

Relationship between Community Service Learning and Management of Primary School Curriculum Implementation in Embu County, Kenya

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Abstract: The study investigated relationship between competence-based community learning service concepts and management of primary school curriculum implementation in Embu County, Kenya. Competence based curriculum community learning service emphasizes development of practical skills, knowledge and core competences in learners' real life situation, in Kenya. However, community learning service use in schools is insufficiently utilized; rising concern on effectiveness on management of competence based learning activities in Kenyan schools. The objective of the study was to determine relationship between community learning service concepts and management of primary school curriculum implementation in Embu County, Kenya. It involved 364 respondents selected from total study population using purposive and simple random techniques. The study employed correlation research design and descriptive design. The study respondents involved were: teachers, head teachers and subject panel heads. The research tools utilized were questionnaires for teachers, head teachers and subject panel heads. Inferential data was analyzed using Pearson Chi-square test. The study established that community service learning integrates learners' experience, curriculum preparations and management. Community service learning had statistical significant relationship between community learning service concept and management of primary school curriculum implementation in Embu County, Kenya. Following study findings, the researcher concluded that community learning service is valuable concept in management of primary school curriculum implementation in Kenyan schools. Therefore, the researcher recommended that ministry of education should promote community learning service for efficient curriculum implementation management in primary schools in Kenya.

Keys words: Relationship, Community service learning, curriculum implementation and Management

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I. Introduction

Community service learning emphasizes development of practical skills, knowledge and core competences in learners' real life situation, in Kenya. According to Friday (2016), study on in-service education of teachers; suggested that community service learning in competence based curriculum is a structured learning experience that combines community service with mentored preparation and reflection in education management. According Amadio and Tedesco, (2015) study in Zimbabwe on the curriculum in debates and in educational reforms; stressed that by integrating community service into the core curriculum in management, it provides learners life skills that benefit the community and society as a whole. Community service learning programs supports teachers to integrate education, learning and humanity in managing education. Young and Muller (2016) study who claimed that advocacy service learning enhance community projects; educating others about topics of public interest projects that aim to create awareness and action on some issues that impacts the community project management. According to Lassningg (2015) study on managing, identity and ethnic management; established that when people engage in community services with a new way of thinking; people may be persuaded into reasoning at higher levels by reorganizing the way they think about a given situation and management. Community service engagement at the school level has an informal, but a strong educational objective that improves learners' skills while learners serve and enhance their social consciousness and management.

1.1 Objective of the Study

To establish the relationship between community service learning and management of primary school curriculum implementation in Embu County, Kenya.

1.2 Hypothesis

Community service learning has no statistical significant relationship with management of primary school curriculum implementation in Embu County.

1.3 Statement of the Problem

Community service learning emphasizes development of skills, knowledge and core competences in learners' real life situation, in Kenya. However, competence-based curriculum implementation is insufficiently managed following poor application of community service learning in schools; rising concern on effectiveness of competence based learning activities in Kenyan schools.

II. Research Methodology

2.1 Research Design

The study employed correlation research design. Correlation research design may provide insight into complex real world of relationship; thus helping researcher develops theories and makes predictions regarding causal relationship.

2.2 Sampling Technique and Sample Size

2.2.1 Sampling Technique

The researcher utilized simple random sampling technique to select 53 primary schools from 530 primary schools to participate in the study. The researcher used Krejcie and Morgan sample determination table to determine 364 respondents from 7000 target population. According to Krejcie and Morgan (1970) sample determination table, 364 respondents under study are adequate to represent the total of 7000 individuals. The researcher purposively sampled 57 head teachers using purposive sampling technique. The researcher also sampled 187 teachers from 53 sampled schools using simple random technique. The researcher then randomly sampled 120 subject panel heads using simple random technique also from 53 sampled schools.

2.2.2 Sample Size

The sample size was 364 respondents, involving 187 teachers, 120 subject panel heads and 57 head teachers.

2.3 Research Instruments

2.3.1 Questionnaires

The researcher employed questionnaires for head teachers, subject panel heads and teachers. Questionnaire was most efficient since it is a standardized measuring instrument where questions are phrased exactly the same way for all respondents. Self-completion questionnaire was also advantageous because it is less expensive and saves time for the researcher.

2.4 Data Collection Procedure

First researcher conducted pilot study in TharakaNithi County. Then, researcher employed research assistants. The researcher conducted actual study in Embu County; by collecting data starting with teachers, subject panel heads, and finally head teachers; using questionnaires

2.5 Validity and Reliability of the Study

Researcher ascertained research tools validity by getting relevant information on specific tools from experts and professionals in ministry of education. The respondents were given questions with similar characteristics; basing on specific objectives of the study. The reliability of research tools was determined by cronbach alpha co-efficient; which computed to 0.742. The researcher maintained ethical issues by adhering to assured confidentiality, non-discrimination, anonymity to maintain privacy of participation in the study.

2.6 Ethical Considerations of Study

Researcher also observed principles of informed consent by obtaining ethical clearance from the Chuka University ethics review committee and permission from National Council of Science Technology and Innovation (NACOSTI) to carry out study in Embu County, Kenya. The researcher utilized NACOSTI letter to seek permission from Embu county commissioner and county director of education to carry out study in selected schools.

