

A DESCRIPTIVE STUDY ON THE CHALLENGES FACED IN COMMUNITY INVOLVEMENT IN THE PERFORMANCE OF SECONDARY SCHOOLS IN KASANDA TOWN COUNCIL, KASANDA DISTRICT.

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ABSTRACT.

Background:

The study aims to establish the challenges faced by community involvement in the performance of secondary schools in Kasanda town council.

Methods:

The study was conducted among secondary schools in Kassanda Town Council, the study adopted descriptive survey research designs based on an entirely quantitative research design. The data was collected from 50 respondents who were the parents and local leaders of Kassanda Town Council.

Results:

The study enrolled 35 males and 15 females between the ages of 20-50 and above. Low economic status among the people in the community, Low level of educative people in the community, Limited degree of parental awareness in the school management, Limited performance dimension in the management of the education sector, Lack of society mobilization by education institutions on community stakes in education are some of the challenges faced in the community involvement in the performance of the secondary schools. Therefore, the findings indicate that most of the respondents strongly agreed with 5 8.6%, 21.3% of the respondents agreed while 6.6% were not sure as 8.3% of respondents disagreed and 6% strongly disagreed.

Conclusion:

There is a limited degree of parent awareness in school management, a lack of policy requiring or supporting community involvement, a lack of society mobilization by education institutions, and a limited performance dimension in the management of the education sector.

Recommendation:

The study recommended for deliberate involvement of the community in the affairs of the school. The study recommends that policy formulation on matters of management of secondary schools should be all-inclusive so that it can address societal needs.

Keywords; *Community involvement, Performance, Secondary schools, Kasanda District*

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INTRODUCTION.

Community involvement has always been vital to the academic performance of students in any given institution of learning (Fan & Chen, 2021;). Similarly, the Government of Uganda recognizes the central role that community involvement has to play in ensuring good academic performance through creating awareness of community roles. Governments, like Parents, the world over have a shared responsibility for educating the nation's children. Indeed, the Government of Uganda has put in a lot of effort to support secondary schools with the necessary resources, for example, the development of infrastructure like classrooms, and latrine construction and also carrying

out support supervision to attain good academic performance.

Involving communities in education delivery requires facing and tackling several challenges. In general, as Crewe and Harrison (2018) articulate, participatory approaches tend to overlook complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur concerning age, gender, wealth, ethnicity, language, culture, race, and so on. Even though marginalized or minority groups (such as female, landless, or lower-caste people) may be physically present during the

discussion, they are not necessarily given a chance to express their views to the same degree as others.

Lack of interest arises from different perspectives. Teachers prevent parent involvement due to their unwillingness to face hostile parents, fear of failure, and fear of criticism Bray, (2020). There is also unwillingness from the side of parents due to their feeling powerless when they communicate with educators. Education organizations, for a multitude of reasons, are reluctant to share their power with parents. He further generalizes that the absence of clear roles for teachers, principals, and parents makes them disinterested in school activities.

Inadequate training of principals and teachers can be one of the barriers to parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities, Cohen, Marrison, and Manion, (2020) also asserted that training parents in this regard require a great deal of commitment from the professionals to allocate substantial time for this purpose. Parent training is one of the critical issues in the cooperation between the school and the community. Parent training helps to change the current behaviors and interaction patterns of the parents. The barrier to collaboration with parents is the idealistic expectation of the school and the lack of experience and skill of parents to carry out the expected responsibilities of the schools.

Therefore, the study aims to determine the challenges faced by community involvement in the performance of the secondary schools in Kassanda town council, Kassanda district.

METHODOLOGY.

Research design.

The study adopted a descriptive survey research design. The focus was quantitative research approaches. The purpose of using the quantitative approach was to evaluate objective data consisting of numbers to achieve high levels of reliability in terms of data analysis.

Study setting.

The research was conducted in Kasanda town council, located in Kasanda district. The choice of the study area was because of its accessibility by the researcher and the fact that it holds substantial information on the topic that helped the researcher to accomplish the objectives set in finding out the topic of study. The research was carried out for the period of 3 months from August to December 2023.

Study Population.

A population is the aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher. The target population of the study had local leaders (politicians) and parents of the students in the secondary schools of government who are 60 in total, including 40 parents and 20 politicians. The study population therefore constituted 60 people chosen from the political leaders, and civil servants mentioned in the categorization above.

Sample Population and Size.

A sample is a portion of the population that represents the entire population because of time and resources the researcher may not interface with the entire research population which prompts the researcher to choose a sample. The study comprised of 50 respondents.

Sampling Techniques.

The researcher used the probability sampling method and in particular stratified sampling and simple random sampling were used to give equal chance to the respondents. In stratified sampling the researcher divided the population (parents of the students) according to schools into subpopulations this was especially used by students to capture the different subgroups of the population. Then he selected a simple random sample independently from each Sub-population. Purposive sampling was used in the selection of political leaders; these are perceived to have information suitable for the study.

