

On the basis of the findings of the study, it was quite evident that school-community relations in the location needed improvement in a number of ways. As a result, the following recommendations are made to serve as guidelines for further actions.

1. Since the community members' low level of formal education was the main factor that caused poor relations between the school and community members and limited the parents' assistance in their children's education, uplifting the adults' formal educational standards would solve many shortcomings.

2. Parents and other community members need to be educated on the importance of effective relations with their schools and to know their duties. This can be done either through the mass media, public meetings, seminars, etc. All the citizens should be able to realise that they have roles to play in educating their younger generation and in supporting school personnel who must be made to understand that they are expected to encourage co-operation between community members and schools, because schools belong to the community. Politicians and religion organisations should become serious with school community issues.

3. There was urgent need to educate the parents on their roles in schools. That could be done through tutor training programmes. The ministry of education should equip and staff schools well. The ministry of education field personnel should equally be trained so that they can also be affective in their work.

5.5 Suggestions for further research

The present study did not go into a detailed analysis of primary school syllabi and teachers' training programmes. Further study in the future may need to consider these
areas and come up with concrete facts on whether the curriculum provides suggestions and has room for activities between the school and community members. It should also consider the extent to which school personnel are to be involved in community activities and trained to involve their communities in school affairs.

Since the present study also covered one location, a similar research could be conducted using a wider sample from either a district, a province or even the whole country. This would give a more comprehensive view and understanding of practices and challenges of school - community relations.

Finally, since the study verified that the relationship between school and communities in Juja location needs to be improved in a number of ways, a study aimed at developing a programme for School - Community relations and implementing it could also be undertaken in Thika district.
BIBLIOGRAPHY


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APPENDIX 1

LETTER OF INFORMATION TO HEADTEACHERS

The Headteacher

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student pursuing a Masters degree in Education at Kenyatta University. I have chosen to use your school to conduct research and would like to request you the Headteacher, six teachers and two committee members to participate in the study.

I am conducting research on school community relations in Juja location. This study is important as it will enable educational planners determine the importance of School Community relations.

A copy of the clearance letter from the office of the president will be availed to you on the day of visiting your school. I would like to visit your school on to administer the questionnaires and have an interview with you as the head of the institution.

Thank you.

Yours faithfully

ESTHER M. IMBISI

Date:
APPENDIX 2

HEADTEACHERS QUESTIONNAIRE.

Instructions:

This study is out to investigate the relationship between primary schools and the surrounding communities. Please put a tick (3) in the appropriate bracket, or fill in the information as your response to the following questions. Do not write your names anywhere on the questionnaire. Your responses will be treated as confidential. Please ensure all parts of the questionnaire are filled.

Thank you for your co-operation.

QUESTIONNAIRE TO BE COMPLETED BY THE HEADTEACHER

ID. NO. ________________

1. What do you understand by "School - Community Relations"?

_________________________________________________________________

2. How do you ensure that all the members of the Community are represented in the School Committee/Parents' Association?

_________________________________________________________________

3. What is the perceived relationship between the community and school?

1) Very Good _________________________
2) Good _____________________________
3) Average __________________________
4) Poor ______________________________
5) Very poor _________________________

4. What is the perceived opinion on community involvement to school affairs?
1) Very Good 
2) Good 
3) Average 
4) Poor 
5) Very Poor

5. Would you please mention anything that your school provides for the use by the community members (e.g. library, sport fields, hall etc)

6. What challenges do you as a headteacher encounter in trying to involve the parents and the community in the affairs of the school?

7. With the introduction of free primary education, what are some of the problems you encounter as a headteacher?

8. Do you think parents could assist in any of your administrative tasks? In what tasks and how?

Below is a list of areas of school administration in relation to school-community. Indicate by putting a tick in the first column, any area in which the school committee
is involved in your school. In the second column rank the areas in order of the degree of involvement, for example, a (1) should show the greatest involvement and a (9) should indicate the least involvement.

<table>
<thead>
<tr>
<th>AREAS OF SCHOOL ADMINISTRATION</th>
<th>TICK</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approving expenditure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collection of funds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Preparation of budget.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Supplies and equipment e.g. control of inventory, selection of instructional materials, repairs and delivery of materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Office Management (e.g. Supervision of personnel and maintenance of records and files.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. School routine operation e.g. preparation of routine reports, arranging for registration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Local school system (e.g. staff meetings, sports, clubs, school trips).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Pupils’ disciplinary action.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Recruitment of personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Do you participate in any of the following functions in the local community?

