

School Community Relationship on Learners' Academic Achievement in Public Secondary Schools in Vihiga Sub-County, Vihiga County, Kenya

By

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Abstract

School as an open system and a social organization thrives on the effective interrelationship within it and with its relevant community. What happens in a school affects the community, and what happens in community affects the schools. Therefore, school community interdependence is unbreakable. There is a reciprocal relationship. If schools are expected to be successful in their primary mission of educating community's children, they need to know a great deal about the community and the families from which the children come. This study is an assessment of school community relationship among secondary schools in Vihiga Sub- County. The study research questions included; What is the role of school community relationship in Secondary Schools in Vihiga sub-county? What are the agencies involved in school community relationship with Secondary Schools in Vihiga sub-county? What is the role of principal's leadership in school community relationship on academic performance in Secondary Schools in Vihiga sub-county? What are the strategies for managing school community relationship in Secondary Schools Vihiga sub-county? The study was anchored on Scientific Management theory founded by Fredrick W. Taylor in 1890. The population of the study consisted of all the principals, deputy principals, teachers and PTA officials of the 42 Secondary Schools in Vihiga Sub- County. The research design to be adopted was descriptive survey and questionnaires will be used in collecting data. The questionnaire was administered to principals, deputy principals, teachers and PTA officials. Instruments were distributed and data collected by the researcher. Analysis of data collected was done using descriptive statistics, and results reported through charts, graphs, figures and tables. The null hypothesis was tested using parametric test, simple Pearson correlation analysis was conducted to estimate the level of influence with a p-Value set at 0.05 level of significance. The study findings revealed that the school's community relationship is vital in the academic performance of students in secondary schools in Vihiga Sub-County. The recommendations included the need for the school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students' academic performance in secondary schools.

Key Words: Kenya, Vihiga, School Community Relationships, Academic Achievement, Public Secondary Schools

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Introduction

School as an open system and a social organization thrives on the effective interrelationship within it and with its relevant community. What happens in a school affects the community, and what happens in community affects the schools (Nwankwo, *et al*; 1985). This means that the community builds its schools and the schools build their communities (Sidhu, 2007). Therefore, school community interdependence is unbreakable. There is a reciprocal relationship. If schools are expected to be successful in their primary mission of educating community's children, they need to know a great deal about the community and the families from which the children come (Fiore, 2006). This means that school community relationship is very important in secondary schools because schools cannot exist in isolation but in co-operation with the community in which they find themselves (Ihebereme, 2008). The success or failure of secondary schools depends to a large extent, on the level of relationship the schools maintain with their neighbouring communities. This makes it demanding on the school administrators to identify the key areas of school community relationship between their schools and the host communities. Although some of the social environments in which some principals find themselves does not pave way for effective school community relationship, this undoubtedly hinders their ability to utilize available resources for the school community interrelation.

Furthermore, in the assessment of effect of travelling distance among students in community secondary schools in relation to the quality of education by Galabawa and Lwaitama (2008) revealed that most of the students arrived at school late, tired and lost interest in leaning and hence, poor academic performance. Access to quality Secondary Education is essential for developing active workforce for socio-economic development. To achieve the high-quality workforce, involvement of educational stakeholders deems appropriate. In this regard, academic performance of secondary school learners in Vihiga Sub-County depends heavily on stakeholders' (local development activists and policy makers) involvement in improving the quality of learning environment including the location of the school. Location is defined as the environmental condition around a school, which could be urban or rural (Ezike, 2017). In its context (urban or rural), the location of the school has been found to be crucial to students' performance in their examinations.

Gershberg and Winkler (2004) say that instructional problems can be addressed through parental and community involvement in school activities. They further observe that greater parental and community control of schools lead to higher teacher and student attendance and higher performance. Studies in Argentina, Brazil, El Salvador, Nicaragua, Honduras, Mexico, Nigeria, Peru and a number of Indian states link reduced absenteeism to parental community or school leader involvement and supervision (Gershberg and Winkler 2004). Community based factors are therefore factors within the community that principals should maintain to enhance a learner's academic performance.

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Raychaudhuri, Debnath, Sen and Majumder (2010) report a positive relationship that exists between school location (closer distance to homesteads) and students' academic performance as they attend school regularly. Emore (2005) shares that distance to school together with school discipline; family background and school location caused truancy (attendance irregularity) among school students. Distance in association with location of the school seems to be one of the strong influencing origins for the academic performance among students. This was evidenced as well by Obemeata (1995) and Obayan (2003) who confirmed that school physical environment exerts dominant influence on students' academic performance.

Okeke (1997) observes that the public demands that schools justify the resources given to them as to disabuse their minds from the fact that these resources are misused, mismanaged and sometimes embezzled. In continuation, Okorosaye-Orubite (2001) observes that the classrooms have doubled as classroom for adults, for adult literacy activities nationwide, public health activities like immunization and public health enlightenment exercises and in emergency epidemic situations, school buildings are converted into makeshift hospitals and health centres. During electioneering, school buildings have been used for registration of voters, political campaigns voting proper and a lot of social engineering takes place within the school premises and the community. The school exists primarily for teaching and learning (Abraham, 2003; Abraham & Leigha, 2007). Therefore, whatever the school administrator does, and however he galvanizes the efforts and activities of the various stakeholders to ensure that effective teaching and learning take place in the school, and that the pupils/students genuinely achieve marks him (the school administrator) out as effective.

