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CURRICULUM ET EVALUATION



REPUBLIC OF CAMEROON
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THE UNIVERSITY OF YAOUNDE I
FACULTY OF EDUCATION

FACULTY OF EDUCATION
POST GRADUATE SCHOOL FOR HUMAN,
SOCIAL AND EDUCATIONAL SCIENCES

DOCTORAL UNIT OF RESEARCH AND
TRAINING IN SCIENCE OF EDUCATION
AND EDUCATIONAL ENGINEERING

CURRICULUM AND EVALUATION

**COMMUNITY ENGAGEMENT:
THE ROLE OF SCHOOL ADMINISTRATORS
IN ENHANCING SUSTAINABLE SCHOOL COMMUNITY
RELATIONSHIP IN PRIMARY SCHOOLS IN MEFOU
AND AFAMBA DIVISION**

**Dissertation Submitted in Partial Fulfilment of the Requirement for the
Award of a Master's in Educational Management.**

Option: Conception and Evaluation of Educational Projects

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July 2024

DECLARATION

I hereby declare that Community engagement: The role of school administrators in enhancing a sustainable school community relationship in primary schools in the Mefou and Afamba Division, Yaounde, Cameroon, is my original work and has never been submitted to any university or institutions of higher learning for an academic award of any kind. All sources and quotations in this work are acknowledged by the researcher.

July 2023

Signed.....

MBONG LOVELINE

CERTIFICATION

This is to certify that this work entitled “*Community engagement: the role of school administrators in enhancing a sustainable school community relationship in the primary schools in the Mefou and Afamba Division*” was carried out by **MBONG LOVELINE** (Registration No: **21V3925**) under my humble supervision.

July 2023

Signed:.....

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DEDICATION

To

My mother Mrs ANANG Grace KAM

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This research project won't have been achieved without the intellectual, moral, physical and spiritual contribution of some people to whom I am grateful.

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Figure 1: Population of the study

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LIST OF ABBREVIATIONS AND ACRONYMS

Dr	: Doctor
EFFA	: European Federation of Financial Analysts
Pr.	: Professor
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
OECD	: Organisation of Educational Community Development
UNESCO	: United Nations Educational, Scientific and Cultural Organization
NCLB	: Now Child Left Behind Act
NREL	: North West Regional Educational Laboratory
ICT	: Information Communication Technology
PTA	: Parent Teacher Association
CESA	: Cooperative Educational Service Agency
ABCD	: Asset Based Community Development
MDGS	: Millennium Development Goals
NDS	: National development Strategy
SDGS	: Sustainable Development Goals
SDD	: Sustainable Development
SPSS	: Statistical Package for Service Solution

ABSTRACT

Sustainable School community relationships is the collaborative partnerships and interactions which exist between the school and the community in which it is located. The achievement of the goals and objectives of education necessitates a full intervention of all the educational stakeholders including the community. Thus, the main purpose of this study was to examine the impact of the role of the school administrators in enhancing a sustainable school community relationship in primary schools in the Mefou and Afamba Division. To achieve this, the present study adopted a quantitative research method based on the deductive research approach. The study was conducted in the Mefou and Afamba Division, Yaounde, and targeted mostly primary schools of this locality. As such, thanks to the purposeful sampling technique (snowball), a sample of 50 participants, 25 head teachers and 25 assistant head teachers, both male and female were selected for this study. A close ended questionnaire of 30 items constructed basing on the Likert scale was administered to the participants through the direct delivery. To support the discussion, four theories were convoked such as community development theory, relational leadership theory, general system theory, and motivational hygiene theory. The data collected was analysed through SPSS (version 21) and hypothesis testing was done through the simple linear regression analysis. The main results of the study are as follows; Findings revealed that in RH1, Ha was accepted since the model summary was 11.7%, ANOVA^a was (F (1.48) =6.357 P<0.05, and coefficients^a was 1.195. In the second RH, Ha was retained with the model summary being at 13.6%, ANOVA^a being at (F (1.48) = 7.582 P <0.05 and coefficients^a being at 1.092. Findings revealed that in RH3, Ha was accepted with model summary being at 11%, ANOVA^a being at (F (1.48) = 5.941 P<0.05 and coefficients^a being at 1.249 with level of significance being at 0.000. findings revealed that in RH4, Ha was retained with the model summary being at 8.3%, ANOVA^a being at (F (1.48) = 4.363 P <0.042 and coefficients^a being at 1.393, with level of significance being at 0.000. this therefore means that the role of school administrators helps in enhancing a sustainable school community relationship in the primary schools. Based on the results of the findings, we recommend that the government through reforms should ensure a sustainable school community relationship, equip school administrators with necessary skills and abilities required to enhance a sustainable school community relationship, ensures effective and efficient community collaboration through community initiatives and actions and develop a better school culture which incorporates both the school and community norms and values.

Key words: Community, School, School community relationships, School administrators, Sustainable development, School culture.

RESUME

Les relations durables entre l'école et la communauté sont les partenariats et les interactions qui existent entre l'école et la communauté dans laquelle elle se trouve. L'atteinte des buts et objectifs de l'éducation nécessite une intervention pleine et entière de tous les parties prenantes de l'éducation, y compris la communauté. Ainsi, l'objectif principale de cette étude était d'examiner l'impact du rôle des chefs d'établissements dans l'amélioration d'une relation durable entre l'école et la communauté dans les écoles primaires du département de la Mefou et Afamba, région du centre. Pour y parvenir, l'étude a adopté une méthode de recherche quantitative basé sur l'approche de recherche déductive. L'étude a été menée dans le département de la Mefou et Afamba et a ciblé essentiellement les écoles primaires de cette localité. Grace aux techniques d'échantillonnage non-raisonne (boule de neige), un échantillon de 50 participants, 25 chefs d'établissement et 25 assistants, homme et femme, ont été sélectionnés pour cette étude. Un questionnaire fermé de 30 items construits sur la base de l'échelle de Likert a été administré aux participants via la méthode de livraison directe. Pour soutenir la discussion, quatre théories ont été convoquées telles que la théorie du développement communautaire, la théorie du leadership relationnel, la théorie du système, et la théorie de l'hygiène/motivation. Les données recueillies ont été analysées à l'aide de SPSS (version 21) et les tests d'hypothèse ont été effectuées au moyen de l'analyse de régression linéaire simple. Les principaux résultats de l'étude sont les suivants : Les résultats révélés dans HR1, Ha a été accepté puisque le résumé du modelé était de 11.7%, l'ANOVA était de $(F (1.48) = 6.357 P < 0.05)$ et le coefficient était de 1.195. Dans le deuxième HR, Ha a été retenu avec le MS étant à 13.6%, ANOVA étant a $(F (1.48) = 7.582 P < 0.05)$ et le coefficient étant à 1.092. Dans la troisième HR, Ha a été retenu avec MS étant à 11%, ANOVA étant a $(F (1.48) = 5.941 P < 0.05)$ et le coefficient étant à 1.294. Dans le HR4, Ha a été retenu avec le MS 8.3%, ANOVA étant a $(F (1.48) = 4.363 P < 0.042)$ et le coefficient étant à 1.393, le tout avec un niveau de signification a 0.000. Ceci signifie donc que les rôles des chefs d'établissements contribue à renforcer une relation durable entre l'école et la communauté. Sur la base des résultats, nous recommandons que le gouvernement, par le biais de reformes, assure une relation durable entre l'école et la communauté, dote les chefs d'établissements des compétences et des capacités nécessaires pour assurer une relation durable entre l'école et la communauté, assure une collaboration efficace et efficient par le biais des initiatives et des actions communautaires et développer une meilleure culture scolaire qui intègre à la fois les normes et les valeurs de l'école et de la communauté.

Mots Clés : Communauté, Ecole, Relation Ecole Communauté, Chefs d'établissements, Développement Durable, Culture scolaire.

CHAPTER ONE: INTRODUCTION

Education is a social activity in which, in addition to the school, society plays the role of a facilitator and partner (Sujatha, 2011). Successful schools understand the importance of establishing good and harmonious relations with the community in which they lie because every school exists and belongs to a community (Adelakun, 2019). School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling (OECD, 2015). Recognition of the critical part that school quality plays in pupils' performance is leading to a far-reaching review of the roles entrusted to school administrators who are experiencing a considerable increase in their responsibilities and workload. New knowledge, competencies and attitudes are required of them that effectively meet the quality imperatives (UNESCO, 2009). The responsibilities of the school administrators are complex, challenging, disjointed and often incoherent. The lack of effective administrative mentoring, appropriate professional development, and adequate use of human resources contributes to the challenges of leadership. Schools depend on leadership in order to shape productive futures through self-renewal (Marks & Printy, 2003). Many countries are seeking to adapt their education systems to the needs of contemporary society, expectations for schools, school leaders and the community are changing. Many countries have moved towards decentralisation, making schools more autonomous in their decision making and holding them more accountable for results (UNESCO, 2009). At the same time, the requirement to improve overall learner's performance while serving more diverse learners populations is putting schools under pressure to use more evidence-based teaching practices. This study intends to showcase how school administrators can make a difference in school and learners performance. However, autonomy alone does not automatically lead to improvements unless it is well supported by the community.

Background of the Study

School community relationship is a set of symbiotic and interchangeable link which do exist between the school and the community in which it is located. The background of the study provides the backbone to the study. In the present study, we have both the historical, the contextual, the conceptual and the theoretical background of the study.

Historical Background

Education is a formidable tool for influencing culture, conveying cultural principles to future generation of students, and shaping social change (Abraham, 2012). At the same time, educational institutions are contending with enormous social complexity and are embedded in historical, cultural, and economic systems that make it difficult to respond to current challenges. Educational institutions, however, can take on the challenges and proactively address them through schools (Boutte, 2008).

Over the last 50 years the education system's role has changed profoundly throughout the world (Mogaji & Newton, 2020). To varying degrees, depending on their level of economic and social development, all countries have undergone the double pressure of the democratization of education and social transformation. The explosion in school enrolment stemming from universal education policies, first in primary education and then in secondary, has created a number of tensions in the school which has had to address an increasingly diverse public.

Society has also undergone major structural upheavals with a change from a largely agricultural economy towards an industrial and subsequently a services economy. Technological progress and globalization have profoundly changed the attitudes, aptitudes and competencies that education is required to produce or to transmit to new generations. The lengthening of the period of schooling and the prospect of lifelong education, which alone can under pin continued societal change, call for a redefinition of the objectives and organization of the different levels of the education system (Abraham, 2012). The growing awareness that this redefinition now requires a constant process of adaptation, rather than occasional readjustment through reforms, has resulted in strong sustained pressure on teachers, schools and school systems as a whole. Society's expectations of the school are becoming increasingly complex and pressing.

For teachers, who are and will remain the essential engines of education, the changes and new expectations can be analysed at four levels: in relations with the pupil, in conduct of the class, in the school and in relations with the parents and society which form the school's environment.

Lastly, teachers are asked to advise parents and to cooperate with them in finding specific solutions to the problems which their children encounter during their schooling. Often they also take part in the cultural and social life of their town or neighbourhood, and develop partnerships between the school and the community in which it operates.

Legislative federal mandates such as the No Child Left Behind Act of 2001 (NCLB) and current literature on school quality consistently focus on the school administrator as the individual who is responsible and accountable for the continuous academic growth of learners. The accountability reform efforts of NCLB according to Tirozzi (2001) place the brunt of school improvement and the need to meet accreditation standards on the shoulders of the building leader– the school administrator. Additionally, the Northwest Regional Educational Laboratory published a summary in June, 2005 that stated “school administrators live in challenging times and are faced with leadership preparation and professional development that may not be tuned to NCLB requirements” (Northwest Regional Educational Laboratory, NREL, 2005).

High-stakes testing and the political and public pressure to improve schools across the nation has generated considerable impatience with schools and school administrators who are perceived as unsatisfactory and not meeting the academic needs of students. However, sustainable school-community relationship can be misinterpreted or perceived as the continuation of undesirable outcomes, rather than the continuation over time of a strong, positive school culture and the consistent implementation of rigorous, high quality instructional practices. To cope with the many constraints, and to maintain the cohesion and autonomy of in schools, school administrators must display new and diversified skills. They can no longer behave like teachers who for a time fulfil a largely honorary function as representatives of their teacher colleagues and coordinators of teaching activities.

According to Al-Ajez (2007), school administration with its elements is assumed as the main pillar on which the progress of societies depends. It is also obvious that the participation of school administrators has occupied a major place within their multiple roles. Therefore, they must create a positive school climate based on psychological stability and tranquillity, and good understanding and cooperation to achieve educational goals in schools and fulfil their social roles. As the desire to remain competitive in the world and the challenge to develop a competitive workforce increase, a sense of urgency is emerging for schools and communities to collaborate regarding educational issues (Wang & Boyd, 2000). Therefore, authentic relationships and connections should be fostered between schools and the surrounding communities in order to build effective partnerships, meeting the goals of all partners involved. It is additionally imperative to understand relationships between schools and communities thoroughly, especially from the viewpoints of community partners.

Conceptual Background of the study

Learning is no longer restricted to what goes on within the school walls. It is “now universally accepted in OECD countries that schools must relate well to their surrounding communities if they are to be effective. In societies that have been undergoing profound economic and social restructuring, the school’s role needs to be related directly to the changes that are taking place around it.” (OECD, 2001b. See also: OECD, 1992; OECD, 1994; OECD, 1997). Decentralisation itself increases the pressure for new forms of governance and partnership including shared decision-making with teachers, parents and members of the community. School administrators and others in schools need to “become coalition builders as much as managers of the internal running of schools themselves.” (OECD, 2001b) The very terms ‘school’ and ‘community’ are no longer as precise as they once were. The schools’ functions are being redefined as they become “multi-service establishments, incorporating child care and pre-school as well as formal schooling and recreational services” (OECD, 2001b) These added functions have only helped to reinforce the school’s long established responsibility for socialisation, morality and citizenship, that is, ‘social capital’. “This role has, arguably, become even more important as the social capital generated by families, neighbourhoods, communities and other networks tends to shrink in many countries.” (OECD, 2001b).

Our context is one of rapid growth in scientific and medical discoveries, technology, including information communications technology (ICT), and the world’s population. But it is also a context of growing unevenness in such developments in different parts of the world and/or within individual countries (OECD, 1994). The consequences of this situation include a blurring of boundaries, growing gaps between people, groups and countries and the end of certainty including a diminution of credibility of traditional knowledge and authority of expertise, especially in professions such as education. This context and its consequences are forcing particular issues onto national and international agendas. Foremost among these issues are: economic competitiveness and market share; sustainability; identity within globalisation (including of information, commerce and people and their cultures); equity; and, increasingly, the role of public institutions, including for education, in helping make the most of the concomitant challenges. In fact, “Education has moved up the political agenda ... [and] is seen as the key to unlocking not just social but also economic problems.” (OECD, 2001b:48).

In addition, school administrators are in charge of connecting and adapting schools to their surrounding environments. According to Hargreaves et al. (2008), school leaders will increasingly need to lead “*out there*” beyond the school, as well as within it, in order to

influence the environment that influences their own work with students. In Cameroon especially in small towns and rural areas, school administrators have traditionally stood among the most important leaders in their communities. While it may be argued that urbanisation, immigration and school size have weakened school-community ties, these and other pressures on family structures have at the same time contributed to make the community responsibilities of school administrators even more important today. School administrators play an important role in strengthening the ties between school personnel and the communities that surround them (Fullan, 2001).

Leaders of the most successful schools in challenging circumstances are typically highly engaged with and trusted by the schools' parents and wider community (Hargreaves et al., 2008). They also try to improve achievement and well-being for children by becoming more involved with other partners such as local businesses, sports clubs, faith-based groups and community organisations and by integrating the work of the school with welfare, law enforcement and other agencies (PricewaterhouseCoopers, 2007). Moreover, in rapidly changing societies, the goals and objectives to be achieved by schools and the ways to get there are not always clear and static. In increasingly globalised and knowledge-based economies, schools must lay the foundations for lifelong learning while at the same time dealing with new challenges such as changing demographic patterns, increased immigration, changing labour markets, new technologies and rapidly developing fields of knowledge. As a result of these developments, schools are under enormous pressure to change and it is the role of school administrator to deal effectively with the processes of change. A great variety of scenarios for the future of schooling could be imagined from current societal trends and different contexts which this this intends to explore.

Contextual Background of the study

Education is a crucial and indispensable tool in the construction of viable and sustainable societies channelled by outstanding democratic values. It inspires people and fortifies nations; it is a powerful counterbalance, offering means for individuals to get themselves out of poverty. Denga (2005) and Adeola (2009) defines education as a process whereby individuals acquire physical, intellectual and social capabilities required by the society where they are born for daily functioning and development. In Cameroon, education is the top priority of the nation. The underpinning priority of the post-independence education in Cameroon precisely at the primary and secondary level has been the 1990 Jomtien Declaration on education for all (Shu

& Mbelle, 2020). Mbua (2003) and Fonkeng (2010) argue that between 1985 and 1990, Cameroon witnessed a severe drop in school enrolment at the basic education level due to the global economic crunch, which pushes many parents to place very little or no emphasis on female education as a good number were withdrawn to engage in farm work or petty commerce to augment the household income and livelihood. Taking into consideration Cameroon's adherence to the United Nations Charter and conventions such as the Convention on the Rights of Child, the EFA Declaration and others, the nation saw the need to key into the "Universal Primary education" program which is an indispensable tool for national development (Mbua, 2003). It is as a result of this that the 1996 Constitution makes it clear on the protection of children's right. In paragraph 18 of the constitution, it is stated that "*the state guarantees the child's right to education. Primary education shall be compulsory. The organisation and supervision of education at all levels shall be the bounden duty of the state*" (Republic of Cameroon, 1996).

The law of orientation of education of 14th April, 1998, defined the framework for the provision of education in the entire country. In order to align with the demands of the international community, the president of the republic in 1998 enacted law no. 98/004 of 14th April 1998 to lay down guidelines for education in Cameroon. This law which constitutes major point of reference as Cameroon education policy consists of 5 parts and 2 sections and applies to the nursery, primary, secondary, grammar and technical education as well as teacher education. The preamble of the law 1998 states that the state is the sole provider of education but other stakeholders assist the government in the realisation of the objective. In the section 4, the general purpose of education shall be to train children for intellectual, physical, civic, and moral development and their smooth integration into society bearing in mind the prevailing economic and socio-cultural, political and moral factors. the section 5 of the law stipulates that on the basis of the general purpose, the objectives of education shall be (i) train citizens who are firmly rooted in their culture, but opened to the world and respectful for the general interest and the common wealth, (ii) inculcate the major universal ethical values which are, dignity and honour, honesty and integrity as well as a sense of discipline into pupils and students; (iii) promote family life; (iv) promote national languages; (v) provide an introduction to the democratic culture and practice etc.

In part 4 of the law which focuses on the educational community, chapter outlines on the notion of educational community. In this light, article 32 paragraph 1 stipulates that the educational community is all the person, physical and moral who participate in the functioning,

development and the growth of a school establishment. In paragraph 2 of the same article, it is stipulated that the members of the educational community are associated by intermediary by their representatives, at the instances of concertation, and management instituted at the level of the school unit as well as at each level of concertation at the decentralised territorial collectivities or national structures. This implies that the community have a vital role to play in the achievement of the goals and objectives of education. As such, the school, through the school administrators are thus called upon to ensure the direct participation of the local communities in the running and management of the school. The school heads therefore are required to initiate practices which will go a long way to foster sustainable school community relationships.

With the desire of countries to achieve quality education and sustainable development, the United Nations Organisations in 2000 adopted the Sustainable Development Goals (SDGs) which replaces the Millennium Development Goals (MDGs). This was adopted during the Dakar Framework of Action of 2000 (Dakar Action Plan, 2000).

The achievement of the sustainable development goals in Cameroon required the adoption of a framework of action to guide government's initiatives. As such, the National Development Strategy (SND20-30) was put in place. In order to maintain the course for the vision 2035 of the head of state, President Paul Biya, the NDS30 aims to carry out structural transformation of the economy by making fundamental changes in economic and social structures in order to promote endogenous, inclusive, development while preserving opportunities for future generation. The NDS30 is focused on four main pillars such as: (i) structural transformation of the national economy; (ii) development of human capital and well-being; (iii) promotion of employment and economic integration; and (iv) governance, decentralisation and strategic management of the state. The fourth pillars therefore recommend that in terms of governance particular in education, all actor including the community should be involved in the running of the schools and the educational system as a whole. In domain of education, the NDS30 aims to promote an educational system in which every young graduate is sociologically integrated, bilingual and competent in an area that is crucial to the country's development. All of these efforts are directed towards achieving the strategic goals of sustainable development more precisely the SDD4 which is quality education.

Since the 1980s the quest for school effectiveness has influenced education systems throughout the world. This reform took the shape of greater autonomy for schools together with enhanced

responsibility for school administrators. The role of the education authorities has been transformed: the national and regional authorities set training targets and the standards on the basis of which schools' performance is assessed (UNESCO, 2009). At the same time parents maintain an ever more watchful oversight over the schools that their children attend. They are often involved in the decisions taken by advisory or governing boards and seek to impose their own objectives which sometimes differ from or even contradict those of the teachers or education authorities. In this regard, the role of the school administrator is to ensure the orderly functioning of the education system and allow it to change continuously. School administrators and their teams are the agents of that change in the place where it occurs, i.e. at school (UNESCO, 2009).