Data Collection Instruments.

Data was collected using primary and secondary sources to get accurate data.

Questionnaire.

The use of a questionnaire technique for data collection was employed. This involved writing down questions for the people to tick the right alternative and fill in the questionnaire. The method was made relevant to the study because it was used to obtain information on this specific problem in brief intervals of time. This also provided information about a large and representative sample.

Data Collection Procedure.

An introduction letter was obtained from Kampala University for the researcher to solicit approval to conduct the study from the schools and local authorities. When

approved, the researcher secured a list of the qualified respondents from those in charge and selected through purposive sampling from this list to arrive at the minimum sample size. The respondents were explained about the study and requested to sign the Informed consent form. The researcher produced copies of the questionnaire and trained the research assistants.

Validity and Reliability of the Research Instruments.

Validity.

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by the use of tests. The validity of an instrument is the extent to which it does measure what it is supposed to measure. Tool validity was checked and confirmed using the retest method for Content Validity Index (CVI.) judges were used to establish validity for each item. Where judges are selected to judge each item. The inter-judge coefficient validity was computed to be $CVI = \frac{\text{number of judges declared item valid}}{\text{total no of judges}}$ to arrive at an average acceptable for the study using the research instrument.

Reliability.

The reliability of the research instruments was established using the Cronbach Alpha Coefficient test. Specifically, this test over the research items systematically was arranged in the questionnaire according to the research questions. All the variables that were reflected in these grouped research items of the questionnaire were particularly tested using Cronbach's Alpha Coefficient (CAC). As a result, the SPSS reliability

test yielded a CAC output that reveals the instruments' reliability.

Data Analysis.

Data was analyzed quantitatively upon collection of necessary data from the field, the researcher analyzed and interpreted it to the objectives of the study. The researcher presented the findings through tables in the frequency and percentages in the way of establishing and determining the state of the community involvement in the performance of secondary schools.

Ethical consideration.

To ensure the confidentiality of the information provided by the respondents and to ascertain the practice of ethics in the study, the following activities were implemented by the researcher. The respondents were coded instead of reflecting the names through a written request to the concerned officials of the selected private schools to access the data from them. The researcher acknowledged the authors quoted in the study through citations and referencing. The findings of the study were presented in a generalized manner to enhance privacy and confidentiality.

Background characteristics of respondents.

This was based on the gender of respondents, age, education, marital status, and period of work in the organization.

Gender of respondents.

Here the researcher was interested in gathering information on the gender of respondents and information was presented in table 1.

Table 1: Shows the gender of the respondents.

Respondents	Frequency	Percentages
Male	35	70
Females	15	30
Total	50	100

Source: primary data 2023

From Table 1, it can be seen that the majority of respondents are male 35(70%) of the total respondents, and females representing 15(30%) of the respondents. It implied that many of the respondents were male representing the highest percentage; the issue of gender sensitivity was adhered to by a few females who were selected.

Age of respondents.

Here the researcher was interested in gathering information on the age of respondents and information was presented in table 2.

Table 2: Shows the age of respondents.

Age Brackets	Frequency	Percentage
20-29	20	40
30-39	25	50
40-49	2	4
50+	3	6
Total	50	100

Source: Primary Data, 2023

From Table 2, it is clear that the age bracket of 30-40 had the highest percentage of 25(50%) of the total respondents because they were considered to be the majority and learned to contribute much information towards the subject of the study. This was followed by respondents who fall in the age bracket of 20-30 with 20(40%) of total respondents and followed by those of 50+ with 3(6%) and finally 2(4%). This implies that the majority of the respondents are mature

people hence information attained can be relied on for decision-making.

Educational Qualifications of Respondents.

Here the researcher was interested in gathering information on the education of respondents and information was presented in the table 3.

Table 3: Educational qualifications of respondents.

Age Brackets	Frequency	Percentage
Certificate	20	40
Diploma	25	50
Degree	2	4
Others	3	6
Total	50	100

Source: Primary Data 2023

From Table 3, it is seen that the majority of respondents were diploma holders representing 25(50%) followed by diploma holders at 20(40%) followed by degree holders representing 2(4%), and finally 3 respondents representing a total percentage of 6% of the total respondents. This implies that the respondents are educated and therefore the information obtained from them can be relied upon for this study.

Marital status of respondents.

Here the researcher was interested in finding the marital status of the respondents; the information collected was presented as follows.

Table 4: Marital status of respondents.

Respondents	Frequency	Percentages
Single	15	30
Married	23	46
Divorced	12	24
Total	50	100

Source: Primary Data 2023

The study findings on the marital status of respondents were that 23(46%) of the respondents were married, 15(30%) were single and those who were divorced or married were

12(24%). The study findings were also that those who were married were more. This means information was being attained from responsible people.

Table 5: The period of work.