A school community is a learning environment where teamwork is prevalent, diversity is incorporated, and individuals care about, trust, and respect each other. Community members share a vision for the future of the school, a common sense of purpose, and a common set of values. Robai, Wafula, and Lukola (2004) theorize that sense of community in an educational setting includes two underlying dimensions, which one can label social community and learning community. Social community represents the feelings of the community of students regarding their spirit, cohesion, trust, safety, interactivity, interdependence, and sense of belonging. Learning community consists of the feelings of community members regarding the degree to which they share group norms and values and the extent to which their educational goals and expectations are satisfied by group membership. Mitchell and Sackney (2000) define a learning community as "a group of people who take an active, reflective, collaborative, learning-oriented and growth-promoting approach towards the mysteries, problems and perplexities of teaching and learning" (p. 9). Tinto (2017) maintains that students require academic, social, and personal support from their school. This support, whatever its form, needs to be readily available and connected to other parts of the students' total school experience. Beneficial educational outcomes are also supported by Astin's (1984) theory of involvement, which suggests that students learn more when they are more involved.

The roles played by agencies of school community relationship can make secondary schools' objectives realizable. What the administrator should do will be to devise a means of changing the impression of community agencies on general issues concerning the school and provide a means of involving these community agencies in school activities. This will help create a lasting relationship between the school and the community, and will promote community

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involvement in different aspect of school affairs. Nevertheless, creation of over-lasting school community relationship needed by schools may be dependent upon the Administrator's ability to identify and use available resources of school community relationship in his school (Bakwai, 2013). In Vihiga sub-county, it is observed that the relationship between schools and community is very poor. Most of the people in Vihiga Sub- County State do not know what happens in the schools of their community and they do not care to know (Barasa, 2009). They pay no attention to whatever happens to their children's schools. This may be because of some challenges which school community relationship is facing in the state. For these reasons, the strategies of managing school community relationship must be investigated and new ones developed in order to promote effective school community relationship in Vihiga Sub- County.

Statement of the Problem

The role of community participation in ensuring quality education in school is highly important in any educational institution. Among the community duties were to make sure that nutrition, shelter, transport, clothes, social care, giving extra time doing their homework, improvising teaching and learning materials. Epstein (2012) argued that community participation is important in the provision of quality education services to the learners. Many schools need resources ranging from classrooms, furniture, accommodations for staff and so on. There are several efforts by the government which have been implemented to ensure Secondary Education offers quality learning outcomes. Such efforts include the establishment of the Free Secondary Education and Training policies of 2013 (Ministry of Education and Culture-MOE 2010; TIVET, 2014) to guide educational provision at all levels, the Education Sector Development Programs for 2010-2015 (MOE, 2010) and other policy-related guidelines. Despite all these efforts by the government, the community has remained silent on matters education. Moreover, performance of secondary schools in the National Examinations has remained to be low in Vihiga Sub-County.

The situation in Vihiga county Secondary Schools indicates that the community has a lot to contribute to schools if proper learning is to take place. Some of these schools have few structures that can be considered as idle for effective learning, no required facilities and equipment and lack of proper infrastructure (Vihiga Education County Office 2019). The government for its own reason cannot provide these resources easily. While, the community is expecting so much to be done by the government, on its part, the government seems satisfied with what it is doing towards education. This has created a dilemma for school administrations. Moreover, the principals' main answer lies in the school's relationship with the community to ensure that the needs of the school in terms of finance, facilities, human resources, equipment, buildings, infrastructure, and so on are met and that the provided ones are well maintained and properly utilized. Secondary Schools in Vihiga sub-county cannot survive without their communities. The worrying situation in schools in vihiga is that the community members have been aloof in working together with the government (Vihiga Sub County office 2019). Despite all government efforts, quality education has not been achieved as expected in secondary schools in Vihiga. Communities in Vihiga sub-county seem not to be involved in schools. In reality, the community should be treated as an integral part of the school and its roles seen more as complementary rather than supplementary.

Community involvement has the potential of increasing access to education and retention of learners for ensuring quality education. It was from this regard, the researcher examined

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school community relationship on learners' performance in public secondary school in Vihiga Sub-County Vihiga County Kenya. Vihiga Sub-County office data (2019) reported that the trend in KCSE performance in Vihiga sub-County was the worst compared to Hamisi, Emuhaya and Sabatia Suba-Counties. That is from a mere mean score of 4.7947 in 2015, to 3.5371 in 2016 and to 3.315 in 2017. In spite of this downward trend in school results, the community has remained quiet and aloof from schools hence the need for the study on school-community relationship on academic performance in Secondary Schools in Vihiga sub-county in Vihiga County, Kenya.

