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Influence of Community Resistance on Principals Job Satisfaction Following Secondary School Principal Delocalization Policy in Wanjoh Subcounty Nyandarua County, Kenya

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Abstract: In the context of secondary school principals, delocalization refers to the practice of transferring principals from one school to another within a sub-county, county or region. Principal delocalization policy has been linked to have an effect on the quality of teaching and pupil performance as a whole. Therefore, this study sought to assess the impact of secondary school principals delocalization policy on job performance in Wanjohi Sub-County, Nyandarua County, Kenya. The specific objective was to investigate the influence of community resistance on job satisfaction following principal delocalization in Nyandarua County. The study applied mixed methods approach. Population for this study was 18 public secondary schools in Wanjohi Sub-County, Nyandarua County, Kenya. This study applied purposive sampling techniques which involved the selection of all 18 respondents. The research employed a questionnaire (for quantitative approach) and interviews (qualitative). Quantitative data was analyzed using descriptive statistics such as frequencies, percentages, with the help of Statistical Package for Social Sciences version 24.0 which was displayed using tables and figures. Qualitative data was analyzed, thematically and the findings were presented in a narrative format, allowing for a comprehensive understanding of the themes that emerge from the data. The study found that community resistance had an influence on job satisfaction following principal delocalization. The study concludes that community resistance to delocalized principals which affect coordination and consequently influence teachers' job satisfaction under the principal delocalization policy. The study recommends that building partnerships between community members and school leaders can create a more supportive environment that ultimately enhances job satisfaction for educators. Moreover, this study recommends that there should be open communication between school administrations, teachers, and the community.

Key words: community resistant, students' academic performance, delocalization policy, job performance

I. Introduction

The implementation of teacher delocalization strategies is not a new phenomenon. It has been shown to enhance job performance in secondary schools across various countries. For instance, in Finland, teachers are encouraged to work in different regions, which foster a diverse teaching experience and promote professional growth (Barone, Zaro & de Musacchio, 2022). Kilvits and Purju (2023) observe that the government of Finland implements collaboration between urban and rural schools, where teachers exchange positions to share best practices and innovative teaching methods and also use of mobile teaching units that allow educators to work in different schools, bringing diverse perspectives and expertise to students. These examples illustrate how teacher delocalization lead to improved job performance and enhanced educational outcomes in Finnish secondary schools.

Lucy and Chirchir (2023) postulated that the relocation process involves careful consideration of various factors, including the specific needs of schools, the qualifications of the principals, and the overall goals of the education system in Kenya. Therefore, by redistributing leadership roles, the Ministry hopes to foster a more dynamic and responsive educational environment that can better address the challenges faced by secondary schools across the country.

A recent study conducted by the Kenya National Union of Teachers in the year 2024 indicated that approximately 70% of school principals expressed dissatisfaction with the delocalization process. Out of these, 45% claimed that they felt ill-prepared for the transition, citing a lack of proper orientation and support. Furthermore, research by the Kenya Institute of Curriculum Development (2024) showed that schools led by delocalized principals reported a 30% decline in student performance in the immediate year following their reassignment, 25% of delocalized principals indicated that the received orientation about their new school's culture, community values, and the specific challenges they would face.

Objective of The Study

The objective of the study was to assess community resistance to delocalized principals affect coordination and consequently influence teachers' job satisfaction.