Ensuring future quality leadership is also vital for school improvement. In most countries, the leadership workforce is ageing and large numbers of school administrators will retire over the next five to ten years. At a time of high demographic turnover in school leadership, education systems need to focus on fostering future leaders and making leadership an attractive profession. The contemporary challenge of leadership, in systemic terms, is not only to improve the quality of current leaders but also to develop clear plans for future leadership and effective processes for leadership succession (Qaralleh, 2021).

In this current era, education is confronting a set of developments, demanding continual renewal in its structure. Hence, educational institutions are in quest of building and even reforming relationships with all groups in different communities, through exploiting community engagement as a component of their desired developments (Al-Arifi, 2012; Sunardi, 2020 as cited by Qaralleh, 2021). In this sense community engagement refers to a commitment between two parties that requires mobilization of cooperation and solidarity to achieve general societal goals, and it is a method that enables the two actors to be involved, each according to their real capabilities (Qa'dan, 2014), which has thus far proven effective in improving educational processes (Qaralleh, 2021). Undeniably, community engagement plays a vital role in educational circles, through its reciprocal relationships that exist between schools and members of society in general, and families in particular, and so much more schools are the first social institutions from which community reforms begin. This type of partnership is of utmost important since it significantly contributes to upbringing individuals through its educational curricula and activities (Ahmed, Ashour, & Al-Omari, 2013; Zulkipli, 2020).

In this sense, Ayudhya (2011) believes that the concept of community engagement works on strengthening ties, interests, and responsibilities, concerting efforts, coordinating between knowledge and money for the purpose of cooperation and exchange of experiences, providing material support to schools to achieve their goals, most notably educating students to become a productive force, improving school education, as well as understanding problems and obstacles facing education within society. Thus, education is assumed as a societal process that requires strengthening the roles of the private and the non-profit sectors and providing the necessary infrastructure to complete the goals that promote the integration of education with permanent developments and modernization movements in society, by reinforcing effective community engagement to ensure the quality of educational processes (Qaralleh, 2021).

Correspondingly, Narwana (2015) points to the importance of community in educational institutions, as some community participation programs have been devoted to enriching important aspects of educational institution management, such as school mapping, social accountability, curriculum design for studies, resource mobilization and many more and then directed to stakeholders. As well, Qaralleh (2021) makes a note of seven tenants essential for school administrators in terms of building a collaborative school culture, namely, (1) having knowledge of emerging issues and trends that can potentially impact school community; (2) being able to recognize needs to involve stakeholders in school decision-making processes; (3) assessing whether stakeholders are highly visible; (4) evaluating whether stakeholders are actively involved; (5) reviewing stakeholders' effectiveness in communicating with a larger community; (6) judging whether stakeholders give credence to individuals and groups whose values and opinions may conflict with theirs; and (7) considering whether stakeholders are recognizing and valuing diversity or not.

In this respect, this study aims to reflect on the reality of engagement between schools and the community institutions to identify ways to improve the school supportive practices in the field of sustainability in the local community.

Theoretical Background of the study

According to Kerlinger, a theory is a set of interrelated propositions which explain and predict a given phenomenon. According to Nwankwo, a theory is that which makes a confusing situation clearer. Several theories have been thus far fulfilled in line with the main objectives of the present study. This study has a relation with the following theories:

Relational Leadership Theory

This theory has as an overarching framework for the study of leadership as a social process of influence, and relational leadership and its practice are socially constructed through relational and social processes. A relational leadership style speaks to the quality of relationships that school principals have with staff, learners, parents, and the community at large. Such relationships form an integral part in schools, because of their effect on the “critical aspect of leadership, the ability to influence others to get things done” (Uhl-Bien, 2004). Nicholson and Kurucz (2017) in this context propose that relational leadership is also essential for dealing with the increasingly urgent and complex social, economic, and environmental issues of society, to which the education sector must be added. The ethical understanding of relational leadership is limited and yet critical given the moral.

Community development theory by John McKnight and John Kretzmann (1993)

McKnight and Kretzmann are among the pioneers of the community development theory. McKnight and Kretzmann noticed that universities and other institutions and organisations focused largely on the needs, deficiencies and problems of neighbourhoods. The basic assumption of the McKnight and Kretzmann approach to community development was based on the premises that concentrating on what is working as opposed to what is not working could help enhance community development. By focusing on the success stories, gotten from the community members, organisations like universities, non-profit organisations, and philanthropic foundations could identify how they could support residents instead of providing them with the services they thought that the community members needed. They called this way of thinking “Asset-Based Community Development (McKnight & Kretzmann, 1993).

Motivational Hygiene Theory

This theory was developed by Fredrick Herzberg. He studied the work motivation of people and came up with two categories of factors: hygiene actors and motivating factors, simply called motivators. Hygiene factors: These are the factors which describe people’s environment. According to Herzberg, when people feel dissatisfied with their jobs, they get concerned about the environment in which they work. The environment in this situation includes the following factors.

- Policies and administration
- Supervision
- Working conditions
- Interpersonal relations

In this sense, Ayudhya (2011) believes that the concept of community engagement works on strengthening ties, interests, and responsibilities, concerting efforts, coordinating between knowledge and money for the purpose of cooperation and exchange of experiences, providing material support to schools to achieve their goals, most notably educating learners to become a productive force, improving school education, as well as understanding problems and obstacles facing education within society. Thus, education is assumed as a societal process that requires strengthening the roles of the private and the non-profit sectors and providing the necessary infrastructure to complete the goals that promote the integration of education with permanent developments and modernization movements in society.

These theories are relevant to this study in that the practice of helping others to reach their full potential is at the heart of school. Leadership that is sustainable over time. In a school system this would indicate all school personnel share a common vision to work individually and collectively to not only accomplish the goals but contribute to the sustainability of the results. The leader who communicates and advances a widely understood school vision, fosters and facilitates a positive school culture, encourages collaboration and shared-decision-making, and promotes and encourages faculty leadership capacity is promoting leadership sustainability within the learning community (Cook, 2014).

The whole school staff as a learning community are responsible in creating an environment of learning for everyone within the school with the dual intent of positively impacting the stakeholders outside of the school. Support for this statement is provided by Hargreaves and Fink (2003): “School-community relation is a system, a culture. Schools are places in which principals, teachers, students and parents should all lead. To sustain high-quality leadership, school systems must apply systems thinking to all their initiatives. They must come to see leadership as a culture of integrated qualities rather than as merely as aggregate of common characteristics. This is the essence of the holistic approach to sustainable school-community relation.

Problem Statement of the Study

A contemporary administrative environments are not simple, coherent and imperative. School administrators operate in a complex ecology of institutions, actors, goals, rules, interests, powers, principles, values, beliefs and cleavages. The community wants the school administrators to serve a variety of changing and not necessarily consistent principles, goals and interests. The expectations for school administrators have steadily expanded, always adding to and rarely subtracting from a job description that now includes instructional, moral, managerial, participative, and transformational leadership. The challenge is to improve the quality of current school leadership and build sustainable leadership for the future. Evidence indicates that potential applicants are deterred by the heavy workload of school administrators and the fact that the job does not seem to be adequately remunerated or supported. Uncertain recruitment procedures and career development prospects for school administrators may also deter potential candidates. As the key intermediary between the classrooms, the individual school and the education system as a whole, effective school leadership is essential to improve the efficiency and equity of schooling. Within each individual school, leadership can contribute to improve student learning by shaping the conditions and climate in which teaching and learning occur. Beyond the school borders, school administrators can connect and adapt schools to changing external environments.

The holistic transformation of a school into a learning and teaching environment oriented towards sustainability requires a comprehensive community-school development process and critical reflection. Recognizing that school administrators interact with a multitude of constituencies both inside and outside the school environment, this study intends examine how community engagement may assist our understanding of an administrator's role in creating and sustaining a sustainable school-community relationship. The current deteriorating condition of our global environment highlights the moral imperative for school administrators to become active proponents of a sustainable school-community engagement. For this reason, this study intends to showcase how school administrators need to become responsible leaders, acquiring the knowledge and skills with which to influence not only students, teachers, and administrators in their own schools but also decision-makers in their local communities and governments in order to effect positive changes in their environments. Toward that end, they must foster collaborative interaction, open communication, and constructive conflict resolution. To this

end, meet the needs of the present without compromising the ability of future generations to meet their own needs.

Purpose of the study

The purpose of the study refers to the main objective the study intends to achieve. Knowing fully well the importance of school community relationship in the enhancement of student`s academic performance, this study therefore seeks;

To examine the impact of the role of school administrators on the school-community relationship in some selected primary schools in Yaounde 2, Soa.

Specific research objective of the study

In a specific manner, this study seeks to;

To examine the impact of reforms and evolution in education on school community relationship in some selected primary schools in Yaounde 2, Soa.

To examine the impact of professional framework of school administrators in enhancing a sustainable school-community relationship in some selected primary schools in Yaounde 2, Soa.

To analyse the impact of community collaboration on sustainable school-community relationship in some selected primary schools in Yaounde 2, Soa

To analyse the role of school culture in enhancing a sustainable school-community relationship in some selected primary schools in Yaounde 2, Soa.

Research Questions of the study

The research questions are the interrogations the present study seeks to answer. The research questions are divided into two, that is; the general research question and the specific research questions of the study.

General Research Question of the study

To what extent does the role of the school administrators` influences school community relationship in some selected primary schools in Yaounde, Soa?

Specific research questions of the study

To what extent does reforms and evolution in educational system influences school-community relationships in the selected primary school in Yaounde 2, Soa?

To what extent does professional framework of school administrators determines a sustainable school-community relationship in the selected primary school in Yaounde 2, Soa?

To what does community collaboration influence sustainable school-community relationship in the selected primary school in Yaounde 2, Soa?

To what extends does the school culture affects school-community relationship in the selected primary school in Yaounde 2, Soa?

Research hypotheses of the study

Research hypotheses in a scientific work are tentative statements which need to be verified. They are affirmations which after verification can be accepted or rejected at the end of a research work. In the present study, the research hypotheses are divided into two; that is, the general and the specific research hypotheses.

General research hypothesis of the study

Ha: There exist a significant relationship between the role of school administrators and school community relationships in some selected primary schools in Yaounde 2, Soa.

Ho: There exist no significant relationship between the role of school administrators and school community relationships in some selected primary schools in Yaounde 2, Soa.

Specific research hypothesis of the study

Ha1: There exist a significant link between the reforms and evolution of the education and school community relationships in some selected primary schools in Yaounde 2, Soa.

Ha2: Professional framework of school administrators significantly influence school community relationships in some selected primary schools in Yaounde 2, Soa.

Ha3: Sustainable community collaboration is a positive predictor of school community relationships in some selected primary schools in Yaounde 2, Soa.

Ha4: School culture significantly influence sustainable school community relationships in some selected primary schools in Yaounde 2, Soa.

Significance of the Study

The significance or interest of a research work be of scientific dimension or practical dimension. In terms of scientific dimension, it is simply the contribution of the research work to the evolution of the scientific world while practical dimension is embedded in the contribution of the work is solving or ameliorating the problem. The present study both have the scientific and practical contributions.

To School Administrators

Community participation in schooling allows the formulation of school policies and practices which are more responsive and sensitive to the needs of the community they serve. The nature and quality of educational services can also be improved not only for the learners, but also for the community members.

One clear need in this study is that it helps school administrators to adopt an extended professional leadership role that will allow accommodation of not only the internal but also the external environment of the school. In other words, with his/her staff, the school administrator assists and educates the community members, helps them (in a facilitating manner) in their community development and cultural activities, encourages them to take a more active role in their children's education, draws community talents and other community resources to the school and allows community members to use the school resources and the like.

The school administrator also establishes a more cooperative and supportive functional interaction among the various governmental and non-governmental organisations in the school community. Those like Education, Health and Agriculture, currently operate independently. It seems likely that an integrated approach would yield more benefits to the clients.

School administrators should always advocate teachers to be able to raise local environmental issue and problem in learning and relate it with learning material, as an effort to make learning close with local condition while train students to overcome environmental problems occurred in surrounding environment

To Learners

In so far as learners are concerned, they are motivated by community-interest in their school work. This support is often reflected in higher levels of academic achievement, lower rates of

truancy, and reduction in dropping out, vandalism and other problems. Better student behaviour and attitudes and even better post-secondary education could be achieved. Further, the capacity of the school to understand and solve problems will itself increase if the community is part of the decision-making and problem solving processes.

To the Government

Effective school-community relations contribute towards the development of individuals from both the school and the community in areas of education, training, job-advancement, personal status and social enhancement. This depends on school resources being accessible and gainfully used by community member.

Community involvement provides the opportunity to put democratic practices into our schools and into the community at large. In the process, we have the chance to enrich the quality of community life.

School Management

The government and school's managers especially in the urban areas will be more conscious with their recruitment process of school administrators as schools in especially in urban areas, are burdened with a multitude of societal pressures, including economic stress, drug abuse, violence, teenage pregnancies, teacher misconduct, and teacher and student strikes. The high cost of education associated with high school fees and exorbitant book prices, is another problem currently faced by schools and parents. The rights of school managements regarding the choice of principals, growing popularity of teacher-organisations and their demands for worker-participation in decision making, better educated parents and the changing family organisational structure also have important implications on school-community relations.

Many school principals prefer to internalise these problems in the hope that they will be able to resolve them or that they will somehow disappear before they develop into public controversy. Unfortunately, the problems have not only remained but have also grown beyond the capacities of schools to resolve them. This study stands as a eye open for school administrators to act as proactive agent of change in sustainable a just and enabling school-community engagement.

To the Community

By taking part in discussion, and by sharing in the process of decision-making on social and educational policies, members of a community learn important social skills and partake meaningfully in significant political processes.

To Teachers

Teachers will be to ensure that the values, skills, and attitudes of the community will pass on to the next generation. This type of education is relevant by the community. Basically, it concerns the continuity and maintenance of the community in which adults, as facilitators or teachers, passed on to the young people what they acquired from their elders and through years of experience. Much of this learning take place in practical situations where learner-participation, discovery learning, learning through inquiry, on the job-training and like approaches prevailed.

With observation, imitation, practice and adult facilitation, the younger members of a community developed appropriate skills and the appropriate technologies of the time in various settings. In a similar way, desired attitudes towards the community elders will be acquired. Through legends, stories, observation and practice, the younger generation will gain knowledge.

Scope of the Study

The scope of the study is divided into two. That is; the thematic delimitation and the geographical delimitation.

Content Scope

This study is delimited to how community engagement determines the effectiveness of school administrators in enhancing a sustainable school-community relationship. The study focuses on reform and evolution in educational system, professional framework of school administrators, community collaboration and school culture.

Geographical Scope

This study will be carried out in Yaoundé, the Centre Region of Cameroon. It will be delimited to school administrators in schools situated at Mefout-et-Afamba.

Operational Definition of Terms

This part provides the operational definition of terms in the present study.

Community

The term community here refers to the social context of students and their environs. A community is a group of people with a common purpose, shared values, and agreement on goals. It has powerful qualities that shape learning

A common definition of community emerged as a group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings (<https://www.edglossary.org>, 2019)

Community engagement:

Community engagement refers to the establishment of sustainable relationships with the local community to improve students' learning and wellbeing outcomes and assist students to understand their role in the broader community. Community partners may include child and health services, community organisations, sporting clubs, education and training providers, government organisations, local businesses and industry. Through these partnerships, schools may increase their ability to offer a range of experiences, real life learning opportunities, support and resources that are not available within the school to improve students' learning and wellbeing outcomes understand their role in the broader community.

Community partnerships can open pathways to better health and wellbeing for students and their families, assist in providing access to support services, and improve students' future employment prospects and further education opportunities (<https://education.qld.gov.au/parents/community-engagement/Documents/pace-framework>).

School administrators

School administrators in this study mainly include principals, Head Teacher, and assistant principals. District and school administrators play a critical role in improving the learning environment and overall academic progress of their students. In relation to this study School Administrators oversee administrative tasks in schools, colleges or other educational institutions. They ensure that the organization runs smoothly and they also manage facilities and staff.

Sustainable

The term sustainable means means meeting our own needs without compromising the ability of future generations to meet their own needs. In addition to natural resources, we also need social and economic resources. Sustainability is not just environmental-ism.

According to Adalakun (2016), the concept of “*sustainable education*” refers to a change in culture in the way education and learning are understood. It involves including key sustainable development issues in teaching and learning, such as climate change, disaster risk reduction, biodiversity conservation, poverty reduction, and sustainable consumption (<https://cameroon.panda.org> ›)

School-community relationship

It refers to a commitment between two parties that requires mobilization of cooperation and solidarity to achieve general societal goals, and it is a method that enables the two actors to be involved, each according to their real capabilities (Qa’dan, 2014).

A great school-community relationship creates a sense of belonging among students, teachers, and parents. It increases student learning opportunities while creating an inclusive learning environment. On top of that, it creates a great sense of responsibility for all stakeholders (<https://www.positiveaction.net> › , 2021).

Adalakun (2016) defined school-community relationship as the cautious and incautious interaction between any elements of the school and the host community. It is a mutual interaction between the school and the community whereby they gain mutual help and understanding from each other as well as been aware of one another activities, policies, plan, progress, problems. Having said these, the school is part of the community, it cannot exist in isolation. Therefore there is need for mutual relationship between the school and the community.

CHAPTER TWO:

REVIEW OF RELATED LITERATURE

This chapter dwells on the review of the relevant literature to this study such as conceptual framework, theoretical framework and empirical studies that undermines the topic « Community engagement: the role of school administrators in enhancing a sustainable school – community relationship in primary schools in Mefou and Afamba Division.

Conceptual framework

Conceptual review of literature of the study

This section focusses on the conceptual review of the literature in the present study. This is equally known as review by concepts. The purpose of this section is to review all related works on school-community partnership. The researcher aims to substantially elaborate on the various key concepts in the study. It will involve throwing a closer look to how scholars and experts perceived school community partnership or relationship.

A general overview of the community

The word community is frequently used to address a group of people who live and occupy a specific geographical area. A community can be a group or groups of individuals who are interrelated either by culture, tradition, religion, race, or history. “Community is a social group with a common territorial base, those in the group share interests and have a sense of belonging to the group” (Robert, 2000). In other words, the community is a group of people with diverse characteristics who are linked by social ties, share common perspectives and engage in joint action in geographical location. The community most generally describes a group of people working together to achieve a common goal. School-community partnership has for a very long time been seen as a promising way to help struggling children, families and neighbourhoods. Dewey (1902) argued that in the progressive era, the local school was commonly viewed as the community’s central institution. Schools are perceived as environments in which the members of the community received lectures, debated on civic issues, and used the facility for recreation in the evenings, during weekends and even during school breaks. The community for so long has become part and parcel of the education. Education contributes to the lifelong experience of its members including those with special educational needs.

Upadhyaya (2006) defines a community as “a concept which describe a social organisation that is considered fundamental to traditional Indian society such as “jati” village, or religious sect. such communities are often regarded as natural grouping based on ties of shared blood, language, history, territory and above all culture”. This definition put the community at the centre of every human initiative. A community therefore consist of a group of people who have a shared vision about the society. A community can be blood related, culturally related, language related, territorially related or even historically related. This simply means that people from the same community must not necessarily be blood related but can be related by other factors other than blood. When a group of people in a locality shares the same history, tradition and culture, this people are set to be a community. Bill Lee (1992) in his work defined a community as “as simply a group of people who have something in common”. This something in common can be the history, the tradition, the culture, the blood, or even the geographical setting. In the Greek language, “a community is perceived as a “fellowship” or a group of people who come together for mutual support and to fulfil their basic needs”. This means that a community refer to a group of people who have a shared vision about the world, who develop a sets of strategies to achieve their needs and who equally work hand-in-hand to help each other. The principles of community here therefore are; living together, tolerance, cooperation, collaboration, communication, development, love for one another etc.

For Boothroyd (1990) a community is “a human system of more than two people in which the members interact personally over time, in which behavior and activity are guided by collectively-evolved norms or collective decisions and from which members may freely secede” a community therefore is guided by values which are generally accepted by all in the community. it becomes thus an imperative for all those who belong to the so called community to respect these values. Roberts (1979) viewed a community as “a collection of people who have become aware of some problem or some broad goal, who have gone through a process of learning about themselves and about their environment and have formulated a group objective”. A community bring together people from different cultural background, religion, history, ancestors, tradition. The fact that this people may share the same geographical setting make them a community. In this light, people of the same community always have a problem to solve or a broad objective to achieve. This explains why most of community actions and initiatives are tilted toward a particular direction.

Types of community

It is believed that communities are dynamic in nature. The dynamic nature of the community depends largely on the fact that most communities must strive to adapt to the changing environment. This is because the development in the society brings about changes and therefore, communities are intended to develop adaptation strategies which will make them achieve the stated goals and objectives. In all, there exist four types of community. We have geographical community or a neighborhood, community of identity and community of interest or solidarity and intentional community. The various types of community are not mutually exclusive since members within a community can be part and parcel of these communities.

Geographical community or a neighborhood

The geographical community or neighborhood is the only type of community about which there is a general agreement among scholars and experts. This type of community typically has physical boundaries which make it separate from others such as a river, a stream, or a street or a forest. In this type of community, the members might be from different social backgrounds but shares the same geographical setting. In a geographical community, we find both the communities of identity and community of interest as well as community of intention.

Community of identity

Community of identity is another type of community which is mostly found in the geographical community. Community of identity refers to commonly identifiable patterns, characteristics, or attributes such as sharing the same culture and tradition. By identifiable patterns of culture, we mean: language, religion, music, customs, ways of life etc.