Research Questions

- i. What is the role of school community relationship in ensuring academic performance of students in Secondary Schools in Vihiga sub-county?
- ii. What is the agencies involvement in school community relationship on academic performance Secondary Schools in Vihiga sub-county?
- iii. What is the role of principal's leadership in school community relationship on academic performance in Secondary Schools in Vihiga sub-county?
- iv. What are the strategies for managing school community relationship on academic performance in Secondary Schools Vihiga sub-county?

Research Hypothesis

H₀₁: There is no statistically significant relationship on the role of agencies involvement in school community relations on students' academic performance in public secondary schools

Significance of the Study

The findings of this research will encourage educational administrators to appreciate the fact that school community relationship is one aspect of school administration that cannot be overlooked if educational objectives are to be realized. It will encourage the principals and teachers to appreciate the fact that members of the community are the integral part of the school and the school depends heavily on the community for its survival. In essence, the study is hoped to remind school administrators that schools as open systems depend on their environment. It is expected that the results of this research might help government redefine its educational policies to encourage interdependency, mutuality and collaboration between school and community. It is also expected that the results of the study will throw more light for the academic world who may want to provide more information and conduct researches that will enhance effective school community relationship. It is envisaged that this will help in achieving broad educational objectives towards developing secondary schools. Similarly, it was hoped that the findings of this study will help school administrators identify areas to be given priority when dealing with the issues of school-community relationship. Understanding these areas by the school head will no doubt save his energy and time in dealing with matters concerning school relationship with communities. For example, an administrator will understand that using text messages and creating school hotlines will save his time and energy when it became a matter of school community communication. The schools in this study will learn the techniques of displaying the school hotline, inspiring word and exciting programmes on school signboards and posters. It is expected that principals will use the knowledge gained in this research to make the school

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resources attractive for various agencies to use and develop, and make these agencies to offer their resources and services for the school to use. Furthermore, it is hoped that this study will identify some of the challenges of school community relationship such as poverty, ignorance, lack of facilities, ill will, etc. which can hinder effective school relationship with the outside communities. The study is hoped to provide administrative strategies that can be used to handle these challenges for better efficiency. The findings of the research will help identify the resources required for school community relations. This will help school administrators to take advantages of these resources in order to enhance their school community relationship for better efficiency.

In addition, this research work will help individual members of the community realize the needs for school contribution in the community. This will help bridge the gap between the school and the community and make them become interdependent. This means that the research will help create awareness among administrators, education stakeholders, business organizations and community members to realize that education of children is a joint effort by all. This study will assist the policy makers at the ministry of education to improve the scope of school community relationship. It is also hoped that the study will encourage the ministry to organize more refresher courses on school community relationship for principals of secondary schools. This will in no small measure help improve the efficiency of principals and improve upon the academic performance of students. Moreover, the result of the study might help improve cordial relationship between the schools and the communities because many disagreements between school and community arise when school is trying to enforce the adherence to some standards or laid down school regulations. It is expected that the findings of the study might help the principals to understand better the modern approach to school community relationship and make them work towards utilizing it in order to achieve their school goals.

Theoretical Framework

The first known school of management thought is the classical school of thought. One of the classical management theories is the Scientific Management theory founded by Fredrick W. Taylor in 1890. This theory sees administration as a way of increasing workers' productivity. Taylor tried to standardize the range of body movement needed for the performance of a specific task at a given time. He suggests that workers should be rewarded according to their output i.e., piece rate and they should be given the best tools for their task and such workers should be trained to use a set of prescribed motion (Oyedeki, 1998). Tylor believed that it is only through enforced standardization of methods, *enforced* adoption of the best implements and working conditions, and enforced cooperation that this faster work can be assured. And the duty of enforcing the adoption of standards and enforcing this cooperation rests with the management alone. Taylor's scientific management consisted of four principles: Replace rule-of-thumb work methods with methods based on a scientific study of the tasks; Scientifically select, train, and develop each employee rather than passively leaving them to train themselves. Provide "Detailed instruction and supervision of each worker in the performance of that worker's discrete task" (Montgomery 1997: 250); Divide work nearly equally between managers and workers, so that the managers apply scientific management principles to planning the work and the workers actually perform the tasks.

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Management principle is possible since it emphasizes the improvements in organizations. When managers and workmen co-operate, teamwork contributes to an increase in production. Reduced inaccuracy: Better planning, supervision, and implementation lead to minimize errors. Additionally, one is allocated to work in his/her area of specialization Ability to control: Since employees will become champions in their respective fields due to doing the same task repeatedly, managers will find it easy to supervise them since everyone knows what is expected of them. Decreased autocracy: Once employees and managers cooperate, democracy is enhanced hence reduced autocracy.

Reduced cost of production: Mechanization, improvisation, and use of the latest technologies will lead to large-scale production. Therefore, the cost per unit is decreased. Quick decision making: This too is one of the scientific approaches to management benefits. Planning takes place before doing. Therefore, all supervisors will first concentrate on deciding before starting the production process. Pay system: The system only provides high wages to productive employees. Employees will strive to exceed the standard output so as to earn more. Through this way, the full capabilities in individuals are utilized.