2.5 Data Analysis

The researcher organized and analyzed data using inferential statistic approaches of data analysis. The inferential statistic used Pearson Chi-square test to estimate relationship between variables. Data processing adopted statistical package for social sciences software program.

III. Results and Discussion

The study hypothesis was that community service learning has no statistical significant relationship with management of primary school curriculum implementation in Embu County. Teacher, subject panel heads and head teachers gave responses on community service learning and management of curriculum implementation in Embu County. The data were analyzed and findings recorded. The researcher utilized Chi-square tests of association to determine association between community service learning and management of primary school curriculum implementation in Embu County, as per responses of teachers. The results were analyzed in Table 1.

Table 1: Chi-Square Tests of Association between Community Service Learning and Management of Primary School Curriculum Implementation for Teachers

	Value	df	p-value
Pearson Chi-Square	18.020	6	0.006
Likelihood Ratio	10.527	6	0.104
Linear-by-Linear Association	0.203	1	0.653
N of Valid Cases	184		

Pearson chi-square test was performed to investigate whether there was an association between community service learning and management of primary school curriculum implementation for teachers. $\chi^2(6, 184) = 18.020$, $p = 0.006$ indicated that there was an association between community service learning and management of primary school curriculum implementation for teachers. The findings were supported by ideas of Sturgis and Casey (2018) on quality principles for competency based education; who stressed that curricular community service learning integrates learning management through service in the community with intentional course based learning activities.

Table 2: Chi-Square Tests of association between Community Service Learning and Management of Primary School Curriculum Implementation for Subject Panel Heads

	Value	df	p-value
Pearson Chi-Square	6.489	2	0.039
Likelihood Ratio	8.359	2	0.215
Linear-by-Linear Association	0.319	1	0.045
N of Valid Cases	118		

Pearson chi-square test was performed to investigate whether there was an association between community service learning and management of primary school curriculum implementation for subject heads. $\chi^2(2, 118) = 6.489$, $p = 0.039$ indicated that there was an association between community service learning and management of primary school curriculum implementation for subject panel heads. The study findings are consistent with those of Fernandez (2017) survey study on teachers' perceptions and readiness, which examined the integration of community service learning with academic course work as a strategy for enhancing learning and fostering active management and democratic citizens.

Table 3: Chi-Square Tests of association between Community Service Learning and Management of Primary School Curriculum Implementation for head teachers

	Value	df	p-value
Pearson Chi-Square	19.989	6	0.003
Likelihood Ratio	11.216	6	0.202
Linear-by-Linear Association	0.317	1	0.531
N of Valid Cases	53		

Pearson chi-square test was performed to investigate whether there was an association between community service learning and management of primary school curriculum implementation for head teachers. $\chi^2(6, 53) = 19.989$, $p = 0.003$ indicated that there was an association between community service learning and management of primary school curriculum implementation for head teachers. The study findings related with ideas of Friday (2016) study on in-service education of teachers; who suggested that community service

learning in competence based curriculum is a structured learning experience that combines community service with mentored preparation and reflection in education management.

Hypothesis Testing on the Association between Community Service Learning and Management of Curriculum Implementation, In Embu County

The null hypothesis stated that there was no statistical significant relationship between community service learning and the administration of the implementation of the primary school curriculum in Embu County. The researcher utilized Chi-square tests of association to determine overall chi-square tests of association between community service learning and management of primary school curriculum implementation in Embu County. The results were analyzed in Table 4.

Table 4: Overall Chi-Square Tests of Association between Community Service Learning and Management of Primary School Curriculum Implementation

	Value	df	p-value
Pearson Chi-Square	32.799	6	0.000
Likelihood Ratio	12.825	6	0.079
Linear-by-Linear Association	0.412	1	0.462
N of Valid Cases	355		

Pearson chi-square test was performed to investigate whether there was an association between community service learning and management of primary school curriculum implementation for all the groups. $\chi^2(6, 355) = 32.799, p=0.000$ indicated that there was an association between community service learning and management of primary school curriculum implementation. The study findings were in agreement with study conducted by Mohamed and Karuku (2017); who established that a teacher is expected to demonstrate specific performance competencies in community service learning to enhance learning outcomes. The performance competency categories are developed from three domains: professional knowledge, community service learning practice, and participation in the teaching and learning process. The null hypothesis was rejected because the p-value was less than 0.05 and came to the conclusion that community service learning and management of primary school curriculum implementation in Embu County were statistically associated. The results were consistent with Lassnigg (2015) study on managing, identity, and ethnic management, which made the case that participating in community service at the school level, has a strong, informal educational goal that enhances learners' skills while they serve and raises their social consciousness.

IV. Conclusions

Following study findings, the researcher concluded that community service learning was valuable concept in management of primary school curriculum implementation in Kenyan schools.

V. Recommendations

The researcher recommended that ministry of education should promote community learning service learning for efficient curriculum implementation management in primary schools in Kenya.

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