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Investigation of Community Relationship Development Strategies under the Program of School Improvement

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පාසල්වල බලය විමධ්‍යගත කිරීමේ අභිප්‍රාය ඇතිව, 2005/24 චක්‍රලේඛයෙන් ශ්‍රී ලංකාවේ පාසල් නගා සිටුවීමේ වැඩ සටහන (PSI) ආරම්භ කරන ලදී. මෙම පර්යේෂණය 7/2013 චක්‍රලේඛය මත පදනම් වූ අතර, එහි ප්‍රධාන තේමා හයක් ඇතුළත් වේ. ඉන් එක් තේමාවක්වන පාසල් ප්‍රජා සම්බන්ධතාව පිළිබඳ ව මෙහි දී අධ්‍යයනය කර ඇත. අධ්‍යයනයේ ප්‍රධාන අරමුණ වූයේ පාසල් ප්‍රජා සම්බන්ධතා වර්ධනය සඳහා පාසල් මට්ටමේ සැලසුම් ක්‍රියාත්මක කිරීමේ උපාය මාර්ග හඳුනා ගැනීමයි. මෙම පර්යේෂණය ප්‍රමාණාත්මක විධික්‍රමවලට මූලිකත්වය ලබා දෙන මිශ්‍ර ක්‍රමවේදය යටතේ සිදු කරන ලදී. අධ්‍යාපන කලාප දෙකක් සරල අහඹු නියැදි ක්‍රමය අනුව තෝරා ගෙන ඇත. එම කලාපවල තෝරා ගත් පාසල් 24 කින් උප විදුහල්පතිවරුන්, ගුරුවරුන්, පාසල් සංවර්ධන කමිටු සාමාජිකයින් (SDC) සහ දෙමාපියන් නියැදිය ලෙස තෝරා ගැනිණි. දත්ත රැස් කිරීම සඳහා ප්‍රශ්නාවලි, සම්මුඛ සාකච්ඡා සහ නිරීක්ෂණ යොදා ගෙන ඇත. ඉහත චක්‍රලේඛයට අනුව පාසල විසින් විවිධ පුහුණු වැඩ සටහන් සහ උපදෙස් ප්‍රජාවට ලබාදිය යුතු

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වේ. ඒ අනුව IC වර්ගයේ පාසල් හා සසඳන විට 2 වර්ගයේ පාසල් වෘත්තීයත් තෝරා ගැනීම සම්බන්ධයෙන් වැඩි වශයෙන් මඟ පෙන්වන බව අනාවරණය විය. එහෙත් එකිනෙක පාසල් වර්ගය අතර වෙනස්කම් නොසැලකිය හැකි තරම් බව ද අනාවරණය විය. රැකියාවක් සොයා ගැනීමට අවශ්‍ය මඟ පෙන්වීම පාසල සපයන්නේ ද යන ප්‍රශ්නයට ආදි සිසුන්ගේ බහුතර ප්‍රතිචාරය වී තිබුණේ එකඟ නොවේ යන්නයි. මුළු නියැදියෙන් 37.3% ප්‍රතිචාර දැක්වූයේ පාසල් මාර්ගෝපදේශන සේවාව දුර්වල බවයි. ඒ බවට වැඩි වශයෙන් ම එකඟ වී ඇත්තේ IAB වර්ගයේ පාසල් ය. IC වර්ගයේ පාසල්වලට සාපේක්ෂ ව 2 වර්ගයේ පාසල් වෘත්තීය මාර්ගෝපදේශනය සපයන බව අනාවරණය විය. මේ සම්බන්ධයෙන් පාසල් අතර පවතින වෙනස වෙසෙසි නොවන බව කයි පරීක්ෂාව අනුව පැහැදිලි විය. කෙසේ වෙතත් පර්යේෂණයෙන් අනාවරණය වූයේ පාසල ප්‍රජා සංවර්ධනයට දායක නොවන බව ප්‍රජාවගේ අදහස බවයි. ප්‍රජාව පාසලට දක්වන දායකත්වය සම්බන්ධයෙන් පාසල ද සෑහීමකට පත් නොවන බව අනාවරණය විය. මේ අනුව පාසල් ප්‍රජා සම්බන්ධතා සඳහා විශේෂ වැඩ සටහන් නොමැති බව පෙනේ. ප්‍රජාවට ලබා දෙන දායකත්වය සැලකූ විට පාසල් වර්ගය අනුව එහි වෙනසක් නොවන බව අනාවරණය විය. ඒ අනුව ප්‍රජාව සඳහා පාසල විසින් සංවිධානය කරන වැඩ සටහන් ප්‍රමාණාත්මක නොවන බව තව දුරටත් නිගමනය කළ හැකි විය.