Customer benefits: Since the cost of production is low, consumers will, in turn, pay less amount of money to obtain the best quality commodities. Definitely, this will increase the level of their living standards. Increased efficiency: Here the management concentrates on selecting, training and closely supervising workers. When workmen are trained and scientific selection methods applied, efficiency is enhanced. Utilization of resources: When scientific approaches to management are followed, there is better conservation of resources which in turn leads to increased production.

Benefits to the country: Once the theory is applied in different places, there will be increased productivity which to the state means increased tax income which in turn funds development projects like free secondary school education, construction of tarmac roads and so on. This raises the living standards of citizens. Saves on time: Another advantage of employing Scientific Management Theory is that it saves on the production time. Each worker is assigned to a task he/she has specialized in. Through repeating the work several times, one will become used to it thus you will find them spending less time on it. Benefits to investors and owners: Large-scale production of commodities will reduce the cost per unit. This implies that more profit will be earned by owners. Once a company displays excellent performance standards, investors will be more interested in investing in them.

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Conceptual Framework

Figure 1 Conceptual Framework

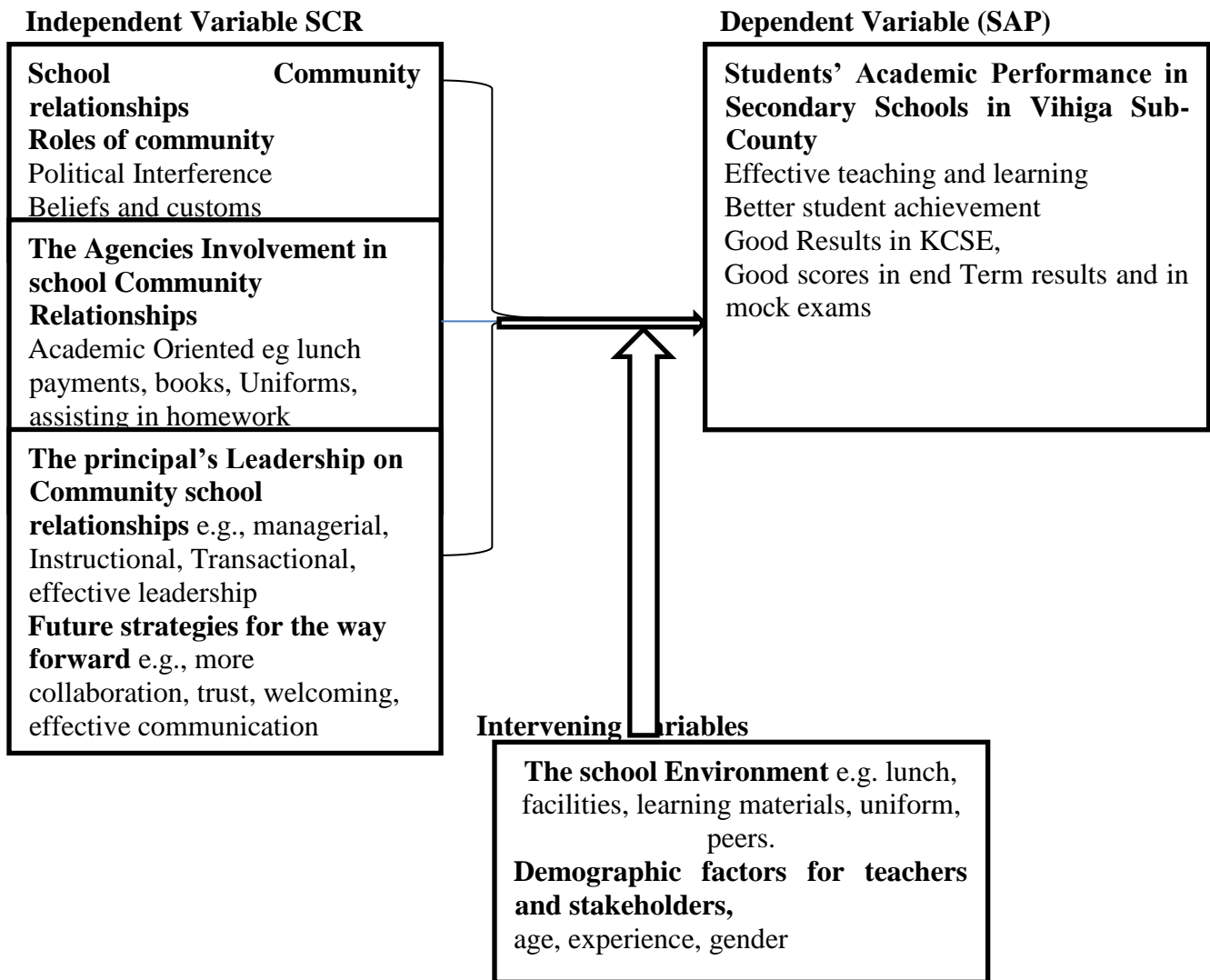


Figure 1: Relationship between Variables

The independent variable is the variable which is presumed to determine the dependent variable. The independent variable is the school Community Relationship (SCR); Role of SCR, agencies involvement in SCR; and the Principal's Leadership role in SCR; future strategies to enhance SCR in schools.