II. Literature Review

Hauseman, Pollock, and Wang (2021) investigated the effect and influence of school-community opposition on principals' responsibilities and workload. Utilizing data derived from an extensive survey of 1,400 Ontario principals, this paper discusses the impact of challenges posed by school community resistance on the daily activities of principals and delineates how such opposition in these endeavors affects and shapes their workloads. Survey results reveal that principals typically encounter an average of 4

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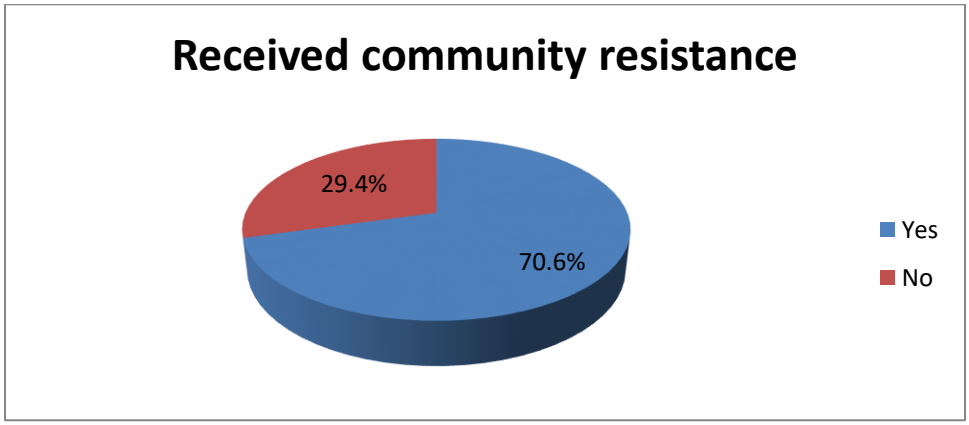
instances of community resistance at the school level. Nearly two-thirds of principals indicated that school-community resistance adversely impacted their workload.

Musee (2023) examined elements that impact the effectiveness of principals in executing administrative responsibilities in public day secondary institutions in Mwingi East sub-county, Kenya. The research employed a descriptive survey methodology. The target demographic consisted of 20 principals. The sample size included 20 participants. Information was gathered through questionnaires and analyzed using descriptive statistics. The findings indicated that parents were unable to provide financial assistance to the school and that the institutions did not receive sufficient backing from the community. The research concluded that the surrounding community influences principals' effectiveness in fulfilling administrative responsibilities.

Ndede (2019) investigated the impact of community opposition on school administration in public secondary institutions within Rachuonyo South Sub County, Kenya. The research employed an ex-post facto study design, utilizing a simple random sampling technique to select 10 principals, 89 educators, while purposive sampling was applied to choose 10 BOM and 10 PTA members. The study utilized questionnaires and interview schedules to gather data. Descriptive statistics employed included frequencies and percentages. The study discovered that schools demonstrated accountability in resource management. Community opposition adversely affects accountability within schools, which, in turn, negatively impacts the governance of secondary institutions.

III. Findings and Discussions

The study sought to assess community resistance to delocalized principals affect coordination and consequently influence teachers' job satisfaction. The study found that majority (70.6%) of the respondents indicated that they received community resistance while 29.4% did not as shown in Figure 1



This outcome implies that a considerable portion of the educational leadership is grappling with challenges related to community acceptance and support during this transition, highlighting the need for effective communication and engagement strategies to address concerns and foster collaboration between schools and their communities. The finding concurs with Hauseman, Pollock, and Wang (2021) research observation that when principals are moved from their established positions, they often face challenges that can affect their overall job satisfaction.

During the open ended interviews, the study sought to find out from the school principals the primary sources of resistance from the community regarding their delocalization. They indicated that; Trust issues because principals often build deep trust within their communities. Therefore, delocalization can feel like a betrayal to some. Fear of change whereby communities may fear that new leadership can bring about unwanted changes to school culture or curriculum. The cultural disconnect; when principals are moved away from their communities, there can be a disconnect in understanding local values, needs, and challenges.

The school principals were asked to indicate how community resistance manifests in the school environment. One principal had to say this in verbatim:

‘‘There are challenges of fostering an inclusive environment in a community that is deeply ingrained into tribal issues. Further, He quoted that a parent loudly retaliated that their school cannot be managed by a person who comes from uncircumcised community. This community is more ingrained in traditions than in any school I've been in. It is entrenched."

