

COMMUNITY MOBILISATION AND QUALITY IMPROVEMENT

Ali Bordoloi, Research scholar, Department of Education,

University of Science and Technology, Meghalaya, India,

Dr. Amit Choudhury, Professor and Dean, School of Business Science,

University of Science and Technology, Meghalaya, India.

Abstract: This study is conducted to investigate the perception on community mobilisation in context of quality improvement at secondary level of education. The study intends to explore upon the perception of various stakeholders and specifically emphasise upon the principals of provincialised secondary schools of Kamrup (Metro) district of Assam. A sample of 60 principals was selected purposively from the results of 'Gunotsav', 2018, for the study. Descriptive survey method was adopted in the study. An opinionnaire was used to collect the data for the study. Percentage is used as technique to analyse the data. This study reveals that the parents do not take part actively in different activities of the school, parents do not attend parent teacher meetings regularly, the community members are not conscious about the learning outcome of the school, the school authority provides timely feedback on the performance of the student to parents, the school authority.

Key words: Community mobilisation, quality improvement.

I. Introduction:

School is the most influential agency of society that opens the mind of people by developing a broaden outlook towards all aspects of the world that leads to all round development. As an active agency the school plays a vital role in mobilising the community towards the expected path. Effective community – school relation should help local people to pool together these local resources that are critical and relevant to school improvement. (Agbo, 2007)

Community mobilisation is a process through which the members of the community are activated towards the common goals of the society. Community play active role in making sure that academic performances of students are enhanced by the provision of teachers in core subjects (Abraham, 2012). Community maintains its relationship with school by providing resource mobilisation. This is mostly done through the School Based Management Committees and Parent Teacher Association. (Sa'ad, 2014)

Quality improvement in education is the global need at present. To improve quality of school education the 11th five years plan has opined, "Quality of education is a much discussed issue and there is no clear consensus on what constitutes quality, how to measure it or whether it can be measured at all. The meaning of improved quality needs to be defined in operational terms through clearly identified outcome indicators for various dimensions like teacher's competence, classroom process, teaching-learning materials, student's performance etc." (Sindhi, 2014)

A school prepares the future members of the community. The development of the society depends on the quality of education provided in that society. School is the most influential agency of education. The school reflects the quality of the community. Active participation of the community members in the activities of the school improves the quality of the school. The school and community are inseparable and their good relationship improves the quality of education given to the people (Sa'ad, 2014). Active participation of community members in different activities of the school is an essential need for the development of the school. The present study aims at studying the perception of the principals/headmasters in the context of quality improvement.

II. Objectives of the study:

1. To study the perception of principals on school –community relationship in the context of quality improvement.

III. Research question:

1. What is the perception of the principals/headmasters on school-community relationship in the context of quality improvement?

IV. Research methodology

The study follows descriptive survey method and the data collected were mainly of quantitative type. In this study the data were collected by using primary source through opinionnaire from 60 principals/headmasters selected purposively of provincialised secondary schools of Kamrup (Metro) District, Assam. Descriptive statistics like percentage (%) is used to analyse and interpret data.

IV.I Population and sample

The population of the study comprised of 112 principals/headmasters of provincialised secondary schools of Kamrup (Metro) district of Assam selected on the basis of District wise Results of Gunutsav, 2018. A sample of 60 principals/ headmasters was selected purposively from Grade A, Grade B and Grade C for the study. A total number of 18 schools out of 31 schools from Grade A, 36 out of 69 schools from Grade B and 6 schools out of 12 schools from Grade C were selected as sample of the study.

IV.II Data and sources of data

For this study both primary and secondary data was used. Primary data was collected from principals of selected secondary schools and secondary data is collected from related research publications.

IV.III Tools

Opinionnaire prepared on 5-point Likert Type scale was used as tool for collecting data from the respondents. The tool comprised of eight statements ranging the responses from 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', to 'Strongly Disagree'. The content validity of the tool was determined by

considering the judgments of experts of the related field. The reliability of the tool was determined by using test retest method. The reliability value of the tool was found to be 0.85 calculated by using Pearson's Product Moment correlation coefficient.

IV.IV Technique

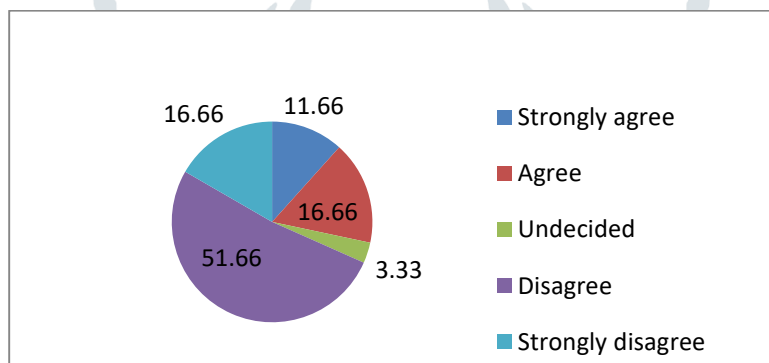
Descriptive statistics like percentage was used to analyse and interpret data in this study. Pie diagram is used to present the data in a vivid way.