A dependent variable is the resultant effect of the independent variable. The dependent variable is the school academic performance with the indicators such as Effective teaching and learning Better student achievement Good Results in KCSE, Good scores in end Term results and in mock exams.

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It is expected that when all the independent variables are well manipulated, the students' academic performance will improve in Vihiga Sub-County. Moderating variable is the one that has a strong effect on both the independent variable and the dependent variable.

Review of Related Literature

The Role of School Community Relationship on Academic Performance

A study by Zafarullah and Pretti (2019) explored the role of school community relationship on academic performance and job satisfaction and dissatisfaction with the recommendations given by the researchers in seventy recruited research studies, which have been conducted for literature review of teachers in developing countries. The recruited studies were conducted across 21 countries in Asia and Africa, but the majority of them were in Iran, India, Turkey, Pakistan, China and Malaysia. The main purpose of the study was to explore the various relevant factors and, based on them, give recommendations and solutions for the enhancement of the community school relationships and jobs of teachers who work in educational institutions in developing countries. Included in this study were 61 quantitative, two qualitative, and seven mixed research papers. Conducive working conditions, promotional opportunities, fair remuneration, support from head teachers, colleagues and the community, teacher empowerment, and friendships were found to be the major factors affecting school community relationships and the job satisfaction of teachers. An autocratic management style, mistrust, a non-transparent system, a work-life imbalance, an ineffective teaching/learning environment, and unavailability of resources were found to be the main factors affecting school community relations and job dissatisfaction.

The Agencies Involved in School Community Relationship on Academic Performance

According to Olayemi and Aduobun (2019) the school is the primary agency of the community for the education of the younger ones. The community on its own is an agency of education through the families, culture, religious organization, the age grade and clubs among others. The community sometimes builds and equips the school, recruits and pays teachers, provides security through the traditional institutions, public spirited individuals, parents-teachers association, old students, women groups/association and donor agencies. All these units work towards ensuring that conducive learning/teaching environments are provided for proper education of a child. This study therefore addressed the emerging issues in the school community relations by looking at the concept of school, community and school community relation. Olayemi and Aduomun considered the objectives of school community relation, benefits of establishing effective links between the school and community, and factors that hinder good school-community relations. Strategies for improving school-community relations were also discussed with conclusions and recommendations.

A study by Ogbonna and Nath (2012) investigated Effective School-Community Relations as a key Performance Indicator (KPI) of Secondary Schools Administrator in Aba South District, Nigeria. Descriptive survey method was adopted. All the 248 teachers made up the population and sample in a purposive sampling technique representing 100% of the entire population as sample. A two-part, 10-item, 4-point scale instrument known as 'School-Community Relations Performance Questionnaire' (SCRPO) was used to generate data for answering two research questions and for testing two null hypotheses. A team of experts at the

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Department of Educational Management, University of Port Harcourt, Nigeria, validated the instrument and a reliability value of 0.82 established using Pearson's Product Moment Correlation Co-efficient. Mean was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. Findings revealed among others that communities employ teachers in core subjects, build library and donate land for building school facilities and concluded that effective school-community relation is a key performance indicator for the administrator. It was recommended that efforts be made to encourage community active participation in ensuring adequate academic performance of students.

Role of Principal's Leadership in School Community Relationship

A study by Kladienco (2016) for California state University conducted a study on the role of principal's leadership on school community relationship and academic performance. The study sampled a total of 19 public primary schools out of 93. This translated to 167 teachers out of a population of 838. 18 out of 19 head teachers were also interviewed. Simple random sampling technique was used. A pilot study was conducted in three primary schools to determine the validity while reliability was ascertained through test-retest technique. Data was collected by use of questionnaire for teachers and interview guide for head teacher, data obtained was subjected to descriptive statistics analysis using the SPSS (Statistical Package for Social Sciences). Programmed frequency tables, percentages, means and standard deviation were used to inform on the phenomena. School and community partnerships are built on relationships of trust and effective interpersonal communication.

A review of the research revealed that successful school and community partnerships were created through leadership, trust, stability, readiness and sustained outreach. Other key factors were reciprocity, where both partners benefit in some way, and the alignment and pooling of resources, so that there is no duplication but instead a filling of the gaps in service provision. The ultimate responsibility of the principal is to be proactive in knowing the community and establishing sustainable relationships. Parents need to be connected to the school that their students attend. This type of partnership is one where the school is supportive of the parents' responsibility to educate their children. In effective schools, there is a strong acknowledgement of parental rights regarding the education of their children. An important responsibility of principal and teacher alike is developing relationships with parents based on mutuality

Resources of School Community Relationship on Academic Performance

In Ethiopia, Edo, Ali & Perez (2002) report improved relevance of learning material, improved capacity of local NGOs, and improved access for women and persons with disabilities. However, probably of greatest interest to resource constrained developing countries is the potential of community participation to lower costs to the state of providing education by diversifying the funding base and shifting some costs to the communities. The participation of communities seems to hold the potential to fulfill rights to education. However, Anderson (2018) suggests that access to governance structures which community participation provides might not affect decision making but results in contrived collegiality, reinforced privilege and greater control of participants. The study argues that any system that call for more than minimal participation will favor the active over the apathetic and the rich over the poor.... Participation is in egalitarian,"