Other principals pointed that they too experience challenges such as Protests, negative feedback from parents and staff, and lack of support from local stakeholders'

The study sought to find out the role communication plays in alleviating community resistance. They indicated that; Communication helps the school principal navigate challenges, promote positive relationships, and facilitate smoother integration into the community.

The school principals were asked to indicate how cultural differences between the delocalized principals and the local community impact this situation. They indicated that;

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The cultural disparities create challenges in communication, understanding, and collaboration, hinder effective engagement with the community.

The principals were asked to indicate ways in which resistance affect collaboration among teachers and between teachers and administration. In response, One principal had to say this;

“Some teachers are very negative and they don’t care how they do their job. When you ask them why they are not doing curriculum delivery as expected and why they get late to work, they tell you that because they are doing it for the school. It’s the principal’s school. it’s incredibly hard when you think about it ".

The study observed that; ‘When the school principal feel resistant to certain policies or changes, they may be less inclined to engage in open dialogue with their peers, which can hinder teamwork and collective problem-solving. The school principals may resist administrative initiatives, leading to a disconnect. On the other hand, resistance also serves as a catalyst for collaboration because when the school principals express their concerns or disagreements it leads to constructive discussions that encourage diverse perspectives and innovative solutions. This process strengthen relationships among the teachers as they work together to address the underlying issues causing the resistance.’

The study sought to find out how community resistance to delocalized principals impacts teachers' morale. In response to this, a principal in verbatim quoted this;

‘Teachers may feel a disconnect from the leadership, which can lead to feelings of isolation and lack of support”

From the principal’s response, the study found that if the community is opposed to the idea of delocalized principals, this can create tension and conflict, further diminishing teachers' morale. The community's resistance to delocalized principals can create a ripple effect that negatively influences the overall educational environment, affecting not just teachers but also students and the community as a whole.’

The study sought to find out the actionable steps that can be taken to bridge the gap between delocalized principals and the community. The study found that;‘Establish regular community forums where delocalized principals can engage with local residents and stakeholders to discuss educational initiatives and gather feedback. Create partnerships with local organizations and businesses to facilitate collaborative projects that benefit both the school and the community. Implement mentorship programs where delocalized principals can connect with local educators and community leaders to share best practices and insights. Encourage delocalized principals to participate in local events, such as fairs or festivals, to build relationships and increase visibility within the community.’

Summary

The study sought to assess community resistance to delocalized principals affect coordination and consequently influence teachers’ job satisfaction. The study established that majority of the school principals had encountered community resistance. The primary sources of community resistance emanated from trust issues, fear of change and the cultural disconnect. The community resistance manifests through protests, negative feedback from parents and staff, a lack of support from local stakeholders. The cultural disparities create challenges in communication, understanding, and collaboration, hinder effective engagement with the community. The school principals may be less inclined to engage in open dialogue with their peers, which can hinder teamwork and collective problem-solving. Teachers may feel a disconnect from the leadership, which can lead to feelings of isolation and lack of support.

IV. Conclusion

The study concludes that there is community resistance to delocalized principals which affect coordination and consequently influence teachers’ job satisfaction. Community resistance stems from several factors cultural ties, emotional connections with local schools, and the feeling of being sidelined. Parents and students are accustomed to the leadership style of a local principal. When they see someone new, it can feel like a disruption to their educational stability.

V. Recommendation

The study recommends that building partnerships between community members and school leaders may create a more supportive environment that ultimately enhances job satisfaction for educators. Organizing welcome events, where the new principal can meet parents, students, and community leaders, can help to ease tensions. Additionally, ongoing feedback mechanisms are essential to ensure that community voices are heard and considered.

The study recommends that there should be open communication between school administrations, teachers, and the community. Regular feedback mechanisms can help in understanding the concerns of teachers after a principal’s delocalization. Moreover, training programs can help new principals integrate more smoothly into their roles, ensuring they understand the community’s context and the existing school environment.

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