<table>
<thead>
<tr>
<th>Function</th>
<th>Never</th>
<th>Occasionally</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Weddings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Harambees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Funerals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Chief's Baraza</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Church functions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is a list of areas where parental co-operation may be needed in the school. Show the areas where the parents are involved by putting a tick in the first column.
Rank the areas in the second column in order of the parents' involvement (where a (1) indicates the greatest involvement and (9) the least involvement).

<table>
<thead>
<tr>
<th>AREAS WHERE PARENTAL CO-OPERATION MAY BE NEEDED</th>
<th>TICK</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Homework and pupils' academic progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Medical welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pupils disciplinary problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Collection of funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. School development projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Lunch programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Moral and religious education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teachers' disciplinary problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Whenever you want to send information to parents, what means do you use? Do you find these means effective?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

11. Are there any suggestions or comments you would like to give on how to improve effective school-community relations?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Thank you very much for your co-operation
APPENDIX 3

QUESTIONNAIRE FOR THE TEACHERS.

QUESTIONNAIRE TO BE COMPLETED BY MEMBERS OF THE TEACHING STAFF

Dear Teacher

This research questionnaire is part of a requirement for a Masters degree in Educational Administration. It is not meant to evaluate you or report on you. It's main purpose is to identify the challenges which affect co-operation between the school (teachers and headteachers) and the community members (e.g. parents and school committees) and then to improve the relationship.

You are invited to contribute to this study by responding to all the items in the questionnaire as honestly as you can.

There is no need for you to sign your name. All of your responses will be held in strict confidence.

Thank you for your co-operation.

Sincerely yours

ESTHER M. IMBISI
KENYATTA UNIVERSITY
1. What do you understand by "school-community relations"?

________________________________________________________________________


2. (a) Do you think the community should be involved in the affairs of the school? ____________________________________________

(b) Why? ____________________________________________

________________________________________________________________________

3. What is the perceived role of teachers in school community relations?

1) Very important __________________________

2) Important __________________________

3) Neutral __________________________

4) Less important __________________________

4. Are you aware of your pupils' family background (such as economical standards, family life, religion, etc.)?

Yes____________________ No____________________

Explain ____________________________________________

________________________________________________________________________
5. (i) What things would you expect from a parent who really wants to co-operate with teachers in educating his/her child?

(ii) Do you think there are many such co-operative parents in your school?
   Yes________ No________

   Explain__________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

(iii) What do you think are reasons why parents do not co-operate with teachers (or teachers with parents)?

(iv) With the introduction of free primary education, what problems do you face as a teacher?

   Except for health problems, what are other reasons why pupils fail to attend classes?
   (Please state)____________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
7. (i) Whom do you think is most responsible for creating parent-teacher cooperation?

(a) the parents (c) Both
(b) the teachers

Please explain why you think so?

(ii) Do you think it is the teachers' business to tell/remind parents about their children's study at home.

Yes No

Please explain

Do you participate in any of the following functions in the local community?

<table>
<thead>
<tr>
<th>Function</th>
<th>Never</th>
<th>Occasionally</th>
<th>V. Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Weddings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Harambees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Funerals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Chief's Barazas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Church functions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(not just worship)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. (a) What community-oriented functions are held in the school?
(b) (i) Are members of the local community allowed into the school compound freely? 

(ii) Under what circumstances are they allowed?

10. How often are the following functions held in the school in a year?

<table>
<thead>
<tr>
<th>Functions</th>
<th>Number of times</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Athletics Championships</td>
<td></td>
</tr>
<tr>
<td>(b) Parents Day</td>
<td></td>
</tr>
<tr>
<td>(c) Prize giving Day</td>
<td></td>
</tr>
<tr>
<td>(d) Political Meetings</td>
<td></td>
</tr>
<tr>
<td>(e) Open day</td>
<td></td>
</tr>
<tr>
<td>(f) Clubs/societies functions</td>
<td></td>
</tr>
</tbody>
</table>

11. What groups of people are invited to such functions:

(a) 
(b) 
(c) 
(d) 
(e) 

12. (a) What is the response of the local community in the involvement of affairs of the school?