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(in. This is consistent with one of the perennial concerns about community participation, elite capture: local notables dominate to the disadvantage of other members of the community (Chapman, Barcikowski et al. 2002). This is a grave concern. However, participation is not by its nature 'in egalitarian'; the problem rests with the distribution of social resources based on level of participation in contexts where participatory mechanisms do not allow for equity in access of learners in secondary schools. The potential benefit of the community to the schools should be to provide resources that directly raise the academic performance such as means of transport when learners go for field trips.

In the Gambia for instance, Grandvaux & Yoder, (2002) says that communities control most aspects of the school including recruiting and paying teachers, approving curriculum, financing, and procuring materials. These schools are mostly in rural areas of developing countries that are not served by the formal education system. Usually, they are absorbed into the formal school system after a period of operation. SBM and community schools represent the primary ways through which communities participate in schools. While community schools are concentrated in areas where the right to access education is not being met, their larger purposes, in addition to providing access to education, are consistent with the goals of increased efficiency and accountability, broadened democratization and community participation, power redistribution, resource mobilization, and increased responsiveness to local needs that SBM aims to foster.

Strategies for School Community Relationship and Academic Performance

Heneveld, and Craig. (2009) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. The study employed 340 participants for the study. Descriptive statistics used to analyze the quantitative data through SPSS version 20 and Microsoft excel Packages, the data were presented through frequency, percentage, charts, and tables. Qualitative data were recorded using field note book, and audio recorder device and were analyzed using thematic analysis. The instrument for quantitative was validated using content validity while Cronbach coefficient of 0.7 was obtained. Qualitative instrument was validated using peer review. They identify five categories of school and community support that are relevant as strategies for enhancing academic performance of students: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction. The study concluded that strategies to enhance school community relationship be emphasized by the school leadership so as to help improve on school academic performance.

Methodology

Research Design

The study employed mixed research approach in collecting, analyzing data and interpreting the results. This is a design that incorporates both qualitative and quantitative methodologies thus enabling the researcher to describe events in greater depth as required and to engage quantitative statistics to organize information in meaningful ways. The study combined both quantitative and

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qualitative approach in order to provide better understanding of the research problem under study. A convergent parallel strand of the mixed method was employed so both qualitative and quantitative data is collected separately and then merged at the analysis according to Creswell (2012). This made the research to be descriptive in nature. The total sample was made up of 16 principals, 16 deputy principals, 64 PTA officials and 341 teachers. The study employed questionnaire and interview in collecting the data. The study employed both qualitative and quantitative approaches in recording and analyzing the data from respondents. The null hypothesis was tested using parametric test, simple linear regression analysis was conducted to estimate the level of influence with a p-Value set at 0.05 level of significance. A Pearson correlation was also computed in line with the recommendation by Tabachnick and Fidell (2001). Anonymity was also ensured and plagiarism can conduct to ascertain originality. All citations were acknowledged as required by the university

Results and Discussions

The Role of School Community Relationship on Academic Performance

The descriptive statistics in chapter four indicates that respondents acknowledged the significance of the role of school community relationship in improving academic performance in their schools. The secondary schools where the principals reported good school community relationships produced excellent results in examinations while those that reported very poor school community relationships were likely to produce very low grades. The respondents agreed that a strong school community relationship is needed to boost their activities in school and also in academic performance. This is because increased school community relationships will most likely make parents be close to their children, monitor class work both at school and at home and hence improved academic performance.

The Agencies Involvement in School Community Relationship on Academic Performance

The agencies involvement in school community relationship on academic performance that were considered in this study were; the community consults the school before making decisions pertaining to academic progress, designing school programmes, protects school property and the impact of school environment on academic performance. The study revealed that community consultation with the school, involving staff, supporting school programmes, enhancing consensus building, taking good care of the school property, the community engagement in school, respecting teachers' opinions, community involvement in disciplinary measure improved effectiveness of teaching and learning hence boosting academic performance of students in examinations. It also came out that community participation in determining school resource allocation, helps in the programming academic activities for learners which in turn were seen to contribute to improved academic performance. This may also help teachers to pay close attention to the learners. Furthermore, the study indicated that when the community does not interfere with the teachers when making decisions that promote academic progress in the school, they work better and thus help in improving academic performance in the schools within Vihiga Sub-County. The availability of support from the community helps in building the interest of learners in the academic field of learning. When the community encourage parents to help children with homework makes studying easy which may improve academic performance tremendously.

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Moreover, existence of enough teachers in the schools improves achievement of students in academics.