V. Results and discussion:

Table no. V.1. Parents actively take part in different activities of the school

Category of responses	Frequency	Percentage
Strongly agree	7	11.66
Agree	10	16.66
Undecided	2	3.33
Disagree	31	51.66
Strongly disagree	10	16.66

Figure no. V.1. Parents actively take part in different activities of the school

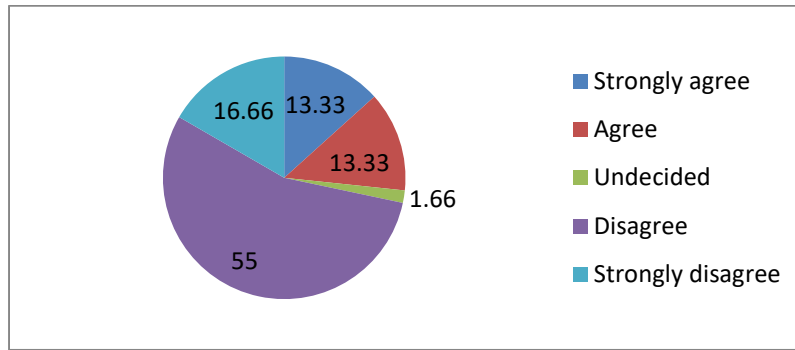


Active participation of parents in different activities of the school develops the quality of a school. Most the parents are not aware about the programmes and policies for quality improvement of the school. The data in table no. V. 1 and figure no. V. 1, indicate that 51.66 % respondents disagreed on active participation of parents in different activities of the school. 11.66% of the total respondents strongly agreed, 16.66% respondents agreed, 11.66% strongly disagreed and 3.33% respondents responded as undecided. According to some of the respondents most of the parents are daily wage earners and therefore they don't get time to actively take part in the activities of the school.

Table no. V. 2: The community members are aware about the infrastructural needs of the school

Category of responses	Frequency	Percentage
Strongly agree	8	13.33
Agree	8	13.33
Undecided	1	1.66
Disagree	33	55
Strongly disagree	10	16.66

Figure no. V. 2: The community members are aware about the infrastructural needs of the school

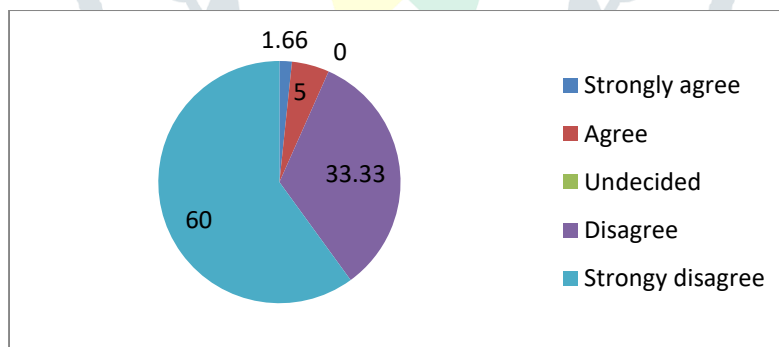


Development of a society depends to a great extent on the quality of education provided by the schools .The infrastructure of a school is considered as a quality indicator of a school. The data in table no. V. 2 and figure no. V. 2, indicate that 55% respondents disagreed on awareness among community members regarding the infrastructural needs of the school whereas 13.33% strongly agreed, 13.33% of the total respondents agreed, 16.66% strongly disagreed . Most of the respondents were of the opinion that the community members are not aware about the infrastructural needs of the school.

Table no. V. 3: The parents regularly participation in the parent teacher meetings

Category of responses	Frequency	Percentage
Strongly agree	1	1.66
Agree	3	5
Undecided	0	0
Disagree	20	33.33
Strongly disagree	36	60

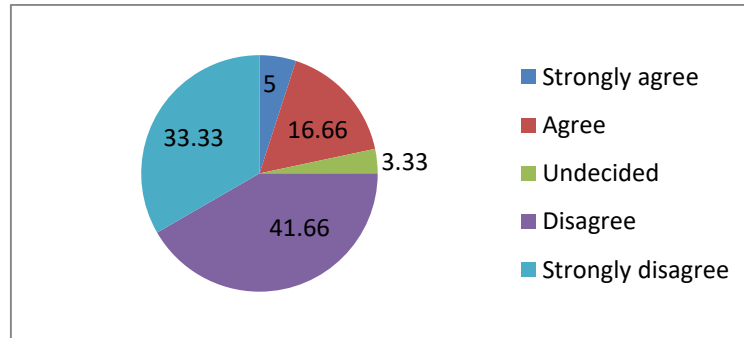
Figure no. V. 3: The parents regularly participation in the parent teacher meetings



