

**SCHOOL-COMMUNITY RELATIONSHIP AND  
STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC  
SENIOR SECONDARY SCHOOLS IN EDO STATE**

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**A THESIS WRITTEN IN THE DEPARTMENT OF EDUCATIONAL  
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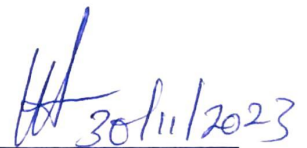
## CERTIFICATION

We, the undersigned, certify that this study was carried out by **Sefiat Eva ASAJU** (Mrs.), with Matriculation number **PG/EDU1410353** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.



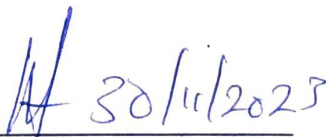
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## **DEDICATION**

This thesis is dedicated to my parents, Mr. and Mrs. A.Y.A. Ibrahim for their love and support.

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The researcher is profoundly grateful to the Almighty God for His mercies and the grace to start and complete this programme. She is also very grateful to Prof. (Mrs.) F.I. Ofoegbu and Prof. (Mrs.) A.O. Clark who were hitherto the supervisors of the thesis before they retired meritoriously. The researcher's sincere gratitude goes to the present Chief Supervisor, Rev. Sr. P. Ekejiuba for her contributions, support and guidance and Co-Supervisor Dr. (Mrs.) U. Momoh, who is also the Acting Head of Department, Educational Management for her immense support, unquantifiable contributions, encouragement, motherly care and love.

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## ABSTRACT

This study investigated school-community relationship and students' academic performance in public senior secondary schools in Edo State. Seven research questions guided the study. Research questions 1 and 2 were answered while questions 3-7 were hypothesized and tested at 0.05 level of significance.

The study was a descriptive survey that adopted the correlation design. The population of the study comprised all the 313 public senior secondary schools in Edo State. The Multi-stage sampling procedure was adopted to select the sample size of 110 schools representing 35% of the population. A set of questionnaire titled 'School-community relationship Questionnaire (SCRQ1) and a Checklist, titled 'Student Academic Performance Checklist' (SAPC) were used for the study. The reliability of the instruments was determined using Cronbach Alpha statistical tool and a reliability coefficient of 0.89 was obtained. The instruments were validated by the researcher's supervisors. Questions one was answered using Mean and question 2 was answered using simple percentage, while Pearson  $r$  was used to test hypothesis 1 and Fisher's  $Z$  statistics was used to test hypotheses 2-5.

The findings revealed that the level of school-community relationship in public senior secondary schools in Edo State was moderate; students' academic performance was high. There was a significant relationship between school-community relationship and students' academic performance

in public secondary schools in Edo State. The study further revealed that there was no significant difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based on school location, principals' sex, work experience and qualification. It was therefore recommended, among others that the relationship between the school and the communities be improved by encouraging more participation of members of the community in school activities and awareness should be created to make them see the school as their own and hence safeguard the properties against vandalism and theft which could hinder effective teaching and learning activities leading to improved academic performance in the school. Seminars and workshops should be organized for principals as drivers of school-community relationship to expose them to modern trends of interpersonal relationship.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Performance is about task accomplishment, the outcome of a set of objectives or goals. It is usually result-oriented and has to do with effective teaching and learning. It could be measured using students' class attendance, scores or grades on assignments, and standardised tests and examination.

Academic performance is the extent to which a student has achieved short or long-term educational goals. It can also be how knowledgeable or skillful a child is in the subject the teachers have taught. According to World Bank (2002), it is the quality and quantity of knowledge, skills, techniques, positive attitudes, behaviours, and philosophy a student has acquired. The marks or grades in tests or examinations attempted at the end of a topic, term, year, or education cycle are the means for evaluating performance. It is the fulcrum of the educational system and of uppermost priority to all stakeholders.

Academic performance indicates the result that shows the student's level regarding the fulfillment of set educational objectives on activities in a school and can be measured by a range of statistical indicators such as scores and grades. In Nigeria, for instance, student's academic performance in senior secondary schools is measured by the West African Senior School

Certificate Examinations (WASSCE) conducted by West African Examination Council (WAEC) and National Examination Certificate conducted by National Examination Council (NECO). Students should have a minimum requirement for admission into the university; that is, credit passes in five subjects, including Mathematics and English Language. The other three subjects must be relevant to the desired course of studies in the Arts, Sciences, or Social Sciences.