Community of interest or solidarity

Community of interest according to a good number of scholars is that type of community in which members are part and parcel of the social, economic and the political life of the country. A community of interest incorporates a number of social movements such as women`s rights, political party, peace, environment, saving tree, or public education. A community of interest is generally part of the geographical community. In the community of interest, members are involved in the running of its activities both at the local or global level.

Intentional community

In the intentional community, members come together voluntarily and support each other. The intentional community provide a safer environment for its members since they all collaborates among each. In the intentional community, members may share the same interest, identity or geographical setting. The particularity of intentional community lies deep in the fact all the members work hand in hand to achieve a broad goal and are supportive to each other. In other words, there is effective collaboration and cooperation in intentional community.

Features of a community

As mention in the above paragraphs, a community is a group of people who comes together to achieve a common goal. A community plays an important role in the development of the society. A community is geographical setting whereby there is a certain sort of commonality of values among the members. This implies that members of a particular community share a number of values together. While the society is seen by many as an abstract term, the community therefore is a concrete geographical setting whereby the members undertake a common life style. The evidence from the literature shows that they are a number of characteristics of a community. These include;

A population aggregate: This is the first and most obvious characteristic of a community. It is a group of people who share the same culture and tradition. A population in a community can be related by the tradition, culture, history, language, religion, territory, and administration. The aggregate population in a community can be counted and classified by variables such as birth and death rates, religion, sex, age, occupation or profession, educational level etc.

A geographical defined area: Every community has a spatial location. It is a piece of land which have a rim and a center road, streets and avenues connecting all the other parts of the community to each other. The geographical area is known as the boundary of the community. The geographical setting differentiates a community from one another.

A common mode of life: A community share a common life style. People from the same locality or community are usually identified basing on their ways of doing. This can be the way of cooking, population preference, music, ways of dancing. All of these constitute the life style of a community which are always visible on people who are from the same cultural background.

A sense of identity and involvement: Having a sense of identity and involvement in community issues is another characteristic of a community. The sense of identity here is the feeling of belongingness. This usually happen when one feels that he/she share the same values with other people.

A social heritage: Social heritage is closely related to the sense of identity. For Kingsley Davis (1949) social heritage is an accumulated culture and a historical past. The older members tell and retell the community folk tales with a good deal of relish.

Concept of Community Engagement

Community engagement is the process groups of people affiliated by geographical proximity, special interest or similar situations to address issues affecting the well – being of those people. It is power full. Community engagement is a strategic process with the specific purpose of working with identified groups, connected geographically having a special interest to identify and address issues affecting their well – being (CDC MA). In other words, community engagement refers to the establishment of sustainable relationship with the local community to improve students, learning and well-being outcomes and assist students to understand their role in the broader community.

Community partners may include child and health services, community organizations, sporting clubs, education and training providers, government organizations, local business and industry. Through these partner ships, schools may increase their ability to offer a range of experiences, real life learning opportunities support and resources that are not available within the school to improve students learning and wellbeing outcomes understand their role in the broader community. Community partnerships can open pathways to better health and well – being for student and their families, assist in providing access to support services and improve students' future employment prospects and further education opportunities. (<https://education.gld.gov.au/parents/community-engagement/documents/pace-framework>).

In other words, Ayudya (2011) believes that the concept of community engagement works on strengthening ties, interests and responsibilities, concerting efforts, coordinating between knowledge and money for the purpose of cooperation and exchange of experiences, providing material support to schools to achieve their goals, most notably educating students to become a productive force educating students to become a productive force, improving school education as well as understanding problems school education as well as understanding problems and

obstacles facing education within the society. There for education is assumed as a societal process that requires strengthening the roles of the private and the nonprofit sectors and providing what is necessary to complete the goals that promote the integration of education in society by reinforcing effective community engagement to ensure quality education (Qaralleh, 2021).

Correspondingly, Narwana (2015) points out the importance of community engagement to education, as some community participation programs have been devoted enriching important aspects of educational institution management such as school mapping, social accountability, curriculum design for studies by integrating the work of the school with welfare, law enforcement and other agencies (Price water house coopers, 2007). More over in rapidly changing societies, the goals and objectives to be achieved by schools and the ways to get there are not always clear and static. In globalized and knowledge – based economies, schools must lay the foundations for lifelong learning while at the same time debating with new challenges such as demographic patterns, increased immigration, changing labor markets, new technologies and rapid developing fields of knowledge. As a result of these developments, school administrators are under enormous pressure to change and it is the role to effectively deal with the process of change. Therefore, school administrators play an important role in strengthening the ties between school personnel and the community that surrounds them (Fullan, 2001).

The role of the education authorities has been transformed: the national and regional authorities set training targets and the standards based of which schools' performance is assessed (UNESCO, 2009). At the same time, parents maintain an ever more watchful oversight over the schools that their children attend. They are often involved in the decisions taken by an advisory or governing boards and seek to impose their objectives in which sometimes differ from those of the teachers or education authorities. In this regard, the role of the school administrator is to ensure the orderly functioning of the education system and allow it to change continuously. School administrators and their teams are the agents of that change in the place where it occurs that is at school (UNESCO, 2009).

Correspondingly, Adalakun, (2016) makes a note of seven tenants essential for school administrators in terms of building a collaborative school culture, namely, (1) having knowledge of emerging issues and trends that can potentially impact school community ; (2) being able to recognize needs to involve stakeholders in school decision – making processes ;

(3) assessing whether stakeholders are highly visible ; (4) evaluating whether –stakeholders are actively involved ; (5) reviewing stakeholders’ effectiveness in communicating with a larger community (6) judging whether stakeholders gives credence to individuals and groups whose values and opinions may conflict with theirs ; and (7) considering whether stakeholders are recognizing and valuing diversity or not. If school administrators effectively exercise these roles, there will enhance a sustainable school community relationship by integrating the work of the school with welfare, law enforcement and other agencies (Pricewater house coopers, 2007). More over in rapidly changing societies, the goals and objectives to be achieved by schools and the ways to get there are not always clear and static. In globalized and knowledge – based economies, schools must lay the foundations of lifelong learning while at the same time dealing with new challenges such as demographic patterns, increased immigration, changing labour markets, new technologies and rapid developing fields of knowledge. As a result of these developments, school administrators are under enormous pressure to change and it is their role to effectively deal with the process of change. Therefore, school administrators play an important role in strengthening the ties between school personnel and the community that surrounds them (Fullan, 2001).

The school as an organization

According to Ibiam (2015) “a school is a social system with semi permeable boundary that allows interactions and exchange of resources with its external environment”. A school is a well-organized structure where teaching and learning take place. A school is an educational institution set up to provide learning spaces and learning environments for the teaching of students and pupils. In both the developed and less developed countries, there exist two types of schools. We have the public and private schools. While the public schools are funded by the government and is usually cheaper, the private schools are set up by private individuals or a group of individuals who create a school. Private schools are usually most expensive. Schools according to Adeogun (2004) belong to the formal system of education which is aim to enhance the teaching and learning process. They provide some sort of institutionalized or organized form of education, which evolved around a hierarchical sets of organized activities carried out in specifically designated teaching and learning environment. Schools provides a framework for teaching and learning for both teachers and students.

The Concept of Sustainable Education

According to Adeogun (2004), the concept of sustainable education refers to a change in culture in the way education and learning are understood. Schools are one of the few remaining institutions to offer partnership to families in socialization and investment through learning. School education helps people to make sense out of the changes as well as fostering sustainability, through new training programmes for teachers, new teaching / learning strategies and techniques for teachers and pupils through collaboration and partnership with the community to achieve the set goals and though life learning.

The concept of school – community relationship Adedokun (2016) defines school – community relationship between any elements of the school and the host community. It is a mutual interaction between the school and the community whereby they gain mutual help and understanding from each other as well as been aware of one another activities, policies, plans, progress, and problems. Having said this, the school is part of the community. It cannot exist in isolation. Therefore, there is need for mutual relationship between the school and the community.

In recent times, education is confronting a set of developments, demanding continual renewal in its structure. Hence educational institutions are in question of building and even reforming relationship with all groups in different communities through exploiting community engagement as a component of their desired developments (Al – Afiri, 2012; Sunardi, 2020; Qaralleh, 2021).

In the Nutshell, to enhance a sustainable school – community relationship, the community, through the administrators who exercise their roles effectively will lead to a sustainable school – community relationship.

An overview of school-community relationship

A community according to Adeogun (2004) “is everybody, adults, children, social and non-social persons, social institutions, structures living in a certain territory where all share a mode of life but not all are conscious of its organizations or groups”. In the present study, a community is therefore perceived as the school milieu in which formal education are been carried out all along with the implication of organs like the Parent Teacher Association (PTA)

and any other specific groups which have some interest in what happens in the school milieu, all directed towards the progression, growth and development of the school.

Over the past decades, school-community relationship or partnership is a term frequently used to describe the link which do exist between the school, a place where teaching and learning process take place and the community. Cibulka (1998) in his work, defined school-community relationship as the presence of interactive relationship between the teachers, principals, school administrators and the community where the school is situated. For Ajaniyi (2004) school-community relationship refers to the co-ordination of the efforts of people in the community as well as those in the school environment gear towards the realization of the overall goals, aims and objectives of the educational system. For Okam and Bozimo (2004) school community relationship consists of the inter-linkage association and cooperation between a school and the community where the school is found. The school community partnership has for a long time becomes a subject of debate in both national and international conferences, seminars and colloquiums. The contribution of the community to the realization of the global and the specific objectives of the educational system in general and the school in particular has considerably gain grounds.

In Africa like in the other parts of the world, the school community relationship or partnership has become an effective and secret weapon used by many to achieve the goals and objectives of the educational system. Countries across the Saharan desert, including Cameroon has engaged themselves in the development of strategies aim to ensure effective participation of the community in school life. This is because a school is located in a community and therefore its objectives may never be achieved if the community is not directly involved in the running of the school activities. In Cameroon, the desire to increase the participation of the community in school activities have been a major concern to educational stakeholders, the government, policy makers, and experts. The law of orientation of education of 1998 (Law n0 1998) set the basis for school community partnership in Cameroon. Similarly, a number of reforms has been initiated by the government of the Republic as a means to improve the school community relationship. This is because school and community central focus is to enhance the teaching and learning activities. The school and community relationship thus intends to provide a more secure and safer atmosphere for both students and teachers as well as other school administrators.

For Lumsdane and Lumsdane (2000) and Ejieh (2007) the activities of the school carried out by the host community, the PTA, public, ministry of education, professional staff, are ultimately aimed to enhance the growth and development of the education through the achievement of the stated goals and objectives. Pearle and Blachard (2000) on their part argued that thanks to the appropriate school community partnership, the school comes into factual contact with the community. This contact in larger parts helped to address educational issues properly. This is because all schools are set up to satisfy the needs of the society and so it becomes an imperative to all those involved to ensure good and everlasting relationship between the school and the community in which the school is found.

It is observed that in recent times, the extents of the community intervention in school is gradually diminishing. A number of scholars have discovered that the school community relationship is on a decrease. This can be observed in the attitudes of some community leaders and elites who appear to be indifference and pays less regards to the affairs of the school in their locality (Okeke, 2001). Ofougwuka (2005) in a survey found that parents in communities where leaders and elites care less about educational affairs only pay the PTA levy when they are forced and at times go on to complain that the school administration spent time extorting money from them. They equally spread false rumors such as the teachers are not teaching their children well. Unfortunately for teachers and any other school administrators, each time this parent has an opportunity they make fun by coming to school and insulting them. Obi (2004) in a survey found that the community leaders in some instances interfere negatively in the operational management of the school. Some even go further to trespass on the school land. Some community leaders even passed laws which are considered to be detrimental to the school. Okongu (2002) argued that such situations are very detrimental for child`s education and also depict how such members of the community care less about the education of their children.

According to Duru-Uremadu (2017) a school as a social organization is an integral and inseparable part of the community in which it is located. To him, the overall values and principles of education can only be realized through a close cooperation between the school and the community. The school is therefore set up by the society for its continued existence since it is a milieu whereby children are molded, trained and transformed to become functional and contributory members of the society. Ibiam (2015) found that the school requires the cooperation, support and assistance of the community where it is found to function effectively and also to achieve the aims for which is was set up. Thus, establishing and maintaining good

and prosperous relationship with the community where the school is found is key for the success of the school. As such, Anukam and Anukam (2006) described this relationship as a micro community which exist within a macro community.

Types of school community relationship

According to Gital (2009) cordial partnership between the school and the community where it is located is seen as a pre-requisite for achieving a meaningful educational objective in our community and the overall nation. Community are known to pay a particular interest to what the school do and how they do it. For Sadker (2008) community transmits its culture and values of the world through the school. Mitr Cvfcfanova (2014) and Bibre (2014) found out that schools and communities should work closely with each other in order to achieve their mutual goals. Similarly, Pawlas (2005), Mitrofanova (2011) and Bakwai (2013) were of the view that the sharing of information creates better school community relationship which ultimately improves teaching and learning and general development of education.

Agi and Adiele (2009) in their work found out that there are basically three types of relationships which characterizes the school community relationship. The three types of relationship or partnership include; the alienative relationship, the model relationship and the cooperative relationship.

The Alienative school community relationship

According to Duru-Uremadu (2017) “alienative school community relationship is when there is virtually no exchange of resources or ideas between the school and the community”. To him, the school restricts its activities to its traditional role of teaching and learning and the improvement of the instructional process. According to the author, the alienative school community relationship is anchored on the premise that the community has little or nothing to offer, and that it is the responsibility of the government to provide education for the people. Basing on this assumptions, school administrators believed that the community cannot help the school in any way. This is why in situations like, there is no mutual agreement between the school and the community. Duru-Uremadu (2016) made it clear that the denial of the symbiotic relationship between the school and the community in which it is located tends to hinder the academic growth and development especially in a dynamic and changing environment.

The cooperative school community relationship

According to Ibiam (2011), and Duru-Uremadu (2017) the cooperative school community relationship is that type of relationship which is based on the premise that the school and the community where it is found have something to offer and benefit from each other. This type of school community relationship focusses on mutual agreement between the school and the community. The school and the community entertain a symbiotic relationship whereby they both interfere in the running of the activities of each other. For Duru-Uremadu (2017) the school administrator can on the basis of this relationship evolve a working relationship with the community with the aim to discover the areas of interaction and benefit. For him, the cooperative or symbiotic relationship recognizes the inherent capacity of the school and community depending on each other. This in return leads to the achievement of quality education which is a top priority for nations worldwide.

The model school community relationship

According to Duru-Uremadu (2016, 2017) the model type of school community relationship describes the relationship in which either the school or the community benefits from the relationship. This means that the school or the community might make contribution at the expense of the other. Ibiam (2015) argued that the model type of school community relationship describes a situation whereby we have a donor and a recipient. This simply means that either the school or the community give or receive something without expecting anything in return. For Duru-uremadu (2017) this is not the best type of relationship. This is because the relationship is lopsided or one-sided, meaning that there is only one person giving. This type of relationship can cause disagreement between the school and the community as it is already the case in some local areas in the country.

Areas of school community cooperation and partnership

As stated earlier above, school community relationship is very vital in improving the quality of education given to students. Mahuta (2007) stated that school as a social institution is seen as the center of knowledge and it possesses the power to mold and shape the character and behavior of individuals in the society. In order for the school to be able to perform its functions effectively, school administrators are required to maintain good school community relationship.

There exist a variety of areas in which school community relationship can be observed. Some of these areas include:

The use of school physical facilities

School community relationship can be observed through the use of the school facilities such as halls, classrooms, and playgrounds. The community can equally participate in the construction of these facilities either through the PTA or other associations like the Alumni Associations. This consist of the use of classrooms for lectures and community occasions and festivals; community can use the school football field for grazing ground; the community can give land for the construction of the school buildings; the community and the school can share things like church, mosque, hospital and library.

Economic contribution as an area of school community relationship

Economic contribution mostly refers to the funding of the school by the community and vice versa. The school through PTA and other associations can decide to fund the school projects. This may include: the school can contribute workforce or expertise required for the execution of local projects such as local bridges, schools, hospitals and roads. The school can provide employment to the community like teaching and other low cadre jobs. The community provides financial assistance for the realization of school projects and even payment of salaries of part time teachers and supported staffs.

General service and help

In terms of the general service and help, the school can serve as a postal center and a polling station for vote and other endeavors. The community can make use of school equipment and furniture. The school can also serve as a base for the local community, choirs, scouts, plays and concerts. The community can carry out the maintenance of school facilities. The community can equally provide the school with resource persons in specific areas such as part time teachers.

Teaching as an area of school community relationship

Teaching has been seen as an important area of school community relationship in recent times. While the school provides adult education for the aging population and out of school youths, the community provides the society with part time instructors, payment of their salaries etc.

Management as an area of school community relationship

Managing the school can never be the affair of a single individual or a group of individuals. The implication of the community in the running of the school affairs appear to be very essential for the success of the school. This involves staff and student's participation in local and affairs and committees. Community members can participate in school committees. Students involvement in youth's organizations and clubs.

The Role of School Administrators in enhancing school community partnership

The role of the education authorities has been transformed: the national and regional authorities set training targets and the standards based of which schools' performance is assessed (UNESCO, 2009). At the same time, parents maintain an ever more watchful oversight over the schools that their children attend. They are often involved in the decisions taken by an advisory or the concept of sustainable education.

Good leadership

School administrators are at the center of the school activities. The success or failure of the school largely depends on them since they are seen as the pinnacle of the school. For this reason, principals are required to make use of good leadership in order to enhance school community partnership. Leadership is a process of directly influencing individual's efforts towards the achievement of predefined goals and objectives (Ibiam, 2015). The school administrator is thus required to possess quality of a good leader especially in areas such as problem solving and consistency in their interactions with teachers and members of the society.

Interest in the affairs of the community

Effective school and community relationship largely depends on the degree of attention the school administrators reserve to the affairs of the community. The school administrators are called upon to demonstrate an active interest in the activities of the community through the involvement of the school in social activities and programs.

Ability to share school facilities

The act of sharing is a strong predictor of collaboration and living together. The school administrators should therefore be ready to share the school facilities as well as other resources

with the community where it is located. This can be done by offering classrooms and other services to the community to host community ceremonies and other issues. This simply means that school facilities such as halls, classrooms, football fields etc. should be made available on the request of the community for educational or social purpose.

Ability to get along with people

Working with people of different social and educational background always appear to be a very daunting task for many. Administrator`s ability to get along with people is thus at the center of school community relationship. This entails ensuring good human relations among everybody. The school administrator according to Duru-Uremadu (2017) as a leader is a partner to progress and does not need to create a situation whereby his presence spark fear and scares other people around him. Therefore, the school administrators need to be tolerant and accessible to both parents and members of the community in order to establish trust between them.

Extending invitation to members of the community

Frequent invitation of community members in school by the school administrator will enhance and cement a good school and community relationship in secondary schools and colleges. This can be done through the invitation of the members of the community to participate in school activities such as sporting events, seminars and workshops. The school can equally organize an open day ceremony where members of the community are allowed to take part without any restrictions.

Knowledge of the community

For Duru-Uremadu (2016) it is imperative that the school administrator should have a thorough knowledge of the community life. The principal is required to understand the custom, the norms and the values of the people. This will help to improve school community relationship.

Encourage the creation of Alumni Association

The school administrator can enhance effective school community partnership by encouraging the creation and functioning of the Alumni association. This can be possible through the keeping of the records of the students who graduated from the school. This Alumni association

will be beneficial to the school through the erection of halls, classrooms, library, fences and many others.

Benefits/importance of school community relationship

School community partnership or relationship is some sort of collaboration and cooperation between the school and the community in which it is found. A number of studies have found out that school community relationship is a strong determinant of school success. The symbiotic relationship which must exist between the school and the community appears to be very vital for the success of students in the community. While the school in a well-organized institution which objective is to transmit knowledge and skills from generation to generation, the community provide a better place for this process to be effective. In a dynamic and fast changing environment characterized by unpredictable variables, school community relationship becomes the only means through which the objective and mission of the school can be realized. According to Duru-Uremadu (2017) they are a number of benefits and importance of school community collaboration. He argued that both the school and the community benefits interchangeably from each other.

One of the importance of school community relationship can be visibly at the level of the financial funding of the school. For Duru-Uremadu (2016) the PTA is a parent's teacher's association which is found in practically almost all the school in both the rural and the urban areas. This PTA ensures a favorable school community relationship as it participate in the running of the school. The PTA provides the funds for the running of the school, they construct classrooms and buildings in school, they in larger part pays the salary of the part-time teachers and many more. The activities of the PTA are very visible in colleges and secondary schools in both the rural and the urban areas in Cameroon.

Another importance of the school community relationship lies in the fact that the school administrators participate in the development of the community in a number of ways. The school administrators participate in the development of the society either by financial assisting the local community, providing qualified human resources to participate in community development projects and constantly inviting the parents to schools. This goes a long way to ensure good and symbiotic collaboration between the school and the community in which the school is situated.

Also, one of the importance of the school and community symbiosis lies in the fact thanks to the interdependent relationship, the school can use the community materials as well as the community can equally use the school materials. The school community relationship is very visible as they interchangeably use either the school infrastructures as well as those of the community. In this case, the school provides a conducive atmosphere for the holding of the village ceremonies and festivals. The community use the school halls, classrooms, buildings for festivals, music show, concerts, community meetings etc. The community equally use the school sport fields and playgrounds to organize community matches and any other sport events.