(b) What is the response of the school in the involvement of affairs of the local community?
13. What major problems are encountered in trying to involve local community members in the affairs of the school?
   (a) ___________
   (b) ___________
   (c) ___________

14. What would you suggest would be the best way to involve:
   (a) The community in affairs of the school ________________
   ___________________________
   ___________________________
   ___________________________
   (b) The school in the affairs of the community? ____________
   ___________________________
   ___________________________

15. What do you consider to be your greatest contribution to the local community surrounding the school _________________

16. How else would you expect or wish to contribute to the community?
   ___________________________

17. How do you perceive the relationship between the school and the community?
   (a) Very good
   (b) Good
   (c) Average
   (d) Poor
   (e) Very poor

Give reasons for your answer.
   ___________________________
   ___________________________
18. (a) What do you think the school can do to improve this relationship?

(b) What do you think the community can do to improve this relationship?

Thank you very much for your co-operation.
APPENDIX 4

INTERVIEW SCHEDULE FOR SCHOOL COMMITTEE MEMBERS

1. How long have the school committee existed? For how long have you been a school committee?

2. What are the roles of school committees in your school?

3. What are the problems that arise in performing these roles? What are the causes of these problems?

4. Can you tell me any reason (in reference to the school or children's education) that make parents and school committees relate.

5. From your experience as a member of a school committee, is it easy or difficult to work with the headteacher? What makes it easy or difficult?

6. What do you think parents like about the school, teachers or headteacher? And what don't they like?

7. Do you think most parents have time to visit the school and find out about their children's education? How/why?

8. In what ways are the influential people in your community (such as politicians, priests, councillors, chiefs, e.t.c) involved in the school? Are there any problems related to this?

9. Do you have any suggestions to improve the co-operation between school and the community?
APPENDIX 5

INTERVIEW GUIDE FOR PARENTS

1. For how long have you been a resident of this location?

2. Where do your children go to school?

3. How often do you visit the school?

4. In your opinion, what do you think parents in your community like and do not like about teachers and headteachers? Why?

5. What is your role as a parent in this school?

6. What are the problems that arise in performing your roles and what are the causes of these problems?

7. Do you participate in any of the community functions held in school? If not why?

8. Question: What are some of the problems you encounter as a parent when relating with the teachers?

9. What are the channels of communication used by school to pass information to you? Are they effective?

10. Who is responsible for creating good school community relationship?
    
    Parent
    Teachers
    Both

11. Do you have any suggestions to improve the co-operation between school and the community?
APPENDIX 6

ZONAL INSPECTOR INTERVIEW SCHEDULE

1. For how long have you been in-charge of this zone?

2. How is the relationship between schools and the community?

3. What has necessitated the relationship to be the way it is?

4. How has that kind of relationship affected performance in your zone?

5. How are you involved in solving community school problems?

6. Do you find problems working in this zone?

7. Which suggestions can you give to improve that situation?
## APPENDIX 7

### RESEARCH SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2003</td>
<td>Problem selection</td>
</tr>
<tr>
<td>May - June 2003</td>
<td>Writing of research proposal</td>
</tr>
<tr>
<td>July - August 2003</td>
<td>Type, bind, hand in research proposal.</td>
</tr>
<tr>
<td>September 2003</td>
<td>Pilot study</td>
</tr>
<tr>
<td>October 2003</td>
<td>Provision of research tools.</td>
</tr>
<tr>
<td>October - November 2003</td>
<td>Data collection</td>
</tr>
<tr>
<td>November - December 2003</td>
<td>Data analysis</td>
</tr>
<tr>
<td>January - August 2004</td>
<td>Writing the final report and submission</td>
</tr>
</tbody>
</table>
# APPENDIX 8

## BUDGET ESTIMATES

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST (KSH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stationery</td>
<td>5,000.00</td>
</tr>
<tr>
<td>2. Traveling</td>
<td>5,000.00</td>
</tr>
<tr>
<td>3. Proposal (a) Typing</td>
<td>1,500.00</td>
</tr>
<tr>
<td>(b) Photocopying</td>
<td>2,000.00</td>
</tr>
<tr>
<td>(c) Binding</td>
<td>500.00</td>
</tr>
<tr>
<td>4. Subsistence</td>
<td>10,000.00</td>
</tr>
<tr>
<td>5. Project (a) Typing</td>
<td>5,000.00</td>
</tr>
<tr>
<td>(b) Photocopying</td>
<td>5,000.00</td>
</tr>
<tr>
<td>(c) Binding</td>
<td>2,000.00</td>
</tr>
<tr>
<td>6. Miscellaneous</td>
<td>3,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>37,000.00</strong></td>
</tr>
</tbody>
</table>