මූලාසඳ: පාසල් සංවර්ධන වැඩසටහන්, ප්‍රජා සංවර්ධනය

Introduction

The SBM is a new trend in the world. Especially when such a program is implemented in the school management of the education system in Sri Lanka, it is more beneficial to study. The Programme of School Improvement (PSI) was initiated in Sri Lanka by introducing the SBM concept in circular 24/2005 in 2006. The main objective of the programme was to improve the quality of government schools in Sri Lanka.

Circular 7/2013 states that the School Development Committee (SDC) should exercise its decision-making powers for school development planning and resource management. School planning, Curriculum, extracurricular and co-curricular activities, School Based Teacher Development (SBTD) programmes, Maintenance and development of school plants, and Community relations are mentioned as themes to be considered in the implementation and planning of the strategies.

It is in this context that the strategies for implementing school-level community relations programmes for school development are explored. Action should be taken to develop community relations under the PSI and the steps to be followed in circular 7/2013. Accordingly, the school should plan and implement programmes

for the development of the community. The school community should be able to think positively about schools and function with the feeling that school is their own. The school should also implement programmes for the well-being of the school community.

Objectives of the study

The main objective of the study was to find out how strategies have been organized to implement school-level plans for school development. The objectives of the study were developed based on circular 7/2013. Accordingly, the study aimed to identify strategies for implementing school-level plans for school community relationship development.

Methodology

This study was carried out under the Quantitative Dominant Mixed method. The quantitative and qualitative data were collected and quantitative and qualitative techniques were used for data analysis purposes. Data was based on a quantitative Dominant Mixed method with an emphasis on quantitative data. Accordingly, more attention is focused on quantitative data than qualitative data in objective analysis. The data analysis was carried out using a combination of quantitative and qualitative data analysis techniques. Two of the eight zones, which started PSI in 2006, were selected under the simple random sampling method. Out of that 24 schools were selected using a stratified random sampling method, as well as teachers, past pupils, and parents. Principals and deputy principals were also selected. The total sample size was 354. Questionnaires, interviews, observations, and written sources were used to collect data. The data collected in the questionnaire were statistically analyzed as tabulated using percentages and mean values in accordance with the objectives. Data obtained from the interviews and observations were presented to confirm where necessary. The chi-square test was used to test significance differences.

Results

Accordingly, the information obtained from the deputy principals, past pupils, parents, and observation was used to investigate the strategy taken to develop community relations under the PSI. Deputy Principals were asked to work on improving the school community relations in 2017 and could not identify specially

planned programmes. Schools should aware of the parents of the achievement of the students and their weaknesses in the class circles (parents' meeting). But the community expectation was that it would be more important if the schools plan to offer such self-employment training and computer training for those who drop out of the schools. Deputy Principals responded that the community was not doing any special programme for the school.

The response of the past pupils showed that the participation of the school community in the development of the school is much better. Community participation in all type 3 schools was high and the percentage is 85.7%. The percentage of 1C and type 2 schools that the school community contributes to the development of the school was 70% and 65% respectively. Type 1AB schools have revealed that school community development has a relatively low level of school development. It was 62.9%. A chi-square test was conducted to determine whether the contribution of the school varies by school type. The results revealed by the chi-square test indicated that the school community was not differing significantly in terms of the type of school contributing to the development of the school. Thus, it can be concluded every school receives a high level of community involvement in the development of the school. It is evident that the contribution was not varying according to the type of school.