Parent-teacher meeting is an effective means of direct interaction between parent and teacher and to make the parents aware about the progress of the child as well as of the school. The data in table no. V. 3 and figure no. V. 3 shows that the 60% respondents strongly disagreed on regular participation of parents in the parent teachers meetings .33.33% of the total respondents disagreed, 5% respondents agreed. Most of the parents, according to the respondents are not educated and they are not conscious about the development of the school as well as of their children.

Table no. V. 4: The community members are aware about overall learning outcome of the school

Category of responses	Frequency	Percentage
Strongly agree	3	5
Agree	10	16.66
Undecided	2	3.33
Disagree	25	41.66
Strongly disagree	20	33.33

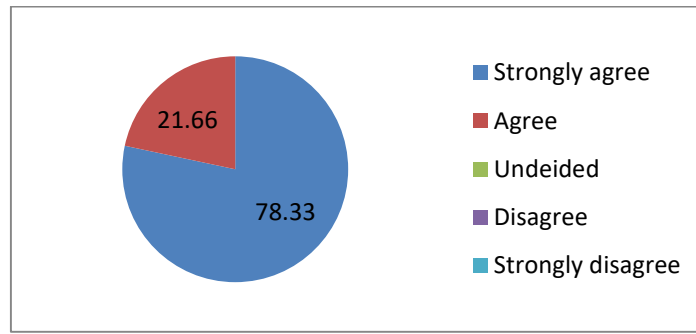
Figure no. V. 4: The community members are aware about overall learning outcome of the school

The learning outcome of the school reflects the quality of the school. The community members need to be aware about the learning outcomes of the school. In the study, as shown in table no V.4 and figure no. V.4, it was observed that 41.66% respondents disagreed and 33.33% strongly disagreed on the awareness among community members about the learning outcome of the school. 16.66% respondents agreed, 5% respondents strongly agreed and 3.33% respondents were found to be undecided on the awareness among community members about the learning outcome of the school. Most of the respondents were of the view that the community members are more concerned about the academic outcome of the school and not about the overall outcome of the school.

Table no. V. 5: The school authority takes initiative in creating awareness among parents about rules and schedules of the school.

Category of responses	Frequency	Percentage
Strongly agree	47	78.33
Agree	13	21.66
Undecided	0	0
Disagree	0	0
Strongly disagree	0	0

Figure no. V. 5: The school authority takes initiative in creating awareness among parents about rules and schedules of the school.

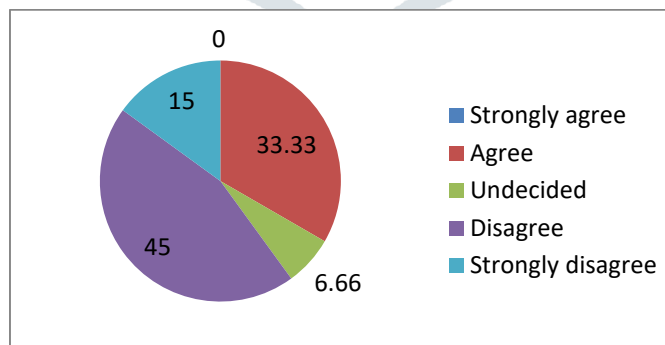


The parents are the connecting link between the community and the school. The parents need to know the rules and schedules of the school to transfer it to their wards as they are the first teachers for a child. The school should take initiative in creating awareness among parents about the rules and regulations of the school. Data presented in table no. V. 5 and figure no.V.5.shows that 78.33% respondents strongly agreed and 21.33% respondents agreed on creating awareness among parents about the rules and regulations of the school through different means. The school authority organizes meetings from time to time to create awareness among the parents about the rules and regulations of the school but parent’s participation only remains unsatisfactory as expressed by respondents.