The school community relationship thus, is very important for the achievement of the overall objectives of the educational system. This is so because the as an institution is located in the community and it success and failures largely depends on them. It becomes an obligation for the school administrators and the community leaders and the elites to ensure a good, harmonious and industrious relationship between the school and community. The need for this symbiosis between the school and the community is simply because they are interrelated and one cannot survive without the serious involvement of the other. So as the school relies on the community for it success, the community in return relies on the school for it development.

Challenges of school community relationship

As it is common in almost all human and social relationship, it is likely that the school and the community may face a number of challenges in their efforts to ensure a symbiotic school and community relationship. Ensuring good collaboration between the members of an organization or members of a community presents a number of challenges. In a community, people comes from different background, race, financial status, level of education, different religion and many others. Ensuring collaboration and symbiosis even between members of the same family at-times appears to be a very difficult task to achieve. In the case of the school community relationship, they are a number of challenges which hinders the effective school and community relationship. Duru-Uremadu (2017) identified three main challenges which affects school community relationship in Nigeria. These challenges include:

According to Duru-Uremadu (2017) in Nigeria for example, they are a good number of challenges which affect the school community relationship. Local politics is a key challenge in the school and community relationship. This is obvious when members of the community introduce politics in schools making it difficult for those who do not abide to their ideology to

feel lonely. Local politics is a serious problem which stand on the way of school community relationship. As such, to overcome this challenge, it is primordial for school administrators and local community leaders to avoid mixing school affairs with politics.

Another challenge of the school community relationship is the hostile attitudes of some teachers in school. Some teachers are said to be at the origin of the absence of symbiosis between the school and the community. This is so because some teachers tend to be very harsh on students and even on parents to the extent that the latter might not want to be involved in anything with the former. As such, it is very necessary for teachers to carefully control their attitudes.

Also, as another challenge facing the school and the community, there may be varied unclear and conflicting demands and expectation of the community from the school which might also contradict the professional vision of the school administrator (Duru-Uremadu, 2017).

Moreover, lack of collaboration and cooperation or simply inadequate cooperation and collaboration between the school authorities and local community leaders is a great challenge which affects the school community relationship. This is because some school administrators adopt alienative attitudes which to them they don't expect anything from the community. These individuals believed that the community have nothing to offer and as such there find no need collaborating with them.

Empirical review of the literature of the study

This part is known as the empirical review of the study. Here, the researcher conducts some sort of review by objectives. This consists of establishing the relationship between the various modalities of the independent and the dependent variable.

Reforms and evolution in the educational system and the school community partnership

Education is a social activity in which, in addition to the school, the society plays the role of the facilitator and partner (Sujatha, 2011). Effective and successful schools understand the necessity of establishing and maintaining good, harmonious and industrious relationship with the community where they are found because according to Adalakun (2019) every school exists and belongs to a community. In a survey conducted by the OECD (2015) effective school leadership is essential to improve the effectiveness, efficiency, and equity of schooling opportunities to all individuals irrespective of gender. In a survey carried out by Adalakun (2019), titled "*school community relationship: a channel to recognize secondary school*

development in Nigeria, retrieved on 22nd April 2023 from <https://www.researchgate.net/publication/350185608>., the author found out that many countries worldwide are seeking to adapt their education systems to the needs of the contemporary society, expectations for schools, school administrators and the community are fast changing and increasing. In this regards, a number of countries has embarked on initiating educational reforms aims at ensuring the rapid decentralization, whereby schools become more autonomous in decision making and holding them more accountable for the results achieved. A similar survey conducted by Maak & Pless (2006), “*responsible leadership in a stakeholder society, a relational perspective*, *J. Bus. Ethics*, 66, 99-115, found out that since the achievement of self-government by African countries, all the sector of the society has considerably witness change including the educational sector. For the past years, the educational sector has considerably evolved thanks to the desire of policy makers to ensure quality education for all, coupled with educational reforms. All these evolutions and reforms initiated in various educational systems including that of Cameroon has gone a long way to ameliorate the performance of the education system. This initiative was first put forwards by the African Union in CESA 2015-2016.

The role of the reforms and the evolution of the educational system in enhancing school community relationship and partnership is very visible. The dynamic of school community relationship has taken a new direction since the advent of the 21st century. This is because a good number of scholars shares the view that school and community relationship is key in the achievement of the overall goals and objectives of the educational systems. As such, becomes an obligation for school administrators to ensure school community relationship in all it facets.

Professional framework of school administrators and the school community relationship

School community relationship as earlier discussed above plays a vital role in the achievement of the predefined educational objectives in both the developed and the less developed countries. To ensure effective school community relationship, school administrators are required to possess skills and competencies in managing and maintaining good and harmonious relationship between the school and the community in which it is found. In the work of Uhl-Bien (2004), “*relational leadership approaches*. In G.R. Goethals, G.J. Sorenson & J. MacGregor Buns (eds.), *Encyclopedia of leadership*, 1305-1307. London: Sage Publications, found out that school administrator’s professional framework has a significant impact on the school community relationship. To these authors principal’s professional framework requires

them to possess good leadership skills, indispensable for harmonious school community relationship. The results of their findings revealed that there is a strong correlation between administrator`s professional framework and the maintenance of good school community relationship.

Similarly, in the work of Duru-Uremadu (2017) “*School and community relations in Nigeria: An exploratory review of literature approach, International Journal of Economics, Business and management Research, 1(04)*”, found that the role of school administrators in enhancing school community relationship is very key for the success of the school. He argued that the school administrators must ensure good leadership, show interest in the affairs of the community, ready to share the school facilities, moving along with people, constantly invite members of the community to school, and the encouragement of the creation of Alumni associations. All this will go a long to ensure a good and symbiotic relationship between the school and the community where it is located.

Also, according to the UNESCO (2014) in “*Roadmap for implementing the global action program on education for sustainable development, Paris: UNESCO*”, argued that achieving quality education is the responsibility of the actors and stakeholders. The realization of the sustainable development goals especially goal number four requires a close and complete collaboration between the community and the school. So school administrators are therefore required to make use of good leadership and ensures complete involvement of the local community leaders in the running of school affairs.

Community collaboration and school community relationship

Collaboration is a highly rated aspect of school community relationship. A number of research work in education has revealed that school community relationship relies on the rate of community engagement into school affairs. Collaboration is one of the skills of the 21st century which request for a positive interaction between the school administrators and local community leaders. This is because the school is located in the community and as such the two relate interchangeably. In a research work carried out by Ibiam (2011), “*community participation on the funding of rural primary education in Ebonyi State*”, In Ike Nwachukwu, Ken. C. Ekwe (eds.) *Globalization and rural development in Nigeria. Umuahia extension center MOUAU Publisher*, revealed that the funding of primary schools in rural areas remains the sole responsibility of the local community. This means that majority of primary schools in the

hinterland are under the community funding although the central government participate in the process. Community fund secondary schools and primary schools through the PTA and also through donations from individuals and non-governmental organizations. Community`s participation in school affairs especially in providing finances can only be possible if and only there is effective collaboration between the school and the community in which it is located. It therefore become the role and responsibility of school administrators to make sure that there exists a sustainable school community relationship.

Duru-Umeradu (2016) in his work *“school community relations in Nigeria. Being a term presented in partial fulfillment for the Course EDU913 (Seminar on plant science in education). Department of Educational management, College of education, Michael Okpara university of agriculture, Umudike, umuahia*, found out that collaboration and cooperation is very vital in ensuring a sustainable school community relationship. To him, the school unlike the community needs to develop good relationship through a number of initiatives. He went on to insist the community needs to participate in school affairs by providing funding, building classes, halls and offices, payment of part time teachers etc. The school in return must ensure this relationship by frequently inviting the parents to school, helping the community with halls, classrooms, football fields for community festivals and ceremonies. In doing so, the school community relationship will be more fruitful and hence the overall stated objectives of the educational system will be achieved.

School culture and school community relationship

School culture refer to a number of practices which a school undertake to ensure the success of the students. School culture is a habit a school may develop to cope in an environment. A number of scholars are of the view that school culture significantly influences school community relationship. The school administrators are believed to be the brain behind the school culture. In other words, school culture is the identity that a school set up in order to survive. The school culture refers to the beliefs, values, norms, traditions, and practices which characterizes a particular school. It encompasses the attitudes and behaviors of students, teachers, administrators, staff, and parents within the school environment.

School culture plays a vital role in shaping the overall educational experience and has a significant impact on student outcomes, teacher effectiveness, and school performance. School culture also influences the relationships, interactions, and attitudes within the school community, and can either support or hinder the achievement of the educational goals. In a

study conducted by Ibiam (2015), *“Educational administration: Principles and practice. Owerri: Cel-Bez publishing Company Ltd*, found that they are some key aspects of school culture which include;

Climate and atmosphere: this is the overall feel and ambiance of the school, including the physical environment, safety and security measures, and the sense of belonging and inclusivity.

Values and beliefs: the core principles and philosophies that guide the decision making processes and educational practices within the school. Relationships and respect: the quality of relationships among students, teachers, administrators, staff and parents as well as the community. A positive school culture promotes mutual respect, trust, collaboration and sustainable school community symbiosis. Communication: open and effective communication channels that facilitate information sharing among all stakeholders. Transparent and regular communication fosters a sense of community and enhances partnerships between the school and the families. Student engagement: the level of student involvement in the learning process and extracurricular activities. A positive school culture encourages active participation, student voice and empowerment.

Promoting a positive school culture involves the collective efforts of all stakeholders, including the administrators, teachers, parents, students and local community. It requires ongoing reflection, dialogue, and collaborative decision making to create an environment that supports academic excellence, social-emotional development and overall well-being. By fostering a positive school culture, schools can create an environment where students feel safe, supported, and motivated to learn and where teachers and staff can thrive professionally. It contributes to building a strong sense of community and sets the foundation for lifelong learning.

Similarly, in the work of Duru-Uremadu (2017) *“School and community relations in Nigeria: An exploratory review of literature approach, International Journal of Economics, Business and management Research, 1(04)*, found that school culture is a strong determinant of school community relationship. He found that a positive school community relationship enhances the symbiosis between the school and the community in which it is located.

Theoretical review of the literature of the study

The theoretical literature review in the present study explores the various theories convoked by the researcher to better understands the studied phenomenon. In all, four theories were

convoked in this study. Each theory was used to explain a research question in the study. The four theories are explained in the following paragraphs.

Motivational Hygiene Theory of Fredrick Herzberg (1959)

In 1959, Frederick Herzberg carried a study on the study of work motivation of people and this is seen in his publication « The motivation to work in 1959 ». His work focused on the motivational hygiene theory or the two factor theory. Frederick Herzberg and Snyderman's (1959) two factors theory is heavily a need based theory that turns to find out how workers should be satisfied at their work place (Shafiwu and Salakp). This theory seeks to investigate what will make employed to be satisfied and dissatisfied in their work place. According to Herzberg the factors that cause job satisfaction are not the same as those that cause job dissatisfaction. The hygiene factors are those factors that describes people's environment. According to Herzberg when people feel dissatisfied with their job, they get concern about the environment in which they work. The environment in this situation includes; policies and administration, supervision, working conditions and interpersonal relations and those factors that cause workers to be satisfied are known as motivators and when workers are motivated, they become committed and work harder such factors are, achievements recognition and responsibility of the work itself. The theory concludes that, the two factors are separate and distinct because they are concerned with two different sets of needs. They are not opposite because the opposite of satisfaction is not dissatisfaction.

Implications of Herzberg motivation-hygiene theory to the present study

This theory is relevant to this study in that using community engagement and the role of school administrators in enhancing sustainable school – community relationship, the community and school administrators should understand that apart from making available hygiene factors to enhance sustainable school community relationship, they must equally ensure that they work in collaboration with all stakeholders to put in place the motivators. This is because they are all necessary to enhance a sustainable school – community relationship. However, the absence of motivators even with the presence of hygiene factors will limit community engagement, sustainability and school – community relationship.

System theory by Healy, 2005

The general system theory was founded by Ludwig von Bertalanffy, in 1969. He was born on the 19th of 1901 in Atzgersdorf. He was a biophysicist and discovered the system theory in his

effort to appreciate nature's development and system behaviour in biology in the 1920s (Dreck, Apfalta, Purvreau, 2010). The appreciation that an outcome is not explained simply by parts but that the relationships between and among those parts and their environment (context) are important eventually led to the formulation of system theory (Frye & Hemma, 2012).

The system theory, also known as system thinking is an interdisciplinary approach that focusses on understanding the relationships and interactions between components within a complex system. It views a system as a set of interconnected and interdependent parts that work together to achieve a common goal or function. The concept was originated in the field of biology in the 1920s with Ludwig von Bertalanffy. He proposed that organisms could be understood as systems composed of interacting parts. According to Bertalanffy (1969) the system theory is built on a number of principles among which we have:

Holism: systems thinking emphasizes the importance of studying and understanding the system as a whole, rather than analyzing its individual parts in isolation. It recognizes that the characteristics and behavior of a system are emergent properties resulting from the interactions between its components.

Interdependence: systems are composed of interconnected and interdependent elements, where changes in one part of the system can have ripple effects on other parts. System theorists emphasize on the importance of considering these relationships and feedback loops to understand the system's behavior and dynamics.

Boundaries: systems have defined boundaries that separate them from their external environment but they also have interactions and exchanges with that environment. Understanding the interactions across these boundaries is crucial in system analysis.

Emergence: systems exhibit emergent properties meaning that the whole is more than the sum of its parts. These emergent properties can include patterns, behaviors or properties that arise from the interactions and relationship between system components.

Feedback: feedback loops play a critical role in systems. Feedback can be positive, reinforcing and amplifying certain behaviors or negative, stabilizing and regulating the system. Understanding and managing feedback loops is crucial for system performance and control.

Complexity: system thinking acknowledges the complexity and interconnectedness of real-world systems. It recognizes that systems may exhibit nonlinear relationships, unforeseen consequences, and multiple levels of hierarchy.

Systems perspective: system theory encourages taking a holistic perspective and considering different system levels and scales of analysis. It involves examining the system's structure, its behavior over time, and the underlying processes and mechanisms that drive its functioning.

System theory provides a framework for analyzing, designing and managing complex systems by considering the interactions, relationships and dynamics among their components. It helps identify system-level properties, diagnose problems, and develop interventions or strategies for improving system performance and effectiveness.

In trying to understand how individual's functions in organization, Healy (2005) argued that;

- Individuals do not live in silos (isolation);
- We are constantly interacting with multiple systems (school, families, neighborhood, city, globe) across different levels.
- Our interactions, whether big or small, have an inevitable ripple effect throughout the entire system.
- All systems operate in relationships with other systems.

This implies that the school and the community are in a system which is interconnected and interrelated. To understand one, we must seek to understand the other.

In the same line, Healy (2005) argued that an individual operates in four different types of systems. That is, the micro system, the mesosystem, the exo-system and the macro system. The micro system is the small immediate systems in your day-to-day life (family, friends, workplace, environment, classrooms etc.). the mesosystem is the network of interactions between the immediate systems. The exo-system is the larger institutions in society that impact your personal systems and networks. The macro system is the intangible influences in the society (beliefs, social culture, ideologies, expectations etc.).

Implications of the theory to the present study

This theory emphasizes on the interconnectedness of different parts of a system, and how changes in one part can impact the entire system. This theory proposes that individuals are embedded within multiple, interconnected systems, including the micro-system (immediate environment), mesosystem (relationships between micro systems), exo-system (indirect environment) and the macro-system (cultural values and norms). In the context of school

community relationship, the system theory suggests that engaging families and community members can help create a more supportive and enriching environment for students.

Community development theory by John McKnight and John Kretzmann (1993)

McKnight and Kretzmann are among the pioneers of the community development theory. McKnight and Kretzmann noticed that universities and other institutions and organisations focused largely on the needs, deficiencies and problems of neighbourhoods. The basic assumption of the McKnight and Kretzmann approach to community development was based on the premises that concentrating on what is working as opposed to what is not working could help enhance community development. By focusing on the success stories, gotten from the community members, organisations like universities, non-profit organisations, and philanthropic foundations could identify how they could support residents instead of providing them with the services they thought that the community members needed. They called this way of thinking “Asset-Based Community Development (McKnight & Kretzmann, 1993).

Community development theory is a framework which focuses on the promotion of the overall well-being and community empowerment through collaborative and participatory approaches. The objective of the community development theory is to improve social, economic, and environmental conditions within a community and foster sustainable growth and development. This theory has been developed and refined over several decades. The origins of the community development theory can be traced as far back as the 20th century, thanks to the emergence of the social work and community organisation movement. The theory gained momentum in the 1960s and 1970s as a response to issues of poverty, inequality and marginalisation.

According to McKnight and Kretzmann (1993) the community development theory recognizes the importance of grassroots participation, inclusivity, and collaboration, all key determinant of community relationship. The theory emphasizes active and total involvement of local community members in decision making processes, problem-solving and the identification of their own needs and priorities. The theory equally emphasizes on the necessity of building and mobilizing community assets and resources.

The application of the community development theory in the context of school community relationships requires a number of approaches and strategies some of which are:

Community engagement: this consist of enhancing active engagement and collaboration between the schools and the wider community. This is all about involving parents, local

organisations, businesses, and local members in school activities, decision making and the co-creation of educational programs.

Asset-Based Community Development (ABCD): the assets-based community development as stated by McKnight and his colleague focusses on identifying and mobilizing the strengths, skills, and resources within the school community. The objective of this approach is to build on the existing assets and capacities of the community, rather than focusing only on needs and deficits.

Participatory decision-making: this entails involving the local community in the decision making processes related to school policies, curriculum development, as well as the allocation of resources. This can be possible through community forums, advisory committees, or through collaborative projects that give community members a voice in shaping educational practices.

Place-based education: this consist of incorporating the local community and the environment into the curriculum and learning experiences. This approach will help to connect students with the history, culture, and needs of their community, thereby enhancing the sense of belonging and relevance.

Partnerships and collaborations in schools is very necessary for school community development. Forging win-win partnerships between the schools, community organisations, and local businesses to create mutually beneficial relationships is very necessary. Capacity building in order to support skills development, knowledge, and leadership within the school community will deliberately improve school community relationships.

Implications of the community development theory to the study

By applying community development theory in the educational context, the schools strengthen their relationships with the wider community. This symbiotic relationship between the school and the community in which it is located will help to enhance student learning experiences and outcomes, and contribute to the overall well-being and development of the community and the school itself. This will equally enhance a sense of ownership, collaboration and shared responsibility for creating an inclusive and empowering educational environment. Therefore. In this study, the community development theory will permit us to better understand how the involvement of the local communities in the running of educational activities and affairs can help build a stronger and more resilient school community collaborations.

Relational Leadership Theory

This theory has as an overarching framework for the study of leadership as a social process of influence, and relational leadership and its practice are socially constructed through relational and social processes. A relational leadership style speaks to the quality of relationships that school principals have with staff, learners, parents, and the community at large. Such relationships form an integral part in schools, because of their effect on the “critical aspect of leadership, the ability to influence others to get things done” (Uhl-Bien, 2004). Jessica Nicholson and Kurucz (2017) in this context propose that relational leadership is also essential for dealing with the increasingly urgent and complex social, economic, and environmental issues of society, to which the education sector must be added. The ethical understanding of relational leadership is limited and yet critical given the moral.

According to Buckingham and Goodall (2015) one simple way that a leader can begin to enhance employee engagement is to ensure they actively support mutually beneficial relationship with them. The relational leadership theory lay emphasis on the necessity of relationships in leadership effectiveness. The relational leadership theory focused primarily on how leaders navigate and build relationships with employees and other stakeholders rather than individual traits or behaviours.

According to Uhl-Bien (2004) the relational leadership theory focuses on a key number of principles. These includes; interdependence; which stipulates that leaders and employees are interdependent and that leadership is a collective process. The principle of inclusion stipulates that it is necessary for leaders to include diverse perspectives and voices in the decision making processes. Empowerment principle advocates that leaders should empower others to reach their full potentials. For the ethic and integrity principle, the leaders are required to ensure the trustworthiness, ethical behaviour and transparency in the running of the affairs while the last principle, social justice suggests that leaders should promotes values of fairness, equity, and social responsibility.

The implications of the relational leadership theory to the present study

Relational leadership theory has significant implications for school community relationships. By emphasizing the importance of relationships, collaborations and mutual respect, this theory can greatly enhance the partnership between schools and their communities. The implications

of the relational leadership theory lie in the fact that, the school can foster strong, collaborative, and mutually supportive relationships with their communities. The school community relationship enhances educational outcomes, creates a positive and inclusive school culture and ensures the well-being and success of students.

CHAPTER THREE: RESEARCH METHODOLOGY

Methodology is indispensable for any kind of study given that we have to systematically bring out the techniques and steps taken to arrive at results presented and conclusion reached. It explains the background to the collection of data, the choice of respondents and the research environment. This therefore implies that this chapter dwelled on the research design, area of study and population of the study, sample and sampling technique, instrument of data collection validity of instrument for data collection, method of data collection and method of data analysis, ethical consideration and summary.

Research Design

The research design adopted for this study is the descriptive research design. According to William (2007) a descriptive research design is used to examine the situation involving the identification of attributes of a particular phenomenon based on an observational basis. This study specifically uses this type of research to describe the data and characteristics being studied. This study ought to describe in details how community engagement determines the effectiveness of school administrators in enhancing a sustainable school – community relationship in primary schools. Descriptive research design therefore appropriate or it allows the researcher to gather information, summarize and interpret data for the purposes of clarification.

