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An assessment of school-community relationship in the public secondary schools of Khyber

Pakhtunkhwa, Pakistan

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Abstract

Human relationships directly influences the success of educational organization and therefore, constructive partnership of instructors, administrators, heads, and students is required to ensure the efficient achievement of academic goals. Keeping in view the significant influence of schoolcommunity relationship on schools' performance, the study investigated school-community relationship in secondary schools of Khyber Pakhtunkhwa, Pakistan. The objectives of the study were to explore school-community relationship in secondary schools and recommend strategies for effective school-community relationship. The study used mixed methods explanatory sequential design. The population of the study were all the 361 heads of secondary schools in Khyber Pakhtunkhwa. A sample of 65 heads was selected with simple randomly, while for qualitative data 10 heads were selected. Data were collected with self-developed questionnaires and semi-structured interview guides. Quantitative data were analyzed with percentages and chisquare test while qualitative data were analyzed thematically. The study found that schoolcommunity relationship was not friendly as didn't collaborate with school administrators and teachers, parents, community, PTCs, and BOGs were not cooperative for schools, educational authorites at district and provincial level didn't satisfy the needs of the school and political leaders and their influence destroyed the environment of school for learning. The study recommended active community participation in affairs of the school, friendly attitude of authorities and supportive role of policy makers for the betterment of school-community relationship in secondary schools.

Keywords: assessment, Khyber Pakhtunkhwa, Pakistan, relationship, secondary schools

Human beings are the first, most significant, and final inputs for the teaching-learning activity's process and commodity in the educational scenario. Students, teachers, heads of institutions, board members, ministerial workers, a game in control, planning committees, organizers, parents of wards, and people in the immediate vicinity are all involved in this activity. Any action has an unintended or overt influence on others (Sharma,2006). The limits of the high school conform to those of the area it serves. It is not an autonomous island; instead, it is a collective unit that is inextricably bound to the population, families, and other social structures in the area (Reddy, 2006). The effectiveness of interrelationships inside and with relevant people is critical to the school's success as an open system and a social organization. What occurs in a classroom impacts society, and what happens in the community affects the school (Bakwai, 2013a). This implies that society constructs the classrooms and constructs their neighbourhoods (Sidhu, 2007). As a result, the interdependence of the school culture cannot be broken.

There is a mutually beneficial partnership. Both operate with the same company and have a substantial effect on one another. Schools must know a great deal about the environment and the communities from which the children come if they are to be active in their primary task of educating the community's children. This implies that a school cannot function in isolation but rather in collaboration with the society in which it is situated (Ihebereme, 2008).

The foundations for forming social relationships are the mechanisms of social contact. According to Calhoun, Light, and Keller (1998), social partnerships are the contact between two or more individuals that last for a long time. Most individuals have various social relationships, ranging from informal acquaintances to personal partnerships and family ties. The school-community partnership is a two-way symbiotic relationship in which the school and the

community work together to achieve the community's interests and vice versa. It refers to the level of mutual respect and understanding between the school and the society (Okorie, Ememe & Egu, 2009). As a teaching centre, school aids in developing students into effective social beings and prepares them to teach further and uplift citizens of society. The school is a unique atmosphere in which various events and professions of varying standards are offered to ensure a child's progress along desirable lines (Bakwai, 2013; Mishra, 2007).

The institutional expression of educational theory is the organization of a school. These ideas, such as school administration and management theories, are offshoots of previous management theories (Oyedeji, 1998). The classical school of management thought is the oldest established system of management thought. The Scientific Management Theory, established by Fredrick W. Taylor, is one of the most well-known management theories. Administration, according to this principle, is a means of growing staff efficiency. Taylor attempted to standardize the range of body activity used to complete a particular task at a specific period. He proposes that employees be compensated based on their performance or piece cost. They are provided with the right equipment for the job and qualified to perform a series of specified motions (Oyedeji, 1998). Taylor's classical theory, on the other hand, has been criticized for failing to acknowledge the importance of motivational, interpersonal, emotional, and situational influences. Instead of focusing on the amount of time an individual puts in, the quality of performance, teaching the boss to teach others, and coordination, Taylor focused on the amount of time a person puts in the science management philosophy places a strong emphasis on production and the measurement of employment. On the other hand, training deals with the individual imagination, making the mechanisms and outcomes impossible to assess (Bskwai, 2013b).

It is a general perception that teachers do not cooperate with their heads or superiors, according to the evidence examined in this article, and there are sometimes disagreements in schools that disrupt the smooth functioning of the school and administration. One of the heads stated in an interview with the researcher that there are two teachers: hard workers and dedicated teachers and non-committed and shirking teachers who do not obey the head or their colleagues. The vast number of interviewees, on the other side, saw topic specialists as uncooperative in the classroom and conflict-creators. Kariuki, Majau, Mungiria, and Nkonge (2012) discovered that principals/heads face many difficulties, including weak head-teacher relationships and teacher-teacher relationships, which confirms the observations of the researcher.