The correlation analysis showed that there was no significant relationship between school-community relationships on academic performance of student in secondary schools in Vihiga Sub-County. It was observed that the community labour in the construction in the interest of promoting academic progress in secondary schools would help teachers show concern over the students' academic welfare. The school community relationship such as support, engagement in school activities, offering their free labour, monitoring their children closely and support from the school management also contribute positively to the academic performance of students in secondary schools. However, the deputy principals were indifferent on the notion that the decisions regarding school progress are not solely made by the principals of school and the governing body but that they are also made by teachers and education offices concerned. They also felt that the community does not provide adequate career guidance for improving students' academic performance, together with revision materials. According to the correlational analysis, there is an average significant relationship between the school community and academic performance of students in secondary schools in Vihiga Sub-County Vihiga County Kenya.

Role of Principal's Leadership in School Community Relationship

The major role of principal's leadership in schools community relationship that were considered in this study include, triggering the participation of community members in school, maintaining a good relationships the with community, having willingness to open the school to the community, involving the community in the management process, sharing the vision and plans of the school with the community, encouraging parental provision of books and revision materials, parental motivation and parents attending their children academic clinics. The study revealed that most students come from homes where parents have average to low levels of education; students also did not get favourable home-based factors to improve their performance in school. The community did not help students attain adequate private study time hence making them to entirely rely on studies in schools. This was found to affect students' academic performance in secondary schools.

Additionally, the study revealed that listening and inviting the community to the school, maintaining regular communication with the community and participating in Community activities would help in building strong school community relationships and hence improve performance of learners in secondary school. It was found that learners who did not get parental motivation, a situation that made them feel that their parents were not concerned about their school performance would not perform well. Majority of parents also do not find time to attend their children's academic clinics but with the initiation of the principals, they are likely to attend. In this regard, majority of the PTA members felt that collaboration with the community as a role of the principal would help especially where children felt uncared for by their parents. According to the deputy principal, there is an average collaboration that was going on between the school and the community although some community members seemed to be uncooperative thus discouraging to the administration. This was likely to spill of the students hence affect their academic performance in secondary schools in Vihiga Sub-County because if parents are

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uncooperative then the students tend to be demotivated towards hard work and academic excellence.

Strategies for School Community Relationship and Academic Performance

The study showed that the principals, deputies and PTA had a general feeling that the school administration, through the principal supported the idea that the principals need to trigger the participation of community members in school in order to improve school community relation and hence better academic performance. This was to be done by the principal initiating dialogue with the community leaders as a strategy to improve school community relationship. As such, the teachers and the administration had great commitment to ensure that the students performed better with the help of parents from the community. However, the principals suggested that the attitude of some of the learners determined their level of performance in academics so it was decided that the principals' strategy such as regular visits to schools by the community and especially parents would help to propel the lazy student to realize their potential and excel in academics.

It also came out that by maintaining good relationships with the community by principals of schools, students' commitment to learning would likely be dependent on their parents motivating them. Notably, the PTA disagreed over the belief that the principals should have the willingness to open the school to the community as one of the strategies of the school principal to enhance school community relation and academic performance. They felt that this would make the school to be crowded with outsiders thus likely to be detrimental to the students' concentration in leaning and may also bring in other unhealthy behaviours. Furthermore, majority of the respondents felt that the principals needed to involve the community in the management process as one of the strategies of enhancing school community relationships. This was seen to be the only way of bringing in members of the community to engage in encouraging the students towards good performance as it would improve community development. Some parents feared visiting class teachers for consultations and would rather seek help from their representatives in the school or from principals. Further still, majority of the PTA felt that the principals could come up with strategies where the community could be allowed to share the vision and plans of the school with the community. It also came out clearly from the principals that students are overwhelmed by the many demands of their parents and also the community where they came from. The major complaints were that slum environments were detrimental to students as they harboured many drug peddlers which could affect academic performance of students in secondary schools.

The Deputy Principals agreed that a strong whole community engagement was key strategy to school community relationship. They felt that if this is done, they would get more support from them in terms of motivating the students to work hard towards improving their academic performance. They showed their satisfaction with the teachers' commitment to assist the students and the administration in the smooth running of the school programmes. They equally indicated that they had the best teachers in their schools. However, majority of the PTA claimed that expanding the vision of the school to include the community would be helpful in maintaining a good school community relationships and academic performance. Moreover, they cited the inadequate teacher motivation to study but with the help and support of parents; teachers would also change and help students to excel in academics. Another strategy that was

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found to be important was the need to reach out to all stakeholders from the community such as chiefs, area education officers, community counsellor and political leaders who are influential to help in developing strong motivation to students in order to help them perform well academically.

According to the inferential statistics, there is no significant correlation between the strategies for enhancing school community relationships and the performance of students in secondary schools in Vihiga Sub-County. Conversely, the findings showed that if the strategies were put in place as expected by the PTA members, then academic performance of schools would also increase thus able to develop the community as a whole. As such, enhancing the behavior and attitude of the learners in schools would presumably lead to better performance.

Conclusion and Recommendations

Various conclusions were inferred from the study with regards to school community relationships on academic performance of students in secondary schools in Vihiga Sub-County. First, the researcher concluded that the role of school community relationship on academic performance had importance on students' academic performance in secondary schools in Vihiga County. The findings demonstrated that if the school community relationship could build parent motivation to their children's education then performance would go up in most secondary schools in Vihiga Sub-County. Therefore, the teacher the community has a role to play in enhancing the academic performance of students, but not in isolation.