Research approach

Research approaches are the methods adopted by the researcher to conduct a research work. There exists a variety of research approaches or methods. The most essentials are the qualitative, the quantitative and the mixed methods research methods. According to Creswell (2012) we have three important types of research approaches (quantitative, qualitative and mixed). The choice of a research method depends on the researcher's experiences and mastering of the research type. Equally, the choice of a research approach largely depends on the aim and objective of the study as well as the studied phenomenon. For the present study, the researcher opted for a quantitative research approach. The choice of this approach as the research method in the present study is simply because the researcher is studying the link of causality between two variables (independent and the dependent variables).

Area of Study

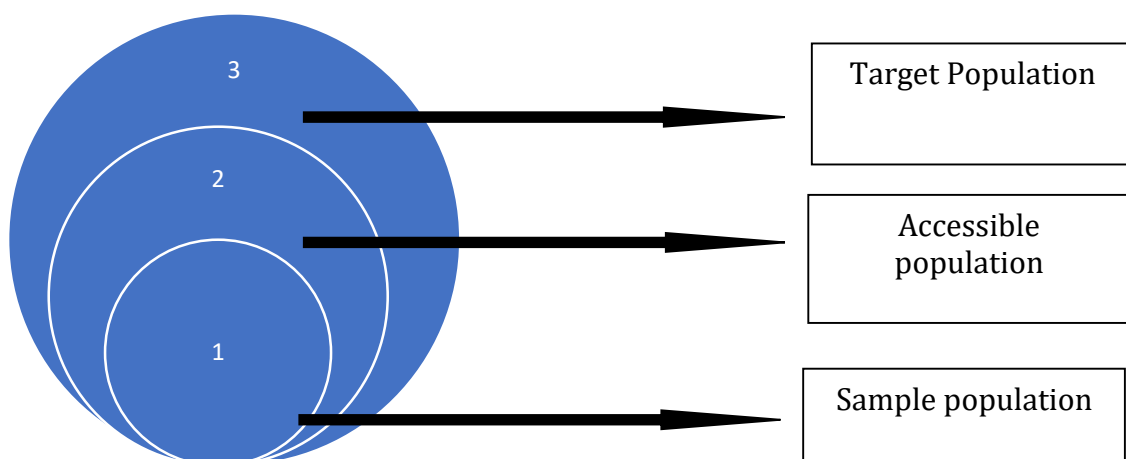
This study was carried out in the Centre of Cameroon in Mefou and Afamba, Division precisely in Nkolfoulou. The climate is tropical, in the dry season, there is less rainfall and in the rainy season, there is too much heavy rainfall accompanied with thunderstorms. The average annual temperature and precipitation varies 344 mm between the driest month and the wettest month which is good for education, learning and other activities.

In terms of education, Mefou and Afamba has many legalized government and private primary schools. Soa has a university offering courses of Economic sciences and Business management, Law and political sciences.

Population of study

According to Shukla, (2020), research population is a set of all the unites (people, events, things) that possess variable characteristics under study and for which the findings of the research can be generalised. A population determines the limit within which the research findings are applicable. The population of this study involved all primary of the Mefou and Afamba division specifically in Yaounde 2, Soa. The researcher administered the questionnaire to the head masters and assistant head masters in the selected primary schools which constituted our case study. These are people who have an influence or are involved in the running of the schools in one way or the other. This study divides the research population into Target population, accessible population and the sample as presented on figure 1.

Figure 1: Population of the study



Source: Adapted from Amin (2005 p. 236)

Targeted population of the study

According to Fraenkel and Wallen (2006) target population is the actual population to which the researcher would like to generalise its findings. The target population are the individuals

from which the researcher intends to select the accessible population. For the present study, the target population consisted of all the head teachers and assistants in all the primary schools in the Mefou and Afamba division, more precisely in the Yaounde II, Soa municipalities.

Accessible population of the study

According to Onen (2020), accessible population refers to the portion of the target population to which the researcher has reasonable access and from which sample can be drawn. The accessible population are those individuals with the same characteristics as the target population from which the sample is drawn. In the case of this study, the accessible population consisted of all the head masters and assistants. The accessible was made up of 75 Head teachers and Assistant head teacher both in the public and private primary schools from Soa and Nkolfolou zones.

Table 1: Distribution of the accessible population

Category of schools	Schools	Number of Head teacher	Number of Assistant head teacher
Public schools	15	5	10
Private schools	30	35	25
Total	45	40	35

Source: fieldwork, May 2023.

Sample size and Sampling Technique

The sample size in a research work is the total number of individuals or participants the researcher objectively chooses to collect data. The sample techniques on the other hand are the methods used by the researcher to select participants in a study.

Sample size

Onen (2020), opined that a sample is the selected elements (people or objects) procedurally chosen for participation in a study to represent the target or accessible population). The sample size of the study consists of 60 head teachers and assistant head teachers who were selected using Kreejcie and Morgan table of sample size calculation. According to Kreejcie and Morgan (1970) table, the accessible population 20 respondents requires a sample size of 10 people. In all, 45 respondents were selected from the private primary schools and 15 from public primary schools from the Soa and Nkolfolou zones which constituted our accessible population.

Table 2: Sample size of the study

Schools	Respondents	Effective Respondents
Public	15	12
Private	45	38
Total	60	50

Source: fieldwork, May 2023.

Sample technique

Sampling technique is referred to the process of selecting a number of individuals from a population preferably in such a way that individuals are representative of the larger group from which they are selected (Amin, 2005). The researcher opted for a non-probability sample technique where the purposive or purposeful sample was used to select the participants. The sample was determined using snow ball, the researcher contacted one head teacher who linked the researcher to other head teachers based on the physical contact, the researcher chose to use the sample of the population. The purposive sampling technique was equally used to select respondents.

Sources of data

In the present study, data came from two principal sources; that is, the primary source and the secondary source of data.

Primary source of data in the study

The primary source refers to first-hand information collected by the researcher from the participants in the study. The primary data was collected from the field using a questionnaire of close ended questions, administered to the participants through the direct mode of delivery. The primary data are raw information which was collected from the various head teachers and assistant head teachers which constitutes the sample of the study. The primary data was essential for the present study since it permitted us to draw more informed conclusions as far as school community relationships is concern. The primary data serves as the main data on which decisions and conclusions were taken. The primary data was collected from the head

teachers and assistant head teachers in the Mefou and Afamba sub-division more precisely the Yaounde 2, Soa locality.

Secondary source of data in the study

The secondary data on its part are information gotten from books, artifacts, articles, journals, dissertations and thesis. According to Meriam (2009) in a study, a researcher has a lot of place to visit, articles and books to consult. When a researcher is in a library, each book is similar to the Anthropologist informant and the Sociologist Interviewee. The secondary data for the present study came from books, articles, journals, periodic reviews, dissertations, thesis, artifacts and magazines and newspaper. This permitted us to conduct a rich conceptual, empirical and theoretical review of literature.

Instruments of Data Collection

In every study, there is always an appropriate instrument which can be used to collect data from the participants. In quantitative research, a questionnaire is always advisable to be used since it permits to collect quantifiable data and to reach a larger size of the population contrary to the qualitative approach which instead use but interview either structured, unstructured or semi-structured to collect data. In the present study, a close ended questionnaire was used to collect data from the various head teachers and assistant head teachers. The choice of the questionnaire was simply because the researcher wanted to collect quantifiable data and also because it permitted us to cover the sample size with ease. The questionnaire was equally adopted for the present study because it allows us to generalize the results of the findings at the end of the study.

Description of the questionnaire

The instrument to be used in collection of data was questionnaire. The questionnaire was prepared using the five point Likert scale (always (A) Often (O) Sometime (St) Seldom (Sel) Never (N)). The items found on the questionnaire carried and adapted from literature on how community engagement determines the effectiveness of school administrators as seen from the review of related literature in chapter two of this study. The questionnaire is organized in four sets of items addressing the 4 different modalities of the role of school administrators in enhancing sustainable school community relationships. The various items in the questionnaire

are positively used statements relating to the research questions being addressed by a group of items. The respondents are expected to respond to each of the items by a bold tick (√) on the respond or Likert. The first part of the questionnaire known as the introductory part introduces the researcher, the school from which she comes from, the title of the dissertation and the objective of the study. This part equally guarantees the anonymity of participant`s identity and the confidentiality of the participant`s responses. The second part of the questionnaire was reserved to the independent variable. Here, the researcher asked questions on the reforms and evolution of education (Q1-Q5), the professional framework of school administrators (Q6-Q10), community collaboration (Q11-Q15) and the school culture (Q16-Q20). This part helps us to collect data on the role of school administrators in improving school community relationships. The third part of the questionnaire focused on the dependent variable (school community). This part ranges from Q21-Q25. Here, we collected data on knowledge on school community relationship from the participants. The last part, known as demographic information permitted us to collect data on participant`s personal information which ranges from Q26-Q30 on variables such as gender, age, years of experience, schools (public or private) status. The weighting of the questionnaire was done in such a way that always corresponded to 5 and never corresponded to 1.

In all, the questionnaire was made up of close ended statements whereby the participants had to choose his degree of agreement or disagreement with the statements. The questionnaire was delivered through the direct mode of delivery since the participants entered the answers by themselves. The questionnaire was equally used as the tool of data collection since the participants recorded the data directly on the questionnaire.

Validity of Instrument of Data Collection

Validity refers to the degree to which a value measure adequately and reflects the real meaning of the concept under consideration or investigation. There are different kinds of validity face validity, criterion validity, construct validity and content validity. Of particular importance in this study is face validity, content validity and construct validity.

After designing the questionnaire by the researcher, it was presented to classmates for preview. The amendments and criticisms suggested by peers was used to improve on the quality of the questionnaire before it was forwarded to the supervisor. After checking the face validity and corrections made, the researcher submitted a copy to the supervisor to check the content

validity by evaluation the content of questionnaires based on their relevance to variables and stated objectives and as well as on the demographic characteristics. All modifications were made and items established to have a match between content of instrument and objectives.

Reliability of the Instrument of Data Collection

Reliability refers to the extent to which the instrument measures that it was designed to measure consistently overtime (Amin, 2005).

To measure the stability or consistency of the instrument, a pilot test was carried out using four 10 copies of the questionnaire which was given to some head teachers who were not included in the sample process but had the same characteristics and features as the sample population. The process was meant to identify cases of ambiguity, bias, errors and other difficulties that the respondents could face in completing the questionnaire. The study was done mainly with the questionnaire to assess how effective and reliable the data collection instrument could be in terms of reliability. The results of the reliability test or the pilot study permitted us to carry out modifications and adjust the questionnaire so as to meet up the target objective of the study.

Conducting the fieldwork by the researcher

The method of data collection started with the designing of questionnaires strictly supervised by her supervisor. Then the researcher's supervisor gave her the approval to administer. Enough time was given to the respondents so as to avoid wrong answers maybe due to the unpreparedness of the respondents. Before giving out the questionnaires to the respondents to fill the researcher explained to them the purpose of the activity or study after which head teachers were then given the questionnaires to answer. This was done through face to face as most of the head teachers were in their offices. When the questionnaires were returned they were examined and analyzed.

Method of Data Analysis

The data collected from the field was first process using excel spread sheet whereby, all the participant's responses were key in, in accordance with each of the test items. During this process of data entering, the demographic information and the test items were coded with numbers to facilitate the data entering and the questionnaire were also assigned with serial numbers. The reason for coding and assigning each questionnaire a serial number was to ensure

that on the data base, one should easily trace the individual responses of participants and to ease verification in areas of uncertainty if they arise.

After the data was completely entered for all the participants, the data base was exported to SPSS version 25 for further consistency, data range and validation checks with the purpose to first identify invalid codes with the aid of exploratory statistics.

After the data was thoroughly checked for possible errors, the quantitative data were analyzed using the descriptive and inferential statistical tools. The descriptive statistical tools used are frequency count, percentage and multiple responses set which aimed at calculating the summary of findings for each variable where applicable.

Data preparation in which data was logged, checked for accuracy, and entered into the computer using SPSS, which is designed to analyse, display, and transform data (Trochim & Donnelly, 2007). Data organization was developed and documented in a database structure that integrates the various measures present in the data (Trochim & Donnelly, 2007).

Descriptive statistics

According to Muijs, (2004), a constant interest in data analysis is to efficiently describe and measure the strength of relationships between variables. In this regard, descriptive statistics describe such relationships. The descriptive statistics permitted us to have an overview of the participant`s responses.

Simple linear regression as a statistical test

To test the hypotheses of the study, the simple linear regression was used by the researcher as a statistical test for the testing of hypothesis of the study. The choice of the simple linear regression in this study was simply because of the objective of the study which is to examine the impact of the role of school administrators in enhancing sustainable school community relationships. The testing for normality assumption of every data is very important in order to avoid committing the type I or 2 hypothesis errors thereby using the right test.

The simple linear regression permitted us to test how reforms and evolution in education, professional framework of school administrators, community collaboration, and school culture influences school community relationships in primary schools in the Mefou and Afamba Division, more precisely in the Yaounde 2, Soa locality.

Ethical Consideration

A number of ethical issues were addressed to ensure the effectiveness and quality of the study. As such ethical standards were respected in collecting data from the participants, by explaining the importance and usefulness of the study and reasons why they should participate in the study. The participants were equally informed with the type of information needed from them, the essence of it how they are to answer and how the study directly or indirectly affected them. On the part of the researcher, ethical consideration was ensured to avoid bias in selecting participants as the study involved all head teachers in Mefou and Afamba, use the appropriate research method do correct reporting of finding without adulterating them and the appropriate use and management of the data collected.

Identification of variables in the study

In the present study, we have two principal variables; that is the independent and the dependent variables.

Dependent variable of the study

A dependent variable is also known as the effect variable or the criterion variable. The dependent variable is the result of something. That's why in a research the dependent variable is not manipulated. In the present study, the dependent variable is school community relationships.

Independent variable

An independent variable on the other hand is also known as the predictor variable or explanatory or causal variable. It is the one that influences the dependent variable and it is the presumed cause of the variation in the dependent variable. It thus explains or accounts for variation (s) in the dependent variable. The independent variable in this study is role of school administrators.

Figure 2: Identification of the variables and modalities of the study

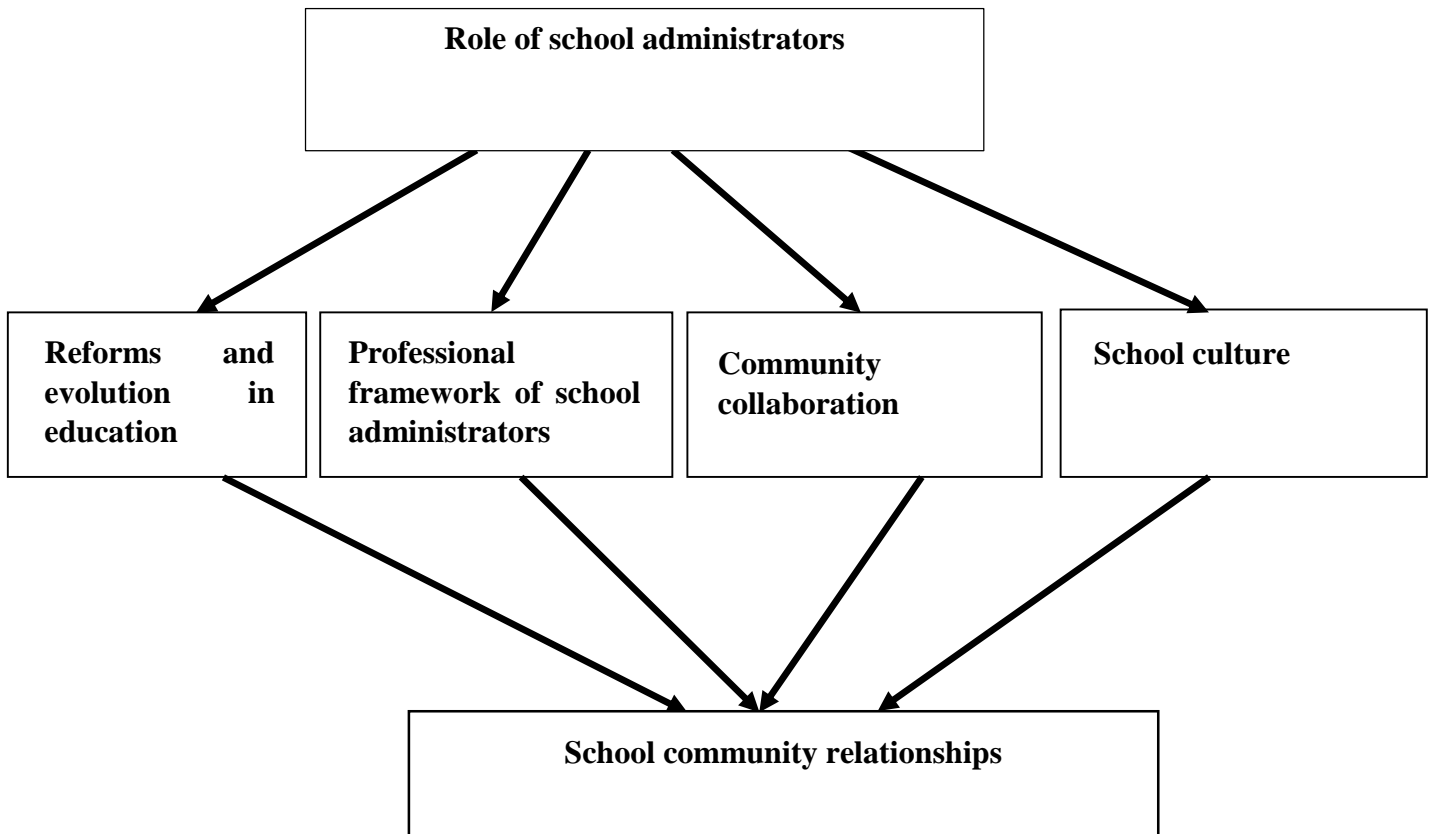


Table 3: Synoptic table of the variables, modalities, indicators and indices

General hypothesis	Specific hypothesis	Independent variable	Modalities	Indicators	Items	Dependent variable	Modalities	Items	Instrument of data collection	Method of data analysis
There exist a significant relationship between the role of school administrators and sustainable school community relationships in some selected primary schools in yaounde 2, Soa.	There exist a significant relationship between the reforms and evolution in education and the school community relationships	IV1	Reforms and evolution in education	Technological progress, new curriculum, skills, complex needs	Q1-Q5	School community relationships	Always, often, sometimes, seldom, never	Q21-Q25	Close ended question naire	Statistical data analysis techniques (Simple Linear Regression)
	The professional framework of school administrators significantly influence school community relationships in primary schools.	IV2	Professional framework of school administrators	Diversified vision, collaboration, sensitisation, participatory leadership, mediators	Q6-Q10		Always, often, sometimes, seldom, never.			
	Community collaboration significantly influence school community relationships.	IV3	Community collaboration	Working together, effective collaboration, support, recruitment of teachers, buildings	Q11-Q15		Always, often, sometimes, seldom, never.			
	School culture have a significant influence on the school community relationships in primary schools.	IV4	School culture	Societal norms and values, invitation of parents, participation in community meeting, involving local community leaders	Q16-Q20		Always, often, sometimes, seldom, never.			

Source: Researcher, 2023.

CHAPTER FOUR: PRESENTATION OF FINDINGS

The previous chapter explored the research methodology and procedures adopted by the researcher to collect and analyse data in the present study. Thanks to a close ended questionnaire of about 30 items, the data were analysed through the statistical package for service solutions (SPSS). The present chapter therefore focusses on the data analysis and presentation of the results of the findings of the study. In this chapter, we will present the differences between the respondents by considering the sample technics that have been used. It should be recalled that 50 people took part in this survey. The results will be presented in three parts. The first part here concerns the presentation of statistics related to socio demographic data, that is; presentation on respondent`s variables such as the age, gender, status, position, and school. The second part presents the descriptive statistics related to the variables. Here, data presented are based on the various modalities or sub-variables of the independent variable such as reforms and evolution in education, professional framework of school administrators, community collaboration and school culture as well as data on the dependent variable, that is; school community relationship. The third part presents the inferential statistics with hypothesis testing by using the simple linear regression. This consists of testing the degree of relationship which do exist between the independent and the dependent variables of the study. Hypothesis testing through the simple linear regression analysis permitted us to either accepts or rejects the hypotheses of the study.

Descriptive statistics

Data presentation starts with the descriptive statistics. The descriptive statistics in the present study focusses on the presentation of the respondent`s responses. The aim here was to see the number of times the respondents agree or disagree with the statements. The descriptive statistics permitted us to come out with the frequencies distribution of participant`s responses. The descriptive statistics begins with the presentation of data related to the socio-demographic information of the participants. It was thus, important to know the participant`s background so as to be objective in our judgements and conclusions.

Presentation of socio-demographic data

Here, data presented are on variables such as age, gender, status, positions, grade and school.

Table 4: Gender of the participants in the study

Gender

		Frequency	Percentage
	Male	25	50.0%
	Female	25	50.0%
	Total	50	100. 0%

Source: *Data from the field 2023*

The table four above presents data on the respondent`s gender. Over the 50 persons who responded to the questionnaire, 25 were males (50%) and 25 were females (50%) as presented in the table above. This both includes the head teachers and assistant head teachers from both the public and private primary schools in the Mefou and Afamba Division, more precisely the Yaounde 2 locality, Soa.