Table no.V. 6: The community members supervise the activities of the school

Category of responses	Frequency	Percentage
Strongly agree	0	0
Agree	20	33.33
Undecided	4	6.66
Disagree	27	45
Strongly disagree	9	15

Figure no. V. 6: The community members supervise the activities of the school

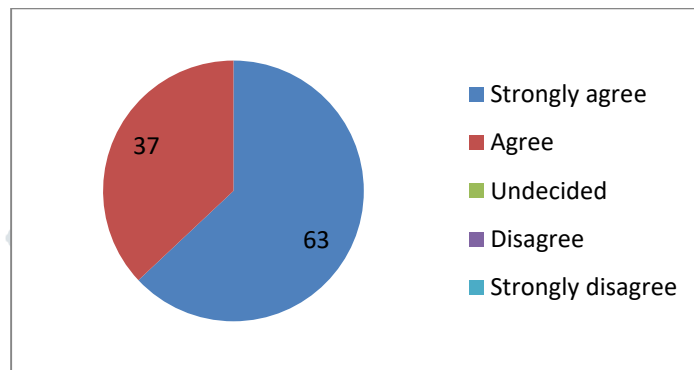


The chief objective behind each and every academic and non academic activity of a school is to improve the quality of the school. Supervision of these activities by the community members helps in achieving the educational objectives of the school. In the study it was observed, as shown in table no V.6 and figure no.V.6, that 33.33% respondents agreed, 45% respondents disagreed and 15% respondents strongly disagreed on supervision of the activities of the school by the community members.

Table no. V. 7: The parents are involved in making decisions on different matters of the school

Category of responses	Frequency	Percentage
Strongly agree	38	63
Agree	22	37
Undecided	0	0
Disagree	0	0
Strongly disagree	0	0

Figure no. V. 7: The parents are involved in making decisions on different matters of the school

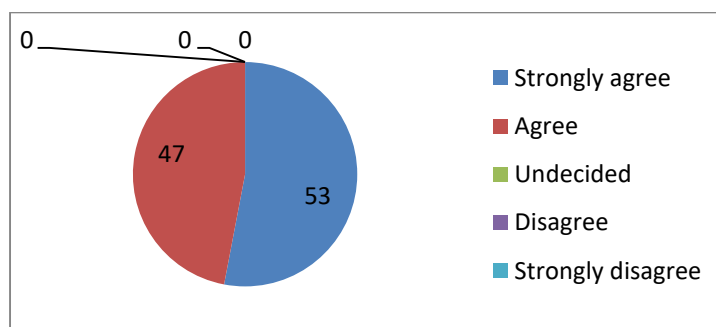


The parents play a significant role in making decisions on different matters of the school. The school should involve the parents in different discussions and mutually take decision. The data in table no.V.7 and figure no. V.7 indicates that 63.33% respondents strongly agreed and 36.66% respondents agreed on involvement of parents in making decisions on different matters of the school.

Table no. V. 8: The school authority provides timely feedback on the performance of the student to parents.

Category of responses	Frequency	Percentage
Strongly agree	32	53
Agree	28	47
Undecided	0	0
Disagree	0	0
Strongly disagree	0	0

Figure no. V. 8: The school authority provides timely feedback on the performance of the student to parents.



The feedback from the school authority on student's performance helps the parents in guiding their children in right direction. The data shown in table no. V. 8 and figure no. V. 8 indicate that 53.33% respondents strongly agreed and 46.66% respondents agreed on providing timely feedback on the performance of the student to parents by the school authority. The school authority provides timely feedback on the performance of the students to their parents but the parents mostly don't consider it as important.

VI. Conclusion and recommendation

The school and community relationship has great significance in improving the quality of a school. The present study revealed that the parents do not participate actively in the activities of the school. The community members are also not conscious about the infrastructural needs of the school, the parents don't participate regularly in the parent teacher meetings, the community members are not aware about the overall learning outcome of the school, the schools take initiative in creating awareness among parents about rules and schedules of the school, the community members are not active enough in supervising the activities of the school, parents are involved in taking decisions about different matters of the school if required and the school authority provides feedback timely to parents about the performance of the student.

The school – community relationship need to be improved for improving the quality of education. The following recommendations are evolved from the study

1. Parents should be motivated by different means for active participation in different activities of the school.
2. Community members should be made aware about the infrastructural needs of the school
3. Participation in parent teacher met should be made mandatory for the parents by the school authority.
4. The community members should be informed about the learning outcome of the school through different means.
5. Eminent community members should be involved in the activities of the school.
6. The community members along with the parents should be involved more actively while taking decisions about different matters of the school.

Bibliography

- Abraham Nath M, E. O. (2012). Effective School Community Relations as a Key Performance Indicator for teh Secondary School Administrator in . *Journal of Curriculum and Teaching* , 1 (2).
- Agbo, S. A. (2007). Addressing School-Community Relations in a Cross-Cultural Context: A Collaborative Action to Bridge the Gap Between First Nations and the School. *Jurnal of Research in Rural Education* .
- Sindhi, S. (2014). *A STUDY ON THE QUALITY ASSURANCE SYSTEM IN THE SECONDARY SCHOOLS OF GUJARAT STATE*.
- Tata Umar Sa'ad, A. M. (2014). The Relevance of School Comunity Relationship on the Development of Primary Education in Azare Metropolis of Bauchi State, Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)* , 4 (6 ver II), 24.