This study also concluded that the agencies involvement in school community relationship on academic performance have significant positive influence on the academic performance of students in secondary school. Consequently, enhancement of provision of learning and teaching materials, motivation, support, engagement is school activities organized by students like talent shows and giving awards goes a long way in improving students' behaviour, attitude and hence academic performance. Parental engagement and support together with conducive school environment has paramount importance if performance in the schools in Vihiga has to be improved. However, the community has to put extra efforts in making sure that the learning material are effectively provided, otherwise their availability would have no significance in the schools. The school administration also needs to put in mechanisms to ensure there is an appropriate educational policy and the community adequately manage and protect what the schools provides to their children in order to enhance academic performance.

Again, the study concluded that the role of principal's leadership in school community relationship such as commitment, attitude, inquisitiveness and behaviour have direct influence on academic performance of students in secondary schools in Vhiga sub-County. The study revealed that with strong leadership skills by the principals in enhancing schools' community relationships, parent are likely to help with discipline of their children, monitor assignments given in schools, help children to maintain positive attitude towards school and hence improve academic performance in secondary schools in Vihiga Sub-County. Therefore, improving such leadership skills in building good school community relationships would enable learning and thus would result into improved academic performance. On the other hand, the PTA and deputy principals need to work together with the principals to ensure the link between the school, the teachers, the students and the community is strong enough to build an academic environment that

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enhance good performance of students in secondary schools. Therefore, the researcher concluded that the principals' behaviour, inquisitiveness, commitment and attitude, rather than those of the community had direct influence on the academic performance of students in secondary schools in Vihiga Sub-County.

Finally, the study inferred that the strategies for school community relationship and academic performance of students in secondary schools in Vihiga Sub-County were building strong school community relationships that would support the school fully in motivating the students to perform well academically. The finding revealed that availability of private study time, provision of revision materials, parental motivation as well as arrangement of private tuition withing the community by parents had would significantly impact positively on students' academic performance in secondary schools in Vihiga County. The researcher noted that students who reported poor academic performance in schools were disadvantaged by parental demotivation, carelessness, lack of interest in what their children were doing in schools. As such, enhancement of such school community relationships would result into improved academic performance in of students in secondary schools in Vihiga. The research thus concluded that parents are responsible for enhancing the good school community relationship to help boost academic performance of learners in secondary schools.

Recommendations

From the findings and conclusions made the study recommended that the school administrations provide more in-service training programs for the community/parents to boost their relationship with the secondary schools in Vihiga Sub-County. The study respondents acknowledged that parents who attended such trainings had great qualities of motivating their children which translated into high levels of academic performance in secondary schools. Again, school management boards need to make sure that learning and teaching materials are sufficiently provided in the schools by the community.

The school community need to be sure of their roles in the improvement of academic performance of their children so that they enhance the working environment of both teachers and the administration. There is need for the community to involve agencies within the community like the chiefs, the community counsellors to help students develop positive behaviour both at schools and at home. This would minimize discipline issues that schools face and thus improve academic performance in secondary schools.

The study recommends that there is a need to orient and educate all the stakeholders on their responsibility of participating in decision making process in schools as well as ensure transparency and accountability of the funds they help to raise. Schools should give emphasis to community participation in the curriculum implementation in addition to fund raising. They should develop holistic plan for enhancing community participation in curriculum implementation and control of children's education.

This study recommends for the school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students. It was also recommended that principals should equip themselves more with various administrative tools such as effective supervision, effective

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leadership, effective communication and discipline in a bid to improve their level of effectiveness in the management of secondary schools in the sub-country.

The principals should be exposed to seminars and workshops to equip them with modern tools of management. Increased efforts should also be made by the state ministry of education and its agencies at regular supervision and monitoring of schools for effective management. The study recommends for deliberate involvement of the community in affairs of the school. The study recommends that policy formulation on matters management of secondary schools should be all inclusive so that it can address the societal needs.

Therefore, the ministry of education ought to formulate a structure that allows for community participation at policy formulation stage to its implementation and maintenance. The study also recommends that the principals should intensify their role in leadership to help propel the school community relationships that derail academic performance in secondary schools. If this is put in place, many schools would performance well in the Sub County.

Furthermore, the study recommended that schools should involve more community members in the construction work that goes on in the school so that they feel more engaged thus own the school rather than being left out in what goes on where their children are learning.

Additionally, parents and teachers should work together to ensure that the behaviour, attitude and commitment of the learners towards academic performance is maintained on the positive side. Lastly, all the school stakeholders would work hand in hand with schools to encourage the community to be fully involved in school activities and motivate their children towards excellence in performance. If this is done, many secondary schools in Vihiga will post the best academic performance ever.

Based on the conclusions and recommendation made, the study suggests that future studies should focus on the relationship between in-service training and performance in secondary schools in other Sub-Counties within Vihiga County

Additionally, the researcher recommended that this study should be replicated in other Counties to enhance its generalization across the country.

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