Table 5: Age of participants

		Frequency	Percentage
	30-35	16	32,0
	36-40	22	44,0
	41-45	12	24,0
	Total	50	100,0

Source: *Data from the field*

The table above presents the data on the participant`s age. From the table, the results show that the age of 16 participants is between 30-35 years, with a percentage of 32%, the age of 22 participants is between 36-40 years, with a percentage of 44% and finally 12 participants are between 41-45 years with a percentage of 24%. This shows that a good number of our participants in the study were mature individuals who have experiences as teacher, assistant head teacher and head teacher. A smaller portion of our population were above 40s, and some participants (32%) were in between 30 to 35 years. So the participants in a general manner were all experience in one way or the other either as a head teacher or as assistant head teacher.

Table 6: Grade of the participants

		Frequency	Percentage
	Head teacher	27	54.0
	Assistant head teacher	23	46.0
	Total	50	100.0

Source: Data from the field

The table above provides the data on the grade of the participants in the study. The results of this table show that 27 participants are head teachers with a percentage of 54%, and 23 respondents are assistant head with a percentage of 46%. These findings reveal that majority of the participants were individuals who are directly involved in the school community relationships. They are the individuals who have the obligation to enhance school community relationships. Beside the head teachers, a percentage of 46, corresponding to 23 participants were assistant head teachers who are equally tasked with the obligation of ensuring sustainable school community relationships.

In all, concerning the background of the participants, 25 (50%) were male and 25 (50%) were female, in terms of age, we have three groups, that is; 16 participants (32%) were in between 30-35 years old, 22 participants (44%) were in between 36-40 years of age while 12 participants (24%) were in between 41-45 years of age.

Descriptive statistics of the data related to the different modalities of the study

The above part presents the data and findings on the participant`s socio demographic information or the background information. This part presents the data and findings on the various modalities of the independent variable. The aim here will be to present the data thematically according to the variables of the study which are: reform and evolution in educational system, professional framework of school administrators, community collaboration and school culture. It will be for us to see the level of agreement and disagreement of the participants to the various items of each of the modalities.

Presentation of the data according to reform and evolution in educational system

The table 7 below presents the data and findings on the reforms and evolution in the educational system in relation to school community relationships. The data reveal the participant`s views

on how the reforms and evolution in education have enhance school community relationships in Cameroon, especially in the Mefou and Afamba Division (Yaounde 2, Soa).

Table 7: Descriptive statistics on reforms and evolution in education

Descriptive Statistics													
Items	Almost always		Often		Sometim es		Seldom		Never		X	Std Deviation	
	f	%	f	%	f	%	f	%	f	%			
Technological progress has led to a transit to new generation.	34	68%	10	20%	5	10%	0	0%	1	2%	1.48	.838	
The new curriculum and competency-based approach in schools have produce a new generation.	11	22%	30	60%	6	12%	3	6%	0	0%	2.02	.769	
There is a change in the attitude aptitude and competencies of schools following the competences base approach.	11	22%	13	26%	23	46%	3	6%	0	0%	2.36	.898	
To cope with changing times school administrators, display new and diversified skills	8	16%	19	38%	15	30%	8	16%	0	0%	2.46	.952	
Society's expectations of the school are becoming increasingly complex and pressing.	9	18%	23	46%	11	22%	6	12%	1	2%	2.34	.981	
Less successful schools are subject to pressure to adapt and change.	10	20%	17	34%	16	32%	7	14%	0	0%	2.40	.968	
The pressure is not always matched by real opportunities for teachers and school administrators to take action.	39	78%	5	10%	4	8%	2	4%	0	0%	1.38	.805	
There is an increasing awareness that in a situation of diversity of contexts and resources.	2	4%	32	64%	13	26%	3	6%	0	0%	2.34	.658	
The application of uniform rules and rigid standards leads to increased inefficiency and the maintaining of unfair situations.	10	20%	18	36%	16	32%	2	4%	4	8%	2.44	1.109	
Schools work in concert to solve challenging problems of the community.	16	32%	14	28%	9	18%	11	22%	0	0%	2.30	1.147	
N valid (list wise)	50										2.1	0.9128	

Source: field work, 2023.

The table above presents the data on the reforms and evolution in the educational system. The first item which is technological progress has led to transit to new generation, 34 participants (68%) said always, 10 participants (20%) said often, 5 participants (10%) said sometimes. Zero participant (0%) said seldom while 1 participant (2%) said never to the fact that technological progress has led to the transit to the new generation. In the second item, which states that The new curriculum and competency-based approach in schools have produce a new generation, 11 participants (22%) said always, 30 participants (60%) said often, 6 participants (12%) said sometimes and 3 participants (6%) said seldom. In the third item which states that there is a change in the attitude aptitude and competencies of schools following the competences base approach, 11 participants (22%) said always, 13 participants (26%) said often, 23 participants (46%) said sometimes, while 3 participants (6%) said seldom to the statement. In the fourth item, 8 participants (16%) said always, 19 participants (38%) said often, 15 participants (30%) said sometimes and 8 participants (16%) said seldom to the fact that coping with changing times required school administrators to display new and diversified skills. In the fifth item, 9 participants (18%) said always, 23 participants (46%) said often, 11 participants (22%) said sometimes, 6 participants (12%) said seldom while 1 participant (2%) said never to the statement. In the sixth item, 10 participants (20%) said always, 17 of them (34%) said often, 16 of them (32%) said sometimes and 7 of them (14%) said seldom to the statement. In the seventh item, 39 of the participants (78%) said always, 5 of them (10%) said often, 4 of them (8%) said sometimes while 2 of them (4%) said seldom to the statement. In the eighth item, 2 of the participants (2%) said always, 32 of them (64%) said often, 13 of them (26%) said sometimes, while 3 of them (6%) said seldom to the statement. In the ninth item, the findings reveal that 10 participants (20%) said always, 18 of them (36%) said often, 16 of them (32%) said sometimes, 2 of them (4%) said seldom while 4 of them (8%) said never to the statement. In the tenth and the last item on the reforms and evolution in education, 16 (32%) of the participants said always, 14 of them (28%) said often, 9 of them (18%) said sometimes, 11 of them (22%) said seldom while zero participant (0%) said never to the statement.

The table above shows that the influence of reform and evolution in educational system is low ($m=2.152$, $SD=.912888$). Among the 10 items that were designed to measure the influence of reform and evolution in educational system, none of the elements has a mean of 3 which is the cut-off mean. Basing on this findings, it is clear that reforms and evolution in

the field of education over the past years has a considerable influence on school community relationships in Cameroon in general and the Mefou and Afamba sub-division in particular.

Presentation of the data according to professional framework of school administrators

The table below presents the data on the findings related to the professional framework of the school administrators. In all, 10 items were designed to measure the impact of school administrator`s professional framework on the sustainable school community relationships.

Table 8: Descriptive statistics on professional framework of school administrators

Descriptive Statistics													
Items	Almost always		Often		sometimes		Seldom		Never		X	Std Deviation	
	f	%	f	%	f	%	f	%	f	%			
This vision of the school administrators is the more diversified where school administrator continues teaching in the schools, they manage	16	32%	14	28%	9	18%	11	22%	0	0%	1.76	.770	
Where the school is seen as an administrative unit, the Head teacher is a functionary of authority.	21	42%	21	42%	7	14%	1	2%	0	0%	1.96	.781	
Where it is seen as an enterprise, the Head teacher is a manager.	15	30%	23	46%	11	22%	1	2%	0	0%	2.36	.984	
Where it is a collegiate organization, the Head teacher is a leader or facilitator.	13	26%	11	22%	21	42%	5	10%	0	0%	2.44	1.127	
Societal problems do not stop at the school gate and school administrators are faced with outbursts of violence.	12	24%	16	32%	11	22%	10	20%	1	2%	2.22	1.015	
The antisocial behaviour by young people are solve by school administrator.	16	32%	11	22%	20	40%	2	4%	1	2%	2.36	.942	
School administrator act as mediators between parents on the outside of the school and teachers on the inside.	15	30%	13	26%	15	30%	7	14%	0	0%	2.28	1.050	
They are referees in conflicts that may arise within the school itself.	13	26%	12	24%	17	34%	8	16%	0	0%	2.40	1.049	
As leaders of teaching, they persuade professionals to work together	15	30%	17	34%	15	30%	3	6%	0	0%	2.12	.917	
The school administrator leads a process of change that sustainably involves the participation of all members of an educational community.	15	30%	18	36%	13	26%	4	8%	0	0%	2.12	.939	
N valid (list wise)	50										2.2	0.9581	

Source: field work, 2023.

The data on the above table presents the findings on the impact of the professional framework of school administrators on school community relationships. In the first item from the professional framework of school administrators, 16 of the participants (32%) said always, 14 of them (28%) said often, 9 of them (18%) said sometimes, while 11 (22%) of the participants said seldom to the statement. In the second item, 21 of the participants (42%) said always, 21 of them (42%) said often, 7 of them (14%) said sometimes, while 1 participant (2%) said seldom to the statement. In the third item, 15 of the participant (30%) said always, 23 of them (46%) said often, 11 of them (22%) said sometimes, while 1 of the participant (2%) said seldom to the statement. In the fourth item, 13 of the participants (26%) said always, 11 of them (22%) said often, 21 of the (42%) said sometimes while 5 of the participants (10%) said seldom to the statement. In the fifth item, 12 of the participants (24%) said always, 16 of them (32%) said often, 11 of them (22%) said sometimes, 10 of them (20%) said seldom and 1 of the participant (2%) said never to the statement. In the sixth item, 16 of the participants (32%) said always, 11 of them (22%) said often, 20 of them (40%) said sometimes, 2 of them (4%) said seldom and 1 of the participant (2%) said never. In the seventh item, 15 of the participants (30%) said always, 13 (26%) of them said often, 15 of them (30%) said sometimes and 7 of them (14%) said never to the statement. In the eighth item, 13 of the participants (26%) said always, 12 of them (24%) said often, 17 of them (34%) said sometimes, while 8 of them (16%) said never. In the ninth item, 15 of the participants (30%) said always, 17 of them (34%) said often, 15 of them (30%) said sometimes, while 3 of the participant (6%) said seldom to the statement. In the tenth and the final item on school administrator`s professional framework, 15 of the participants (30%) said always, 18 of them (36%) said often, 13 of them (26%) said sometimes, while 4 of the participants (8%) said never to the statement.

The table above shows that the influence of professional framework of school administrators is low ($m=2.202$, $SD=0.958128$). Among the 10 items that were designed to measure the influence professional framework of school administrators, none of the elements has a mean of 3 which is the cut-off mean.

Presentation of the data according to community collaboration

The table under presents the results of the findings on community collaboration in relation to school community relationships. Six items were designed to measure this relationship and the results obtained are presented in the table below.

Table 9: Descriptive statistics on community collaboration

Descriptive Statistics													
Items	Almost always		Often		sometimes		Seldom		Never		X	Std Deviation	
	f	%	f	%	f	%	f	%	f	%			
Schools leverage their position in the community to work together with other community members, for the benefit of all	28	56%	17	34%	4	8%	1	2%	/		1.56	.732	
Effective collaboration provides opportunities for schools to develop a better understanding of their broader community and to build strong relationships within their local context	18	36%	23	46%	9	18%	/		/		1.82	.719	
Collaboration can help address external issues to the school and better support students' wellbeing and ability to come to school ready and able to learn.	18	36%	12	24%	19	38%	/		/		2.06	.912	
Community members and organisations offer unique knowledge and expertise that schools can use to enhance student wellbeing and make learning more authentic and connected.	13	26%	12	24%	13	26%	12	24%	/		2.48	1.129	
Schools create clarity around roles and responsibilities in the relationships it forms with community organisations and groups	10	20%	15	30%	19	38%	6	12%	/		2.42	.949	
The community do support schools in areas such as drug education, anti-bullying, civic responsibility and the development of social skills.	9	18%	17	34%	16	32%	7	14%	1	2%	2.48	1.014	
N valid (list wise)	50												

Source: field work, 2023.

The table above presents the data on the influence of community collaboration on school community relationships in the Mefou and Afamba Division. In all, six items were designed to measure the impact of community collaboration on school community relationships. As such, in the first item under community collaboration, 28 participants (56%) said always, 17 of them (34%) said often, 4 of them (8%) said sometimes, while one of the participant (2%) said seldom to the statement. In the second item, 18 (36%) of the participants said always, 23 (46%) of them said often, 9 (18%) of the participants said sometimes to the statement. In the third item, 18 participants (36%) in the study said always, 12 of them (24%) said often, and 19 of the participants (38%) said sometimes to the statement. In the fourth item under community collaboration, 13 of the participants (26%) said always, 12 of them (24%) said often, 13 of them (26%) said sometimes while 12 of the participants (24%) said seldom to the statement. In the fifth item, 10 of the participants (20%) said always, 15 of them (30%) said often, 19 of them (38%) said sometimes while 6 of the participants (12%) said seldom on the statement. In the last item under community collaboration, 9 participants (18%) said always, 17 of them (34%) said often, 16 of them (32%) said sometimes, 7 of them (14%) said seldom while 1 of the participant (2%) said never.

The table above shows that the influence of community collaboration is low ($m=2.5962$, $SD=.80424$). Among the 6 items that were designed to measure the influence community collaboration, none of the elements has a mean of 3 which is the cut-off mean.

Presentation of the data according to school culture

The table below presents the results of the findings of school culture in relation to the school community relationships. Six items were designed to measure the relationship between the two variables and the results are as follows.

Table 10: Descriptive statistics on school culture

Descriptive Statistics													
Items	Almost always		Often		sometimes		Seldom		Never		X	Std Deviation	
	f	%	f	%	f	%	F	%	f	%			
School administrators nurture cultures and values that respect differences amongst the whole school	32	64%	10	20%	7	14%	1	2%	/		1.54	.813	
School administrators provide opportunities are given for parents and community members to participate in school activities	12	24%	24	48%	13	26%	/		1	2%	2.08	.829	
Parent and community participation in student learning and the school community are acknowledged and recognised	9	18%	18	36%	19	38%	4	8%	/		2.36	.875	
schools celebrate significant cultural days and events reflective of the broader community values	14	28%	14	28%	11	22%	11	22%	/		2.38	1.122	
School administrators collaborate with staff to build a mutually relationships between the school community and the teaching staff.	13	26%	19	38%	17	34%	1	2%	/		2.12	.824	
The school administrator seeks advice from the community about the kind of school events and activities they value.	6	12%	12	24%	13	26%	6	12%	13	26%	3.16	1.375	
N valid (list wise)	50												

Source: field work, 2023.

The table above presents the data on the impact of school culture on the school community relationships in public and private primary schools of the Mefou and Afamba Division. Six items were designed to measure this. As such, in the first item, it is revealed that 32 of the participants (64%) said always, 10 of them (20%) said often, 7 of them (14%) said sometimes, and 1 of the participant (2%) said seldom to the statement. In the second item, 12 of the participants (24%) said always, 24 of them (48%) said often, 13 of them (26%) said sometimes, none of them said seldom while 1 of the participant (2%) of the participant said never to the statement. In the third item, 9 of the participant (18%) said always, 18 of them (36%) said often, 19 of them (38%) said sometimes, while 4 of the participants (8%) said seldom to the statement. In the fourth item, 14 of the participants (28%) said always, 14 of them (28%) said often, 11 of them (22%) said sometimes, and 11 of the participants (22%) said seldom to the statement. In the fifth item, 13 of the participants (26%) said always, 19 of them (38%) said often, 17 of them (34%) said sometimes, while 1 of the participant (2%) said seldom to the statement. In the last item under school culture, 6 (12%) of the participants said always, 12 (24%) of them said often, 13 (26%) of them said sometimes, 6 (12%) of them said seldom while 13(26%) of the participants said never.

The table above shows that the influence of school culture is low ($m=2.5962$, $SD=.80424$). Among the 6 items that were designed to measure the school culture, none of the elements has a mean of 3 which is the cut-off mean.

Presentation of data on school community relationships

The table below presents descriptive statistics data on the school community relationships in the Mefou and Afamba Division.

Table 11: Descriptive statistics on school community relationships

Descriptive Statistics												
Items	Almost always		Often		Sometimes		Seldom		Never		X	Std Deviation
	f	%	f	%	f	%	f	%	f	%		
The members of the school staff respect their selves each other in school	6	12%	29	58%	15	30%	/	/	/	/	2.18	.628
School administrators provide well-being, good will and loyalty to the teaching staff	7	14%	25	50%	18	36%	/	/	/	/	2.22	.678
The school always make sure that it respects the rules of the community where it is located	15	30%	18	36%	16	32%	1	2%	/	/	2.06	.842
School always promote collaboration among both the teachers and learners of different communities	18	36%	26	52%	5	10%	1	2%	/	/	2.25	.708
School staff collaborate together to build a mutually relationships between the school community and the learners.	30	60%	16	32%	4	8%	/	/	/	/	2.48	.646
N valid (list wise)	50										2.3	0.7010

Source: field work, 2023.

The table above reveals the results of the findings of the study in relation to the dependent variable of the study. This part presents the data on school community relationships. In all, five items were designed to measure school community relationships. As such, in the first item, 6(12%) of the participants said always to the statement, 29 of the participants (58%) said often to the statement, 15 of the participants (30%) said sometimes to the statement. In the second item, 7 of the participants (14%) said always, 25 of the participants (50%) said often to the statement, while 18 of the participants (38%) said sometimes. In the first two items, none of the participants said seldom or never to the statements. In the third item, 15 of the participants

(30%) said always to the statement, 18 of the participants (36%) said often to the statement, 16 of the participants (32%) said sometimes to the statement, while 1 of the participant (2%) said seldom to the statement. In the fourth item, 18 of the participants (36%) said always to the statement, 26 of the participants (52%) said often to the statement, 5 of the participants (10%) said sometimes while 1 of the participant (2%) said never to the statement. In the fifth and final item under school community relationships, 30 of the participants (60%) said always to the statement, 16 of the participants (32%) said often to the statement, while 4 of the participants (8%) said sometimes. In all, none of the participants said never to the items under school community relationships.

The table above provide the descriptive statistics related to the dependent variable. It shows that school community relations are low ($M=1.994$, $SD=0,701094$). Among the 5 items that were designed to measure school community relations, none of the elements has a mean of 3 which is the cut-off mean.

Inferential Statistics

In this section of the work, we are going to demonstrate if the dependent variable of the study exerts an effect on the dependent variable. To do this, we will perform a hypothesis test. The two variables of the study being the role of school administrators and community relationship. In order to verify the effect exerted by the role of school administrators and community relationship, the null hypothesis and the alternative hypothesis are formulated.

H₀: There exists a significant relationship between the role of administrators and school community relationship in primary schools in the Mefou and Afamba Division.

H_a: There exists no significant relationship between the role of school administrators and school community relationships in primary schools in the Mefou and Afamba Division.

Effect of reform and evolution in educational system on community relationships

To understand the effect of reform and evolution in educational system on community relationship, we first of all formulates the null and the alternative hypothesis.

H₀: Reforms and evolution in educational system doesn't significantly influence school community relationships in primary schools in the Mefou and Afamba Division.

H_a: Reforms and evolution in educational system significantly influence school community relationships in primary schools in the Mefou and Afamba Division.

All the tables below present the linear regression test that was carried out to understand the effect of personal factors on academic success. The synthesis and interpretation of the data in these tables is presented as follows.

Table 12: Model summary

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the estimation
1	.342 ^a	.117	.099	.42032
a. predictor: reforms and evolution				
b. constant: School community relationships				

The independent variable studied, explain that school community relations is influenced by 11.7% by the independent variable, as represented by the **R²** in the table above. This indicate that reform and evolution in educational system has a weak influence on school community relations and **88.3%** of reform and evolution in educational system is influenced by other factors.

Table 13: Analysis of variance

ANOVA ^a						
Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	1.123	1	1.123	6.357	.015 ^b
	Residual	8.480	48	177		
	Total	9.603	49			
a. Predictors : Reforms and evolution						
b. Constant: school community relationships						

The analysis of variance (ANOVA) was used to check the significant level. A significant regression equation was obtained as $(F(1, 48) = 6,357 P < 0.05)$. The p-value obtained indicated that there was a statistically significant influence of reform and evolution in educational system on school community relationship. The result above reveals that reform and evolution in educational system is a strong predictor of school community relationship because they are linearly related.

Table 14: Coefficients table

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.195	0.303		3.942	0.000
	REESMEAN	0.348	0.138	0.342	2.521	0.015
a. predictor: reforms and evolution						
b. constant: school community relationships						

The simple linear regression model indicates that the independent variable (reform and evolution in educational system) had a positive β coefficient. According to the regression equation established, reform and evolution in educational system at a constant of zero, school community relation will be 1.195. The findings also reveal that every unit increase in reform and evolution in educational system will lead to a 0.348 increase in school community relation. At 5% level of significance and 95% level of confidence competence had a 0.000 level of significance, which means it has significance influence on, school community relationships in primary schools in the Mefou and Afamba Division.

Effect of professional framework of school administrators

To understand the effect of professional framework of school administrators on community relationship, we first of all formulate the null and the alternative hypothesis.

H0: Professional framework of school administrators doesn't significantly influence school community relationships in primary schools in the Mefou and Afamba Division.

Ha: Professional framework of school administrator significantly influence sustainable school community relationships in primary schools in the Mefou and Afamba Division.

All the tables below present the linear regression test that was carried out to understand the effect of professional framework of school administrators on school community relations. The synthesis and interpretation of the data in these tables is presented as follows.

Table 15: Model summary

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the estimation
1	0.369 ^a	0.136	0.118	0.41566
a. Predictor: PFSA				
b. constant: SCRs				

The independent variable studied, explain that school community relations is influenced by 13.6% by the independent variable, as represented by the **R²** in the table above. This indicate that professional framework of school administrators has an influence on school community relations and **86.4%** of professional framework of school administrators is influenced by other factors.