Age Brackets	Frequency	Percentage
1 – 4 years	4	8
5 – 9 years	6	12
10 – 14 years	28	58
15 years and above	12	24
Total	50	100

Source: Primary Data, 2023

The study findings on the time respondents have been in Kasanda Town Council, it was found that the majority of respondents had been in for 10-14 28(58%), 15 years and above were 12(24%) of the respondents, 5-9 years were 6(12%) and 4(8%) were for 1-4 years. It implies that many

respondents had been in the organization for a long so have information about the organization.

Challenges faced in community involvement in the performance of the secondary schools.

Table 6: Challenges Faced in Community Involvement Secondary Schools.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Low economic status among the people in the community.	40	4	4	0	2
Low level of educative people in the community.	30	10	4	5	1
A limited degree of parents' awareness of the school's management.	32	9	2	4	3
Lack of policy requiring or supporting community involvement in school management.	25	14	5	4	2
Lack of society mobilization by education institutions on community stakes in education	29	14	2	3	5
Limited performance dimension in the management of the education sector.	20	13	3	9	5
Total	176	64	20	25	18
Percentage	58.6	21.3	6.6	8.3	6

Source: primary data 2023

The data collected shows that in line with the challenges faced in community involvement in the performance of the secondary schools.

Low economic status among the people in the community had 40 respondents who strongly agreed, 4 agreed, 4 disagreed, none of the respondents strongly disagreed and 2 were not sure. This is where most respondents agreed and strongly agreed.

Low level of educative people in the community had 30 of the respondents strongly agreed, 10 agreed, 4 agreed, 5 respondents were not sure and 1 strongly disagreed.

A limited degree of parent awareness in the school's management had 32 respondents who strongly agreed, 9 agreed, 2 disagreed, 4 respondents were not sure and 3 strongly disagreed.

25 respondents strongly agreed with the lack of policy requiring or supporting community involvement in school

management, 14 agreed, 5 disagreed 2 respondents strongly disagreed and no respondent was not sure.

Lack of society mobilization by education institutions on community stakes in education had 27 respondents who strongly agreed, 14 agreed, 2 were not sure, 7.5 disagreed and 5 respondents strongly disagreed.

From Table 6, it is clear that there are challenges faced in community involvement in the performance of secondary schools in Kassanda Town Council, Kassanda district. The findings indicate that most of the respondents strongly agreed with 58.6%, 21.3% of the respondents agreed while 6.6% were not sure as 8.3% of the respondents disagreed and 6% strongly disagreed.

DISCUSSION.

Challenges faced in community involvement in the performance of the secondary schools Kassanda Town Council, Kassanda district.

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The study findings on challenges faced in community involvement in the performance of the secondary schools in Kassanda Town Council, Kassanda district. Among the community, duties were to make sure that nutrition, shelter, transport, clothes, social care, extra time doing their homework, and improvising teaching and learning materials. M.B. Jean-Baptiste et al., 2020 argued that community participation is important in the provision of quality education services to learners. Haika and Demetria (2021) suggested that community involvement in school activities has a greater impact on academic achievement than more general forms of involvement. Specifically, academically oriented activities include; paying school fees, buying books, and assisting learners with homework. In addition, the non-academic home-based activities include; the provision of nutrition, parental care, guidance and counseling, communication with teachers, and transport facilities. Based on this understanding, both academic and non-academic communities are found to be the factors to accelerate the chances of quality education in secondary education in most countries.

The study findings show that challenges faced by the community are ignorance, poor school leadership, poverty, political interference, poor beliefs and customs, and lack of communication between the school and the community.

The findings show that community members were reluctant to contribute through physical participation on the basis that funds disbursed by the government were enough to facilitate the construction of classrooms, teachers' houses, and toilets. This notion was imparted to people's minds by opposition parties which were campaigning to the community not to contribute or participate in school construction. The argument was verified by former minister of MOEVT, Dr. Shukuru Kawambwa who said "Some politicians who wanted to destroy the goodwill of the government and the ruling party in ensuring that all pupils who passed standard seven examinations should have a chance for secondary education in the nearest place by mobilizing people not to continually contribute to the construction of classrooms and teachers' houses. However, he requested the government and security agencies to take strong measures against any person regardless of his/her status in society who will continue mobilizing people not to participate in development initiatives.

Conclusion. There is a limited degree of parent awareness in school management, a lack of policy requiring or supporting community involvement, a lack of society mobilization by

education institutions, and a limited performance dimension in the management of the education sector.

Recommendation. The study recommends that policy formulation on matters of management of secondary schools should be all-inclusive so that it can address societal needs. The study recommended for deliberate involvement of the community in the affairs of the school.

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LIST OF ABBREVIATIONS.

CAC : Cronbach's Alpha Coefficient

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The study had no funding.

CONFLICT OF INTEREST.

The author declares no conflict of interest.

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