It is clear that the school has not been able to contribute to the development of the community as much as the community's contribution to the development of the school. 32 out of the total sample, only 28.6%, stated that the school's contribution to community development was adequate. The highest community contribution of the school is from 1C schools. Past pupils have responded that the type 3 schools have a minimum contribution to the community. The highest percentage of all types of schools was for the "somewhat adequate". 77.1% of past pupils of type 1AB schools stated that the contribution of the school to the community was "somewhat adequate". That percentage was 67.5% in type 2 schools and 60% in 1C schools. Accordingly, the past pupils' responses can be interpreted as not being satisfied with the contribution made by the school to the community. This means that the school has no special programmes for the community.

There are very few who said that the school provides vocational training programmes to the community. It is evident that there are no programmes in the type 3 schools of vocational training programmes. None of the past pupils responded to the fact that

the vocational training programs in the type 3 schools were adequate. The percentage of the other three types was less than 8%. The majority of 1AB and 1C type schools have responded with somewhat adequate. However, the majority of type 2 and type 3 schools have responded that the provision of vocational training programmes was poor. Thus, it can be concluded that the proposed program PSI will not work as expected. The chi-square test does not indicate that the figure is not below the 5% level, which indicates that significant differences between schools are not related to vocational training programmes. Next, it was asked whether the school would provide the training required for self-employment.

It was investigated whether this is the nature of the school that it varies by school type. According to the chi-square test, it is not significantly different from the school type. (P=0.528) it was then asked whether the English language development programmes were being provided by the schools

The response to the implementation of the English language development programmes indicates that the response was very satisfactory. Only 27 of the total sample of past pupils or 24.1%, said that the school implements English language development programmes for the community and students. In this type 3 schools have responded that no programmes are being implemented. The level of weak is evident in the 100% response. According to the sample of past pupils English language development programmes have been adequately addressed to the community and students of type 1C schools. The percentage of past pupils sample in type 2 schools has responded by 17.5%. There are differences in the implementation of English language development programmes among schools. It is revealed that the overall expectation of the community as a whole is poor. A chi-square test was conducted to determine if there were any differences between the schools and these were summarized. The differences in the implementation of English language development programmes among school types are negligible. It was proven that the chi-square test value does not exceed 5%. The next was to examine the primitive responses to the conduct of computer courses.

The response of the past pupils appears to have been positively related to sports training in comparison to other programs mentioned above. A high percentage of sports training activities have been reported according to the overall sample responses.

It is 30.6%. Type 2 schools have the highest percentage of adequacy. That value was 45%. The next highest percentage was from the 1C type schools, which was 30%. It was the lowest percentage of 1AB schools that are adequate for sports training. That figure was 14.3%. It was evident that none of the past pupils of type 1C schools responded to the level of weak in the provision of sports training. No past pupils in all three schools have responded to that level. 14.3% of 1AB schools and 17.5% of type 2 schools are for the poor. This shows that while 1AB schools are more positive than all other programs, 1AB schools are lower than other schools in sports training.

Conclusion

Community involvement in the development of type 3 schools was highly significant. It was found that the school community in both 1C and type 2 schools was moderate in contributing to the development of the school. 1AB type schools have revealed a relatively low level of school community participation in school development. It can be concluded that the differences seen by the school type do not differ significantly in the way the school community contributes to the development of the school. It can be concluded that every school receives a high level of community contribution to the development of the school.

In terms of the overall norm, very few per cent indicated that they were providing vocational training programmes. It was evident that there are no programmes in the type 3 schools of vocational training programmes. Thus, it can be concluded that the proposed program PSI will not work as expected. It was established that there were no significant differences between schools in terms of vocational training programs.

Implementation of the English language development programmes achievements is shown in 1AB schools. Overall, it was revealed that this expectation was poor. It can be concluded that the differences between the schools are negligible.

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