Increased parental interest in their children's education has been linked to higher student success rates in studies. According to Epstein (2009), the collaboration's main aim is to help students succeed academically while simultaneously strengthening the school environment and curriculum. Epstein(2009) and her co-worker created a framework at John Hopkins University's Center on Family, School, and Community Partnership that included six important and successful considerations for parental involvement. The six factors are contact, interacting with the community, functioning, parental involvement, making choices, learning at home (Barton, 2003; Belfield & Levin, 2007; ETS, 2007; NEA, 2008). Keeping in view the significant role of community in the success of schools, the study aims to investigate school-community relationship in secondary schools of Khyber Pakhtunkhwa, Pakistan.

Methodology

A Mixed Method Explanatory Sequential Design was used to conduction and reporting of the study. The population of the study was 361 Secondary School Principals in Khyber Pakhtunkhwa (EMIS, 2018). The researchers selected a sample of 65 principals through simple

random sampling for the collection of quantitative data and purposive selected a sample of 10 principals for the collection of qualitative data.

Questionnaire was developed validated and its relaiability was established with pilot testing. The reliability co-efficient was .840. Semi-structured interview guides were developed on the basis of the quantitative findings of the study as this was meant for further explanation of the findings of the first phase.

The data were collected with self-administered questionnaires and individual interviews from the sampled respondents. The quantitative dat were analyzed with percentages and chi-square test while qualitative data were analyzed analyzed thematically and this was done in the light of procedure recommended by Braun and Clarke (2006), i.e. getting familiarity with the data, identifying codes, developing themes, revising the themes, defining and naming themes and writing the report for explaining the findings of the quantitative section with qualitative findings.

Results

Quantitative Findings

Table 1

The interest of PTC in the school affairs

Responses	Percent	Df. Chi-square		P/Value
SD	27.1			
D	33.9			
U	6.8	4	15.32*	.004
A	22.0			
SA	10.2			
Total	100			

The above table indicates that 61.0% of principals disagree with the assertion that the teachers' council of parents takes part in school relations, while 32.2% support and 6.80 % are unsure. As the Chi-estimated square's value is higher than the table value at the .05 mark, the

disparity is also important. The table also points out that the teaching board of the parents is not interested in school relations.

Table 2

Parents' cooperation with heads

Responses	Percent	Df.	Chi-square	P/Value
SD	32.2			
D	42.4			
U	11.9	4	31.59*	.000
A	8.5			
SA	5.1			
Total	100			

The above table that 74.60 % of the Heads disagree with the assertion that the parents comply with the Heads, although 13.6 % support and 11.90 % remain unsure. The Chi-square estimated value (31.59) is greater than the .05 table value, and the disparity is important. The table also reveals that parents do not comply with school heads.

Table 3

Contacts with students

Responses	Percent	Df.	Chi-square	P/Value
SD	3.4			
D	15.3			
U	3.4	4	38.20^{*}	.000
A	39.0			
SA	39.0			
Total	100			

The above table shows that 78.0 % of respondents believe that the termination rate rises because of a lack of communication with teachers and parents. In contrast, 18.7% disagreed with the assertion, and there was an undecided negligible 3.4 %. Likewise, the Chi-square estimated value is higher than the .05 extremely significant table value.

Table 4

Involvement of parents in schools

Responses	Percent	Df.	Chi-square	P/Value
SD	30.5			
D	45.8			
U	5.1	4	38.20^{*}	.000
A	15.3			
SA	3.4			
Total	100			

The above table shows that 76.30 % of the directors disagree with the assertion that parents attend school to investigate their children's success. 18.7 % of the directors comply with the statement, and 5.1 % of the respondents remain unsure. Also, the estimated Chi-square value (38.200) is higher than the .05 table value.

Table 5

Attention of the community

Responses	Percent	Df.	Chi-square	P/Value
SD	44.1			
D	35.6			
U	3.4	4	40.24^{*}	.000
A	8.5			
SA	8.5			
Total	100			

The above table shows that 79.70 % of respondents disagree that the group pays proper attention to school relations, whereas 17 % approve. The remaining 3.40 % remain unsure. Similarly, the Chi-square estimated value (40.24) is higher than the .05 level table value, which is quite important. It also shows that the city does not pay proper attention to the school's affairs.

Qualitative Findings

In view of principals the students and teachers don't have friendly relations, parents and society are not interested in the affairs of the schools. In this regard two of the heads (H7) and (H4) said:

"Teachers assign tasks to their students but they don't act upon the guidance and advice of the teachers in completions of those tasks. Similarly, teachers make complaints to me and

when I ask parents to come to school to know the progress of their children and their shortcomings so they don't cooperate. In the same manner people in the society don't cooperate with us when students get struckoff and when we have problems in our school for the solution of which we need the cooperation of the society."