Table 16: Analysis of variance table

ANOVA ^a						
Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	1.310	1	1.310	7.582	.008 ^b
	Residual	8.293	48	173		
	Total	9.603	49			
a. predictor: PFSA						
b. Constant: SCRs						

The analysis of variance (ANOVA) was used to check the significant level. A significant regression equation was obtained as $(F(1,48) = 7.582, P < 0.05)$. The p-value obtained indicated that there was a statistically significant influence of professional framework of school administrators on school community relationship. The result above reveals that professional framework of school administrators is a strong predictor of school community relationship because they are linearly related.

Table 17: Table of coefficients

Coefficients^a						
Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.092	0.315		3.467	0.001
	REESMEA	0.387	0.141	0.369	2.754	0.008
	N					
a. Predictor: PFSA						
b. Constant: SCRs						

The simple linear regression model indicates that the independent variable (professional framework of school administrators) had a positive β coefficient. According to the regression equation established, professional framework of school administrators at a constant of zero, school community relation will be 1.092. The findings also reveal that every unit increase in professional framework of school administrators will lead to a 0.387 increase in school community relation. At 5% level of significance and 95% level of confidence competence had a 0.000 level of significance, which means it has significance influence on school community relation

Effect of community collaboration

To understand the effect of community collaboration on school community relationship, we first of all formulate the null and the alternative hypothesis.

H0: community collaboration doesn't significantly influence school community relationships in primary schools in the Mefou and Afamba Division.

Ha: community collaboration significantly influences sustainable school community relationships in primary schools in the Mefou and Afamba Division.

All the tables below present the linear regression test that was carried out to understand the effect of community collaboration on school community relationship. The synthesis and interpretation of the data in these tables is presented as follows.

Table 18: Model summary

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the estimation
1	0.332 ^a	0.110	0.092	0.42194
a. Predictor: Community collaboration				
b. constant: School community relationships				

The independent variable studied, explain that school community relations is influenced by 11% by the independent variable, as represented by the **R²** in the table above. This indicate that community collaboration has a weak influence on school community relations and **88%** of community collaboration is influenced by other factors.

Table 19: Analysis of variance table

ANOVA ^a						
Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	1.058	1	1.058	5.941	.019 ^b
	Residual	8.546	48	.178		
	Total	9.603	49			
a. Predictors: Community collaboration						
b. Constant: SCRs						

The analysis of variance (ANOVA) was used to check the significant level. A significant regression equation was obtained as $(F(1, 48) = 5,941 P < 0.05)$. The p-value obtained indicated that there was a statistically significant influence of community collaboration on school community relationship. The result above reveals that community collaboration is a strong predictor of school community relationship because they are linearly related.

Table 20: Table of coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.249	0.292		4.283	0.000
	REESMEAN	0.325	0.134	0.332	2.437	0.019
a. Dependent Variable : SCRMEAN						

The simple linear regression model indicates that the independent variable (community collaboration) had a positive β coefficient. According to the regression equation established, reform and evolution in educational system at a constant of zero, school community relation will be 1.249. The findings also reveal that every unit increase in community collaboration will lead to a 0.325 increase in school community relation. At 5% level of significance and 95% level of confidence competence had a 0.000 level of significance, which means it has significance influence on school community relation

Effect of school culture

To understand the effect of school culture on community relationship, we first of all formulate the null and the alternative hypothesis.

H₀: school culture doesn't significantly influence sustainable school community relationships in primary schools in the Mefou and Afamba Division.

H_a: School culture significantly influence sustainable school community relationships in primary schools in the Mefou and Afamba Division.

All the tables below present the linear regression test that was carried out to understand the effect of school culture on school community relations. The synthesis and interpretation of the data in these tables is presented as follows.

Table 21: Model summary

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the estimation
1	0.289 ^a	0.083	0.064	0.42825
a. Predictor : (constant), SCMEAN				

The independent variable studied, explain that school community relations is influenced by 8.3% by the independent variable, as represented by the **R²** in the table above. This indicate that school culture has a weak influence on school community relations and **91.7%** of reform and evolution in educational system is influenced by other factors.

Table 22: Table of analysis of variance

ANOVA ^a						
Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	0.800	1	0.800	4.363	0.002 ^b
	Residual	8.803	48	0.183		
	Total	9.603	49			
a. Dependent Variable : SCRMEAN						
b. Predictors : (Constant), SCMEAN						

The analysis of variance (ANOVA) was used to check the significant level. A significant regression equation was obtained as $(F(1, 48) = 4,363 P < 0.042)$. The p-value obtained indicated that there was a statistically significant influence of school culture on school community relationship. The result above reveals that school culture of school community relationship because they are linearly related.

Table 23: Table of coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.393	0.271		5.141	0.000
	REESMEAN	0.243	0.116	0.289	2.089	0.002
a. Dependent Variable : MEAN						

The simple linear regression model indicates that the independent variable (school culture) had a positive β coefficient. According to the regression equation established, school culture at a constant of zero, school community relation will be 1.393. The findings also reveal that every unit increase in school culture will lead to a 0.243 increase in school community relation. At

5% level of significance and 95% level of confidence competence had a 0.000 level of significance, which means it has significance influence on school community relation.

Interpretation of the results of the findings of the study

Interpretation of the results of the findings in the present study consists of confirming our research hypotheses of the study. Here, the researcher largely focusses on the reporting of the results by making use of the various specific hypotheses of the study. The interpretation permits us to report and also explain the results basing on our own understanding of the phenomenon.

Reforms and evolution in education influence school community relationships in primary schools in the Mefou and Afamba Division

Through the simple linear regression, the model summary for coefficients indicates that the independent variable (reforms and evolution in education) had a positive β coefficient. According to the regression equation established for the study, reform and evolution in educational system at a constant of zero, school community relationships will increase. The findings equally reveal that every unit increase in reform and evolution in educational system will lead to an increase in school community relationships.

The findings equally reveal that the analysis of variance of the present research hypothesis, was used to check the significant level of the relationship between the independent and the dependent variables. In this light, a significant regression equation was obtained. The P. value obtained indicated that there was a statistically significant influence of reforms and evolution in the educational system on sustainable school community relationships. This result therefore means that reforms and evolution in the educational system is a strong predictor of school community relationships since they are linearly related. This means that any change in the reforms and evolution in education will automatically affects school community relationships in primary schools in Cameroon.

The results of the findings further reveal that, basing on the model summary table, the independent variable studied (reforms and evolution in education) explains that school community relationship is influenced reforms and evolution in education.

Basing from the results obtained from the model summary, the analysis of variance and coefficients, it is crystal clear that reforms and evolution in the educational system has a

significant effect on the sustainable school community relationships in primary schools in the Mefou and Afamba Division. This is so because reforms and evolution in education are governmental initiatives whereby the government through its policies seeks to improve the quality of education. In Cameroon, over the past years, starting from the period of independence till today, the educational system has greatly evolved. The shift from the federated states in the 1970s to the unitary states in the end 1970s considerably affected the educational system. Similarly, the number of educational reforms initiated since the early 1990s till date, has in larger been directed towards improving school community engagement, participation and relationships/partnerships. The desire to engage the community in the management of the school affairs has always been one of the key preoccupation of the Head of State, President Paul Biya. In a number of his new year speeches addressed to all the Cameroonians both within and without, the president has always expressed his desires to involve parents, stakeholders and communities in the management of school affairs. This is because the school is in a community and thus full participation of the community in the running of the school affairs thus appears to be indispensable. Over the past years, community participation has been very visible in the educational system. The law of 1990 laying down the foundation for the creation, declaration and existence of associations of any kind in Cameroon reinforced the existence of the parent's teachers' association. Schools in the urban areas as well as in the hinterland of the country benefit from the donations of this association. So, it is very clear that reforms and evolution in the educational system has significantly improve school community relationships in Cameroon.

Professional framework of school administrators affects sustainable school community relationships in primary schools Mefou and Afamba Division

Professional framework of school administrators is said to be a key factor in school and community relationships in primary schools. Basing on the results obtained through the simple linear regression analysis on the second hypothesis of the study, the simple linear regression model indicates that the independent variable (professional framework of school administrators) had a positive β coefficient. According to the regression equation established, through the model summary, the Analysis of variance and the coefficients value, its therefore revealed that professional framework of school administrators has a significant effect on sustainable school and community relationships in primary schools in Yaounde II localities.

As recapitulation of the results obtained from the model summary, analysis of variance and analysis of coefficients, we can deduce that professional framework of school administrators significantly influence the sustainable school community relationships in primary schools in the Mefou and Afamba Division. Professional framework of school administrators are the practices a head teacher carries out in school so as to enhance a good school community relationship. Head teacher`s attitudes and practices in primary schools in Cameroon account for the type of relationship which do exist between the school and the community in which the school is located. Head teachers are the highest authority in a school. As a result, he or she has the responsibility to ensure the smooth functioning of the school. In this light, school administrators besides their daily task of ensuring the management and the running of the school in all its facets, have another burden which is that of ensuring a cordial, prosperous and industrious relationships between the school and the community in which it is found. This consist of making sure that parents, community and stakeholders are involved in the running of the school activities. This is because the community has a role to play in the growth and the development of the school as an institution. Away from the fact that the school is located in the community, the community contribute in the growth and development of the school by either providing finances to fund the school activities, provides finances to settle the salary of part time teachers, construction and equipment of classrooms, buildings, offices and also multi-media halls and libraries.

The contribution of the community in the achievement of the school objectives and the overall educational objectives is very imminent. The school community relationships therefore appear to be key factor for the success of the school. The school administrators are thus, required to organise sensitisation campaigns so as to raise awareness regarding the community participation in school activities. The school administrators are required to make use of participative, transformational or democratic leadership style intended to involve the community in the running of the school affairs. The school administrators are required to constantly invite parents in schools. This invitation will permit the head teachers to expose the community to the realities of the school milieu, expose the problems and challenges they faced and seek for community participation to solve the problems. Again, the school administrators as part of their professional framework are required to look into it that the community is actively involved and interested in the management of the school affairs. In order to achievement, it is thus, advisable for head teachers and administrators to always seek the views of the local community heads and elites each time an important decision concerning the well-

being of the school is to be made. it is necessary to consult the parents, community heads, local community and community elites before taking a decision because they are individuals that their initiative can affect the school.

Community collaboration influences sustainable school community relationships in primary schools in the Mefou and Afamba Division

The results of the findings obtained from the simple linear regression model indicates that the independent variable (community collaboration) had a positive β coefficient. According to the regression equation established, the model summary, the ANOVA and the coefficients value all revealed a strong and positive relationships between community collaboration and sustainable school/community relationships. This thus, indicates that community collaboration has a significant effect on sustainable school and community relationships in the primary schools in the Mefou and Afamba division

The recapitulation of the results of the findings obtained from the model summary, the analysis of variance (ANOVA) and the analysis of coefficients as presented above indicates that community collaboration is a strong predictor of a sustainable school community relationships. Community collaboration is simply the participation of the community in the running of the school affairs. A school is not an independent entity in the society. Achieving the overall performance of the school requires a close collaboration with the community. Because of this, the community therefore through the community collaboration are tasked with the obligations to enhance the growth of the school.

Over the past years, community collaboration in all its facets is seen as an indispensable tool in achieving the school objectives as well as the overall objectives of the educational. The school is found in a community which has its own norms and values away from general norms and values. It therefore becomes an imperative for the school to adapt to the community and society norms in order to ensure close collaboration. It has been observed that in a number of studies, schools in the hinterland are in larger part funded by the local community leaders, private stakeholders and local elites. As such ensuring effective community collaboration thus, appear to be a positive predictor of a sustainable school community relationship. This initiative is not only common to African countries as it is equally visible in a good number of European countries.

School culture influence sustainable school community relationships in primary schools in the Mefou and Afamba Division

The result of the findings obtained from the simple linear regression model indicates that the independent variable (school culture) had a positive β coefficient. According to the regression

equation established, school culture at a constant of zero, school community relationships will be 1.393. The findings also reveal that every unit increase in school culture will lead to a 0.243 increase in school community relationships. At 5% level of significance and 95% level of confidence competence had a 0.000 level of significance, which means school culture has a significant influence on school community relationships.

The analysis of variance (ANOVA) was used to check the significant level. A significant regression equation was obtained as $(F(1, 48) = 4,363 P < 0.042)$. The p-value obtained indicated that there was a statistically significant influence of school culture on school community relationship. The result above reveals that school culture of school community relationship because they are linearly related. The linearity in the relationship is seen in the fact that a change in the school culture will deliberately affect the sustainable school community relationships in primary schools in the Mefou and Afamba Division of the centre region of Cameroon.

The independent variable studied, explain that school community relations is influenced by 8.3% by the independent variable, as represented by the **R²** in the table 21 above. This indicate that school culture has a weak influence on school community relations and **91.7%** of reform and evolution in educational system is influenced by other factors.

School culture refers to the identity, habits and ways of doing a school develop in the course of time. The school culture is a strong determinant of school community relationships. This is because the initiatives and habits develop in school significantly affects the interactions between the school and the community. School culture as a determinant of school community relationships entails the head teacher and all those involve in the running of the school affairs to develop a habits which is not only favourable to the school environment but equally and most importantly to the community. This is because as earlier said above, school administrators have the obligations to ensure school community relationships by initiating activities and developing habits which are indispensable for the success of the school. This is so for the simple reason that the school does not operate in isolation but instead in symbiosis with the community. The school therefore is the part and parcel of the community hence initiating and developing habits which favours the school community relationships is a vital tool for the achievement of the school objectives as well as the overall educational objectives.

CHAPTER FIVE: DISCUSSION OF THE RESULTS

In the previous chapter, the researcher analyses, and presents the data in the tabular format, whereby all the tables are commented basing on the findings revealed. In the present chapter, our focus is on the interpretation and discussion of the results of the findings. This chapter is divided into two; that is, the interpretation of the results of the findings and the discussions of the results of the findings. In interpretation, our focus will be reporting the results and commenting them basing on our understanding of the studied phenomenon. The discussions of the results of findings on the other hand will focus on comparing our results with those of our predecessors and making use of our theory to better explain the results. The interpretation and discussions of the results of the findings in the present study will be done paying attention to the research hypotheses. This chapter equally include the recommendations/suggestions, the perspective for further studies and the problems encounter in the course of realising this research project. This part discusses the overall findings with the aim of answering the research questions. It is necessary to discuss the results of the findings of the study to see whether the results matches or diverges with those of our predecessors. This part ends with the recommendations/suggestions, the perspectives for further studies and limitations of the study. This discussion is done taking into consideration the various research hypotheses.

Reforms and evolution in education and sustainable school community relationships

The results of the findings of the study for the model summary revealed that the independent variable studied (reforms and evolution in education), explain that school community relationships is influenced by the independent variable. The findings further revealed that, Through the simple linear regression, the model summary for coefficients indicates that the independent variable (reforms and evolution in education) had a positive β coefficient. According to the regression equation established for the study, reform and evolution in educational system at a constant of zero, school community relationships will increase. The findings equally reveal that every unit increase in reform and evolution in educational system will lead to an increase in school community relationships. At 5% level of significance, and 95% level of confidence competence had a 0.000 level of significance, which means that reforms and evolution in the educational system has a significant influence on sustainable school community relationships.

The findings equally revealed that the analysis of variance of the present research hypothesis, was used to check the significant level of the relationship between the independent and the dependent variables. In this light, a significant regression equation was obtained. The P. value obtained indicated that there was a statistically significant influence of reforms and evolution in the educational system on sustainable school community relationships. This result therefore means that reforms and evolution in the educational system is a strong predictor of school community relationships since they are linearly related. This means that any change in the reforms and evolution in education will automatically affects school community relationships in primary schools in Cameroon. Basing on the above results obtained through the simple linear regression, which aim was to determine the degree of significance between the reforms and evolution in education and sustainable school community relationships, the null hypothesis was rejected and the alternative hypothesis accepted which stipulates that reforms and evolution in the educational system significantly influence sustainable school community relationships in the primary schools in the Mefou and Afamba Division.

These results are in line with the work of a number of scholars who found out in their studies that reforms and evolution in education significantly affects sustainable school and community relationships. According to Sujatha 2011) Education is a social activity in which, in addition to the school, the society plays the role of the facilitator and partner. Effective and successful schools understand the necessity of establishing and maintaining good, harmonious and industrious relationship with the community where they are found because according to Adalakun (2019) every school exists and belongs to a community. In a survey conducted by the OECD (2015) effective school leadership is essential to improve the effectiveness, efficiency, and equity of schooling opportunities to all individuals irrespective of gender. In a survey carried out by Adalakun (2019), titled “school community relationship: a channel to recognize secondary school development in Nigeria, the author found out that many countries worldwide are seeking to adapt their educational systems to the needs of the contemporary society, expectations for schools, school administrators and the community are fast changing and increasing. In this regards, a number of countries has embarked on initiating educational reforms aims at ensuring the rapid decentralization, whereby schools become more autonomous in decision making and holding them more accountable for the results achieved. In a similar survey conducted by Maak & Pless (2006), “responsible leadership in a stakeholder society, a relational perspective, found out that since the achievement of self-government by African countries, all the sector of the society has considerably witness change including the

educational sector. For the past years, the educational sector has considerably evolved thanks to the desire of policy makers to ensure quality education for all, coupled with educational reforms. These results help to showcase the importance and necessity of carrying out reforms and evolution in the educational systems keeping in mind that this is directly related to a good and sustainable school community relationship.

Reforms and evolution in education thus, appear to be a vital tool for achieving sustainable school community relationships. This is because no school exists in space but in the community. As such, educational reforms must make sure that the community is always considered each time a decision needs to be made concerning the future of education in the country. It is therefore an imperative as well as an absolute necessity that the Cameroonian government, in its relentless efforts to achieve quality education must bear in mind that the community has a bigger role to play. This means that any reforms and evolution in education should always look into it that the community are involved in this process. The educational system cannot advance leaving behind the community for the simple reason that education participates in the development of the community unlike the community participate in the financing of the education in the country. Policy makers, educationists, planners, and experts in education are hereby called upon to always consider the implications of the community in the realisation of educational objectives each time a decision or a reform is to be carried out in the educational system.

For the past two to three decades, countries across the South of the Saharan Desert have noticed the necessity of involving the community in the running of educational affairs. This is because the community through the local community leaders, stakeholders and elites plays a vital role in the achievement of educational objectives. Reforms in education therefore, need to ensure total participation of the community in educational affairs. This is because the community at one point in time replaces the government thereby doing what were supposed to be done by the government. For example, according to Duru-Uremadu (2017) in a survey carried out in a Nigerian state, the author found out that the community does a lot in terms of providing quality education. He reported that most of the schools in the hinterland or the interior of the country benefited from community's interventions instead of government interventions. The community constructs schools, recruits teachers, pays their salaries and even initiates and funds school projects. This helps to showcase the importance of including the community in any educational decisions or educational reforms to ensure their total participation.

Professional framework of school administrators and sustainable school and community relationships

The result of the findings obtained from the model summary reveal that the independent variable studied (professional framework of school administrators), explains that school community relationship is influenced by the independent variable. This indicate that professional framework of school administrators has an influence on school community relationships. Also, the findings further reveal that, the analysis of variance (ANOVA) was used to check the significant level of relationship between the professional framework of school administrators and sustainable school community relationships in primary schools in the Mefou and Afamba Division. As such, a significant regression equation was obtained. The p-value obtained indicated that there was a statistically significant influence of the professional framework of school administrators on school community relationships. In this light, the above result indicates that professional framework of school administrators is a strong predictor of sustainable school and community relationships in primary schools in the Mefou and Afamba Division. This is as a result of the fact professional framework of school administrators and sustainable school community relationships are linearly related.

Again, the results of the findings of the study obtained through the simple linear regression analysis on the second hypothesis of the study, the simple linear regression model indicates that the independent variable (professional framework of school administrators) had a positive β coefficient. According to the regression equation established, professional framework of school administrators at a constant zero, school community relation will increase. The findings also reveal that every unit increase in professional framework of school administrators will deliberately lead to an increase in school community relationships. As such, at 5% level of significance and 95% level of confidence competence had a 0.000 level of significance. This implies that professional framework of school administrators has a significant influence on school community relationships.

Basing on the above results obtained through the simple linear regression, which aim was to determine the degree of significance between the professional framework of school administrators and sustainable school community relationships, the null hypothesis was rejected and the alternative hypothesis accepted which stipulates that professional framework of school administrators significantly influence sustainable school community relationships in the primary schools in the Mefou and Afamba Division.

This result is in line with the results found out by a number of scholars. A relational leadership style speaks to the quality of relationships that school principals have with staff, learners, parents, and the community at large. Such relationships form an integral part in schools, because of their effect on the “critical aspect of leadership, the ability to influence others to get things done” (Uhl-Bien, 2004). Jessica Nicholson and Kurucz (2017, p.1) in this context propose that relational leadership is also essential for dealing with the increasingly urgent and complex social, economic, and environmental issues of society, to which the education sector must be added. The ethical understanding of relational leadership is limited and yet critical given the moral.

According to Buckingham and Goodall (2015) one simple way that a leader can begin to enhance employee engagement is to ensure they actively support mutually beneficial relationship with them. The relational leadership theory lay emphasis on the necessity of relationships in leadership effectiveness. The relational leadership theory focused primarily on how leaders navigate and build relationships with employees and other stakeholders rather than individual traits or behaviours.