Regarding the cooperation of the society in the affairs of the school, the heads were of the view that members of the society and influential members of the society didn't participate in the activities of the school and they always wanted to make excuses when the heads tried to include them in the committess of the school. In this connection heads (H1, H5, H8 and H10) said:

It is mandatory for every school to have the Parents Teachers Council (PTC) and as per requirement of this committee we need two members, i.e. one elected representative and one influential person from the community of the school. Similarly, we also need one retired government employee to act as members of the council. But people of the society don't take any interest in the affairs of the school and whenever we ask them to become members they always discourage us and as a result we are compelled to make such people as members of the council who are not according to the criteria. This state of affairs create hurdles in the way of the solution of the problems of the school and owning of the school by the community.

The heads also told about unfriendly attitude of political people and educational authorities as creating problems for the smooth functioning of the schools. In this connection heads (H2, H3, H6 and H9) said:

The political people of the area don't take interest in the solution of the issues of the school and helping us in ensuring quality education in our school. Instead of facilitating us they make illegal demands from us and compel us to comply with their demands and if we resist then they create problems for us through educational authorities and discourage us to take initiatives

for the betterment of our institutions and when we make complains the authorities advise us to pass our time and don't become too much problematic for the political people of the area.

Discussion

Human capital is the most critical factor that determines whether an educational organization succeeds or fails. However, the evidence examined in this study revealed that community does not cooperate with their heads and that there are also disputes in schools that disrupt the smooth operation of the school and administration. Similar findings have also been reported by Mobegi, Ondigi and Simatwa (2012) found that principals/heads face various difficulties, including school community relationships, which corroborate the researcher's results.

The findings of this study showed that parents do not attend their children's schools or inquire about their success. According to them, parents' non-emolument in their children's education is seen as a result of numerous barriers and hindrances. Parents may believe that they should not receive reports from their children's schools unless they have misbehavior or misbehavior. Khaliq (2000), Kariuki, Majau, Mungiria, and Nkonge (2012) all published studies that exposed the same issue and its consequences for children. Educators, supervisors, executives, common residents, and even parents themselves see a shortage of parental interest as the most serious issue facing public schools worldwide (ETS, 2007).

The data analysis revealed that the community does not devote enough attention to the school's affairs or take an active role in the school's events. Since affluent representatives of the community typically send their children to private colleges, they are unconcerned with public schools. According to Epstein (2009) there is a strong and clear connection between community, parents, families, and students' learning outcomes and school growth.

Political intervention and influence are seen as the primary and root causes of all challenges, significantly impacting high school administration and teaching learning processes.

Local governments nominate provincial, and district officials (Directors, DEOs, DDEOs, and ASDEOs) based on their own preferences for their interests that directly affect the education department. Such officials are then more responsive to political parties than to the department. In their studies in Pakistani context, Gul (2005) and Rehman and Begum (2013) mentioned the same problem and its consequences.

Recommendations

The study made the following recommendation for the betterment of school community relationship for efficient performance of the school.

- 1- There may be training sessions for community members and parents for their awareness regarding their due role in the affairs of the school and owning the school as a social institution.
- 2. To increase cooperation and sensitization among parents and the group, prominent representatives of the community (Khan, Malak, and Pesh Imams) should be invited to schools regularly and should be informed about school problems concerns.
- 3. To prevent tensions and undue political interference of the political people in the schools the education department may appoint officials on merit who may stand against the political pressure and mechanism may be developed for the complaint of such issues by heads of secondary schools.
- 4. Similar studies may be conducted in schools of primary level and schools of the private sectors.

Conclusion

The first objective of the study was to explore school-community relationship in secondary schools and the study revealed that community does not cooperate with their heads and that it also disrupts the activities of the schools and smooth operation of the school's administration. Parents do not attend their children's schools or inquire about their success. According to them, parents' non-emolument in their children's education is seen as a result of numerous barriers and hindrances. Parents believe that they should not receive reports from their children's schools unless they have misbehavior or misbehavior. The community does not devote enough attention to the school's affairs or take an active role in the school's events. Since affluent representatives of the community typically send their children to private colleges, they are unconcerned with public schools. Political intervention and influence are seen as the primary and root causes of all challenges, significantly impacting high school administration and teaching learning processes. Local governments nominate provincial, and district officials (Directors, DEOs, DDEOs, and ASDEOs) based on their own preferences for their interests that directly affect the education department. Such officials are then more responsive to political parties than to the department.

The second objective of the study was to recommend strategies for effective school-community relationship and the study recommended that there may be training sessions for community members and parents for their awareness regarding their due role in the affairs of the school and owning the school as a social institution, for increase of cooperation and sensitization among parents and the community, prominent representatives of the community (Khan, Malak, and Pesh Imams) may be invited to schools regularly and should be informed about school problems concerns and to prevent tensions and undue political interference of the political people

in the schools the education department may appoint officials on merit who may stand against the political pressure and mechanism may be developed for the complaint of such issues by heads of secondary schools.

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