According to Uhl-Bien (2004) the relational leadership theory focuses on a key number of principles. These includes; interdependence; which stipulates that leaders and employees are interdependent and that leadership is a collective process. The principle of inclusion stipulates that it is necessary for leaders to include diverse perspectives and voices in the decision making processes. Empowerment principle advocates that leaders should empower others to reach their full potentials. For the ethic and integrity principle, the leaders are required to ensure the trustworthiness, ethical behaviour and transparency in the running of the affairs while the last principle, social justice suggests that leaders should promotes values of fairness, equity, and social responsibility.

Community collaboration and sustainable school community relationships

Community collaboration is the cooperation between the community and the school. The results of the findings reveal that the independent variable studied (community collaboration), explain that school community relations is influenced by the independent variable. This indicate that community collaboration has a weak influence on school community relations. Also, the findings further reveal that the analysis of variance (ANOVA) was used to check the

significant level. A significant regression equation was obtained. The p-value obtained indicated that there was a statistically significant influence of community collaboration on school community relationship. The result above reveals that community collaboration is a strong predictor of school community relationship because they are linearly related. The linearity in the relationship between the community collaboration and sustainable school community relationships is seen in the fact any change in community collaboration will deliberately affect the sustainable school community relationships in the primary schools in the Mefou and Afamba Division, Soa localities.

Again, the results of the findings obtained from the simple linear regression model indicates that the independent variable (community collaboration) had a positive β coefficient. According to the regression equation established, community collaboration is at a constant of zero, school community relationships will increase. The findings also reveal that every unit increase in community collaboration will lead to an increase in school community relationships. At 5% level of significance and 95% level of confidence competence had a 0.000 level of significance, which means community collaboration has a significant influence on school community relationships.

Basing on the above results obtained through the simple linear regression, which aim was to determine the degree of significance between community collaboration and sustainable school community relationships, the null hypothesis was rejected and the alternative hypothesis accepted which stipulates that community collaboration significantly influence sustainable school community relationships in the primary schools in the Mefou and Afamba Division.

The understanding of their result require us to look at the theory of community development. This theory provides the framework for understanding sustainable school community relationships. The basic assumption of the McKnight and Kretzmann approach to community development was based on the premises that concentrating on what is working as opposed to what is not working could help enhance community development. By focusing on the success stories, gotten from the community members, organisations like universities, non-profit organisations, and philanthropic foundations could identify how they could support residents instead of providing them with the services they thought that the community members needed. They called this way of thinking “Asset-Based Community Development (McKnight and Kretzmann, 1993).

Community development theory is a framework which focuses on the promotion of the overall well-being and community empowerment through collaborative and participatory approaches. The objective of the community development theory is to improve social, economic, and environmental conditions within a community and foster sustainable growth and development. This theory has been developed and refined over several decades. The origins of the community development theory can be traced as far back as the 20th century, thanks to the emergence of the social work and community organisation movement. The theory gained momentum in the 1960s and 1970s as a response to issues of poverty, inequality and marginalisation.

According to John McKnight and John Kretzmann (1993) the community development theory recognizes the importance of grassroots participation, inclusivity, and collaboration, all key determinant of community relationship. The theory emphasizes active and total involvement of local community members in decision making processes, problem-solving and the identification of their own needs and priorities. The theory equally emphasizes on the necessity of building and mobilizing community assets and resources.

The application of the community development theory in the context of school community relationships requires a number of approaches and strategies some of which are: Community engagement: this consist of enhancing active engagement and collaboration between the schools and the wider community. This is all about involving parents, local organisations, businesses, and local members in school activities, decision making and the co-creation of educational programs. Asset-Based Community Development (ABCD): the assets-based community development as stated by McKnight and his colleague focusses on identifying and mobilizing the strengths, skills, and resources within the school community. The objective of this approach is to build on the existing assets and capacities of the community, rather than focusing only on needs and deficits. Participatory decision-making: this entails involving the local community in the decision making processes related to school policies, curriculum development, as well as the allocation of resources. This can be possible through community forums, advisory committees, or through collaborative projects that give community members a voice in shaping educational practices. Place-based education: this consist of incorporating the local community and the environment into the curriculum and learning experiences. This approach will help to connect students with the history, culture, and needs of their community, thereby enhancing the sense of belonging and relevance. Partnerships and collaborations in schools is very necessary for school community development. Forging win-win partnerships between the schools, community organisations, and local businesses to create mutually

beneficial relationships is very necessary. Capacity building in order to support skills development, knowledge, and leadership within the school community will deliberately improve school community relationships.

In a research work carried out by Ibiam (2011) revealed that the funding of primary schools in rural areas remains the sole responsibility of the local community. This means that majority of primary schools in the hinterland are under the community funding although the central government participate in the process. Community fund secondary schools and primary schools through the PTA and also through donations from individuals and non-governmental organizations. Community`s participation in school affairs especially in providing finances can only be possible if and only there is effective collaboration between the school and the community in which it is located. It therefore become the role and responsibility of school administrators to make sure that there exists a sustainable school community relationship.

Duru-Umeradu (2016) in his work “school community relations in Nigeria, found out that collaboration and cooperation is very vital in ensuring a sustainable school community relationship. To him, the school unlike the community needs to develop good relationship through a number of initiatives. He went on to insist the community needs to participate in school affairs by providing funding, building classes, halls and offices, payment of part time teachers etc. The school in return must ensure this relationship by frequently inviting the parents to school, helping the community with halls, classrooms, football fields for community festivals and ceremonies. In doing so, the school community relationship will be more fruitful and hence the overall stated objectives of the educational system will be achieved.

School culture and sustainable school community relationships

The results of the findings of the present study reveal that the independent variable studied, explain that school community relations are influenced by the independent variable. This indicate that school culture has a weak influence on school community relations. Also, the result of the findings further reveal that the analysis of variance (ANOVA) was used to check the significant level. A significant regression equation was obtained. The p-value obtained indicated that there was a statistically significant influence of school culture on school community relationship. The result above reveals that school culture of school community relationship because they are linearly related. The linearity in the relationship in seen in the fact that a change in the school culture will deliberately affect the sustainable school

community relationships in primary schools in the Mefou and Afamba Division of the centre region of Cameroon.

The result of the findings obtained from the simple linear regression model indicates that the independent variable (school culture) had a positive β coefficient. According to the regression equation established, school culture at a constant of zero, school community relationships will increase. The findings also reveal that every unit increase in school culture will lead to an increase in school community relationships. At 5% level of significance and 95% level of confidence competence had a 0.000 level of significance, which means school culture has a significant influence on school community relationships.

Basing on the above results obtained through the simple linear regression, which aim was to determine the degree of significance between school culture and sustainable school community relationships, the null hypothesis was rejected and the alternative hypothesis accepted which stipulates that school culture significantly influence sustainable school community relationships in the primary schools in the Mefou and Afamba Division.

School culture is the identity, the values and the norms established in a school. Every school has its own culture which is vital for its development. A number of studies has revealed that school culture is a strong predictor of a sustainable school community relationship. The system theory, also known as system thinking is an interdisciplinary approach that focusses on understanding the relationships and interactions between components within a complex system. It views a system as a set of interconnected and interdependent parts that work together to achieve a common goal or function. The concept was originated in the field of biology in the 1920s with Ludwig von Bertalanffy. He proposed that organisms could be understood as systems composed of interacting parts. According to Bertalanffy (1969) the system theory is built on a number of principles among which we have:

Holism: systems thinking emphasizes the importance of studying and understanding the system as a whole, rather than analyzing its individual parts in isolation. It recognizes that the characteristics and behavior of a system are emergent properties resulting from the interactions between its components.

Interdependence: systems are composed of interconnected and interdependent elements, where changes in one part of the system can have ripple effects on other parts. System theorists emphasize on the importance of considering these relationships and feedback loops to

understand the system's behavior and dynamics. **Boundaries:** systems have defined boundaries that separate them from their external environment but they also have interactions and exchanges with that environment. Understanding the interactions across these boundaries is crucial in system analysis. **Emergence:** systems exhibit emergent properties meaning that the whole is more than the sum of its parts. These emergent properties can include patterns, behaviors or properties that arise from the interactions and relationship between system components. **Feedback:** feedback loops play a critical role in systems. Feedback can be positive, reinforcing and amplifying certain behaviors or negative, stabilizing and regulating the system. Understanding and managing feedback loops is crucial for system performance and control. **Complexity:** system thinking acknowledges the complexity and interconnectedness of real-world systems. It recognizes that systems may exhibit nonlinear relationships, unforeseen consequences, and multiple levels of hierarchy. **Systems perspective:** system theory encourages taking a holistic perspective and considering different system levels and scales of analysis. It involves examining the system's structure, its behavior over time, and the underlying processes and mechanisms that drive its functioning.

Similarly, in the work of Duru-Uremadu (2017) "School and community relations in Nigeria: An exploratory review of literature approach, found out that school culture is a strong determinant of school community relationship. He found that a positive school community relationship enhances the symbiosis between the school and the community in which it is located.

Recommendations/suggestions

A school is a place where teaching and learning take place. A good number of studies found out that school as an institution must ensure quality relationship with the environment in which it is located. School community relationships is thus a key factor for achieving quality education for all, free from discrimination and any other antisocial endeavor. The aim of this study was to examine the impact of the role of school administrators in enhancing sustainable school community relationships. Taking into consideration the results of the findings in the present study, we therefore put forth a number of recommendations and suggestions which will undeniably help in the improvement of sustainable school community relationships. The following are some of the recommendations made.

The community plays an important role in the achievement of the overall objectives of the educational system. The community participate in the funding and maintenance of infrastructures in schools, they equally help in the recruitment and payment of some teacher`s salaries. Therefore, it is recommended that the government should make sure that any reforms in education should be geared towards enhancing community participation in the running of the school.

Also, taken into consideration the importance of head teacher`s acquisition of skills, competencies and strategies in enhancing school community relationships, we hereby, recommends that head teachers and assistant head must possess necessary skills which would enhance a sustainable school community relationship. This involves possessing leadership skills, inviting parents to school and organizing campaigns to ensure collaborative partnerships and interactions between the school and the community in which it is located.

Again, the local community leaders, elites and parents should ensure a sustainable school community relationship through collaborative actions. The community should initiate measures aim ensuring smooth school community relationships such as the parents teachers association (PTA). This will go a long way to ensure effective and efficient school community collaboration.

Finally, we recommend that the school should develop a culture which favors interactions with the community. The school values, and norms defined by head teachers should integrate the realities of the community. Here, the school head teachers should not operate in schools as if it is a separate entity from the society but instead initiate practices that will enhance peaceful collaboration.

Perspectives for future studies

Taking into consideration the fact that school community relationship is a very broad field of study, the present study focusses on determining the impact of the role of the school administrators in enhancing sustainable school community relationships. This study was conducted only in the Mefou and Afamba Division, more precisely in the Yaounde 2 municipalities. This study equally made use of primary schools and head teachers and assistant head teachers as the population of the study. It is therefore recommended that a comparative study can be carried out to examine the rate of school community relationship in two Divisions and even regions of the country. Also, basing on the fact that our sample population only

consisted of head teachers and assistant head teachers, it will be very essential to open up the scope of the study and increase the number of participants from 50 to a considerable figure. A research can equally be conducted to determine the role of local community in enhancing a sustainable school and community relationships. And lastly it is equally vital to conduct a study on the evaluation of community actions on school community relationships.

Limitations of the study

In the course of conducting this piece of work, the researcher was faced with a good number of difficulties and limitations. These limitations in one way or the other affected the realisation of this project. Some of these limitations were the following.

1) Language constraint: Language was one of the constraints that we were faced with in the course of realising this project. The language constraint came as a result of the fact that the study was conducted in one of the Divisions of the centre region of Cameroon. This came as a result of the fact that this city is dominated by French speaking Cameroonians and also the fact that most of the schools in this area are French schools. The researcher was therefore required to translate the questions to some participants who were not vex with English.

2) Accessibility of the participants: Bearing in mind that the field of this study was conducted during the period of examinations, many schools and head teachers were largely involved in the marking of Common Entrance and First School Leaving Certificate. As such, many complain of not having time to attend us. Some participants even categorically refused to participate since according to them, we are there to spy them.

3) Financial constraint: The researcher equally faces the problem of finances. This was because the money used to finance the work was solely the money of the researcher.

4) Time constraint: Considering the quantity of work to be done regarding the time, it was very difficult to make it. This is because the researcher had to validate courses in school, carry out internship and write the dissertation. So it was not easy to move along with everything.

5) Return of the questionnaires: Another difficulty faced in the course of the realisation of this study was the fact that the rate of return of the questionnaires send out by the researcher was not 100 percent. A total of 60 questionnaires were send out by the researcher. 50 of the questionnaires were completely answered, 5 of the questionnaires were incomplete while 5 of the questionnaires were not answered at all. This was somehow challenging for the researcher.

CONCLUSION

School community relationships is a process which consist of consolidating the partnerships between the school and the community. It is the collaborative partnerships and interactions between schools and the broader community in which they are located. These relationships are fundamental for fostering mutual support, engagement, and shared responsibility towards the educational development and growth. There is the need for schools in both the rural and the urban areas to interact with the community for its growth and development. This is so because, the school is located in the community and the community largely participate in the achievement of the overall stated objectives of the school through construction of classes, offices, donations, recruitment and payment of part time teachers by the parent`s teachers association (PTA) etc. In primary schools, head teachers are at the helm of the institutions. They manage the schools in respect to the prescribed guidelines and personal leadership abilities on so as to achieve the stated goals and objectives of the educational system. In this light, Notman and Henry (2010), opine that effective principals and head teachers used multiple leadership strategies for leading teachers to improve teachers' effectiveness, raised levels of student achievement and community collaboration. Some leadership strategies used by principals; vision and purpose, focus on student achievement, school improvement practices, consultation with teachers and community, employment of quality staff, strong senior leadership team, personnel support systems, integration of different cultures, growing other leaders, and "hands on the turbine"

As such, the purpose of the present study was to examine the impact of the role of school administrators in enhancing a sustainable school community relationship. To achieve this objective, we formulated a general research questions and a general research hypothesis which guided this study. A thorough literature review was conducted to be aware of what have been done on the topic and at the same time, a range of theories were convoked to help in the understanding of the studied phenomenon. These theories include; general system theory, community development theory, relational leadership theory and the motivation-hygiene theory. The study opted for an experimental research design with the method being quantitative, based on the deductive research approach. The present study was conducted in the Centre region of Cameroon, precisely in the Mefou and Afamba Division. A close ended questionnaire based on the Likert scale was used to collect data in this study. The study population consisted of the head teachers and assistant head teachers of the Mefou and Afamba Division. In total,

through the non-probability sampling technique (Snowball), a sample size of 50 participants was selected for this study. The data collected was analysed through the SPSS, version 21, using the simple linear regression as the statistical test. The data analysed permitted us to arrive at four principal conclusions or results.

The results of the findings of this study revealed that reforms and evolution in the educational system significantly influences sustainable school community relationships. Also the findings revealed that the professional framework of school administrators considerably influences sustainable school community relationships. The results further revealed that community collaboration significantly enhances sustainable school community relationships and finally, school culture significantly influences sustainable school community relationships. This implies that the role of school administrators helped in enhancing a sustainable school community relationship in the primary schools in the Mefou and Afamba Division.

The results of this study can encourage school administrators (head teachers and assistant head teachers) to gain knowledge, facts, skills, competencies, and strategies required for effective and efficient sustainable school community relationships. It can also help the community to understand the importance and necessity of entertaining collaborative partnerships and interactions with the schools since it is geared towards a sustainable community development. Hence, the school and the community both have the dual missions of ensuring collaboration and partnership with one another since they are interdependent.

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APPENDICE

APENDIX ONE: Research instrument

REPUBLIQUE DU CAMEROUN
Paix – Travail - Patrie

UNIVERSITE DE YAOUNDE I

**FACULTE DES SCIENCES
 DE L'EDUCATION**

**DEPARTEMENT DE CURRICULA
 ET EVALUATION**

MANAGEMENT DE L'EDUCATION



REPUBLIC OF CAMEROON
Peace – Work - Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

**DEPARTMENT OF CURRICULA
 AND EVALUATION**

MANAGEMENT OF EDUCATION

QUESTIONNAIRE

I am called **MBONG Loveline**, a student in the University of Yaounde I, Faculty of Education department of Educational Management with a specialty in Project Management. I am currently carrying out a study on the topic “**Community Engagement: The Role of School Administrators in Enhancing a Sustainable School-Community Relation**”. I assure you that your responses will be treated as highly confidential and strictly for academic purposes. Kindly give a sincere response to all the questions and tick (√) the response that applies to the questions. Your participation in this study will be greatly appreciated. Thank you for your anticipated participation.

SECTION A: DEMOGRAPHIC DATA

1. Age range: a) 30 – 35, b) 36 – 40, c) 41 – 45, other (please specify).
2. Sex: a) Male, b) Female.
3. Grade: a) Head teacher b) Assistant head teacher.

SECTION B: REFORM AND EVOLUTION IN EDUCATIONAL SYSTEM

Please select the response below best represents how reform and evolution in educational system determine school-community engagement.

5 = Almost always 4 = Often 3 = Sometimes 2 = Seldom 1 = Never.

N°	REFORM AND EVOLUTION IN EDUCATIONAL SYSTEM	Almost always 5	Often 4	Sometimes 3	Seldom 2	Never 1
1	Technological progress have led to a transit to new generation.					

SECTION C: PROFESSIONAL FRAMEWORK OF SCHOOL ADMINISTRATORS

2	The new curriculum and competency based approach in schools have produce a new generation.					
3	There is a change in the attitude aptitude and competencies of schools following the competences base approach.					
4	To cope with changing times school administrators display new and diversified skills					
5	Society's expectations of the school are becoming increasingly complex and pressing.					
6	Less successful schools are subject to pressure to adapt and change.					
7	The pressure is not always matched by real opportunities for teachers and school administrators to take action.					
8	There is an increasing awareness that in a situation of diversity of contexts and resources.					
9	The application of uniform rules and rigid standards leads to increased inefficiency and the maintaining of unfair situations.					
10	Schools work in concert to solve challenging problems of the community.					

Please select the response below that best represent how professional frameworks of school administrators determine a sustainable school-community relation.

5 = Almost always 4 = Often 3 = Sometimes 2 = Seldom 1 = Never.

N°	PROFESSIONAL FRAMEWORK OF SCHOOL ADMINISTRATORS	Almost always 5	Often 4	Sometimes 3	Seldom 2	Never 1
1	This vision of the school administrators is the more diversified where school administrator continue teaching in the schools they manage					
2	Where the school is seen as an administrative unit, the Headteacher is a functionary of authority.					
	Where it is seen as an enterprise, the Head teacher is a manager.					
	Where it is a collegiate organization, the Head teacher is a leader or facilitator.					

3	Societal problems do not stop at the school gate and school administrators are faced with outbursts of violence.					
	The antisocial behaviour by young people are solve by school administrator.					
4	School administrator act as mediators between parents on the outside of the school and teachers on the inside.					
5	They are referees in conflicts that may arise within the school itself.					
6	As leaders of teaching, they persuade professionals to work together					
7	The school administrator leads a process of change that sustainably involves the participation of all members of an educational community.					

SECTION D: COMMUNITY COLLABORATION

Please select the best response that best represent how community collaboration influence a sustainable school-community relation.

5 = Almost always 4 = Often 3 = Sometimes 2 = Seldom 1 = Never.

SECTION E: SCHOOL CULTURE

N°	COMMUNITY COLLABORATION	Almost always 5	Often 4	Sometimes 3	Seldom 2	Never 1
1	Schools leverage their position in the community to work together with other community members, for the benefit of all					
2	Effective collaboration provides opportunities for schools to develop a better understanding of their broader community and to build strong relationships within their local context					
3	Collaboration can help address external issues to the school and better support students' wellbeing and ability to come to school ready and able to learn.					
4	Community members and organisations offer unique knowledge and expertise that schools can use to enhance student wellbeing and make learning more authentic and connected.					
5	Schools create clarity around roles and responsibilities in the relationships it forms with community organisations and groups					
6	The community do support schools in areas such as drug education, anti-bullying, civic responsibility and the development of social skills.					

Please select the response that best represent on how school culture affect school-community engagement.

5 = Almost always 4 = Often 3 = Sometimes 2 = Seldom 1 = Never.

N°	SCHOOL CULTURE	Almost always 5	Often 4	Sometimes 3	Seldom 2	Never 1
1	School administrators nurture cultures and values that respect differences amongst the whole school community.					
2	School administrators provide opportunities are given for parents and community members to participate in school activities					
3	Parent and community participation in student learning and the school community are acknowledged and recognised					
4	schools celebrate significant cultural days and events reflective of the broader community values					
5	School administrators collaborate with staff to build a mutually relationships between the school community and the teaching staff.					
6	The school administrator seeks advice from the community about the kind of school events and activities they value.					

N°	SCHOOL COMMUNITY RELATION	Almost always 5	Often 4	Sometimes 3	Seldom 2	Never 1
1	The members of the school staff respect their selves each other in school					
2	School administrators provide weel-being, good will and loyalty to the teaching staff					
3	The school always make sure that it respects the rules of the community where it is located					
4	School always promote collaboration among both the teachers and learners of different communities					
5	School staff collaborate together to build a mutually relationships between the school community and the learners.					
6	The school administrator always make sure that they maintain beneficial relationship with people around the school					

Thanks for Your Corporation

Appendix two: krejcie and Morgan Sample Estimation table

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	283	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size Source: Krejcie & Morgan, 1970

Appendix three: Research authorisation