However, in recent times, there has been an outcry from parents, teachers, school managers, and other educational stakeholders about the state of the education sector and the poor academic performance of students (Kibandi, 2014). Furthermore, studies by other researchers like Adigun (2011) and Adeoti and Olufunke (2016) have shown insignificant improvement in students academic performance in these external examinations. An analysis of WASSCE results in Nigeria from 2015 to 2018 showed that in 2015, only 30.02.% had five credits and above in subjects, including Mathematics and English. In 2016, 2017, and 2018, the results showed 38.40%, 54.20%, and 48.09 %, respectively. (West African Examination Council (WAEC), 2018).

That seemingly poor academic performance of students has been attributed to many factors, such as vandalisation of school properties, inadequate funding, insecure school environment, kidnapping, and non-participation of the host communities (Olarenwaju, 2013). As a result, many

educational researchers have studied the causes of poor academic performance of students, examining all the factors mentioned above, they are still not enough to address this problem hence, this study.

School community relationship is a two-way symbiotic arrangement through which the school and the community cooperate for the realisation of the goals of the community and vice versa; it is the degree of understanding and goodwill that exist between the two parties. The school, as an open system and a social organisation, thrives on the effective interrelationship within it and with its relevant communities. What happens in a school affects the community, and what happens in the community affects the school. That means that the community builds its schools, and the schools build the community. Therefore, school-community interdependence is unbreakable. It is a reciprocal relationship where the two work together and have a direct impact on one another. If schools are to succeed in educating the community's children, they need to know a great deal about the community and the families from which the children come. That means the school cannot exist in isolation but in cooperation with the community in which it is situated.

The school interacts with the environment (community) to access the needed resources for effective teaching, learning, and improved academic performance of students, hence the clamour for the school-community relationship. School-community relationship in the running of schools draws

parents and other stakeholders into the school physically and is most effective for improving academic performance. School-community relationship enables schools and communities to share the responsibility of running the schools and helping children develop academically. Moreover, resources raised as a result of school-community relationships can enhance teaching and learning and thus contribute to improved quality of education and improvement of the academic performance of students.

Quality education requires the collective efforts of all stakeholders, such as teachers, students, parents, government, and the community. Successful schools do not operate in isolation; they build connections with parents and communities to strengthen relationships and foster mutual understanding. School-community relationship in education is a means of improving educational quality, accessing more resources, and being accountable to the community they serve. If education, as Nwadiani (2000) posits, is a magic wand for solving the problems that plague humankind, whatever stakeholders need to do to guarantee or improve its quality becomes imperative.

The school is a social institution that promotes social interests; therefore, it behooves the communities to share the responsibilities of providing and maintaining school buildings, employing staff, providing furniture, security, and other necessary amenities. The interaction between the school and the community is a process that comes from the desire to

achieve common objectives. It is the degree of understanding and goodwill between the school and the community (Bakwai, 2013). The purpose of this relationship is to ensure that the two parties play their roles effectively to get the desired benefits of effective school management that results from it. Ambui (2004), stated that the essence is to share responsibilities between stakeholders to promote educational progress. Such collaborative efforts get the schools, parents, and communities to work together in an atmosphere that conduces to achieving the purpose of education.

Policy makers in education, having realised that school-community relationship is a strategy for getting more funding, improving enrolment, and improving the teaching and learning process, have incorporated it into policy documents (FRN, 2013). Through these policy documents, the government officially encourages the participation of local communities in the funding, administration, and management of schools. In agreement, the World Bank noted that unless communities are at the center of educational change in Africa, poverty and poor education will not be overcome, especially in rural areas (World Bank, 2007). That aligns with the 9th Conference of Commonwealth Education Ministers in 1984, which recommended alternative funding for education in developing countries and resource generation by communities to fund them. It noted that school administrators could not generate resources without a positive and cordial working relationship between the school and its community.

The current practices of the government underscore the importance of community participation. For instance, to encourage cordial school-community relationships and bridge the gap between them, the Edo State government in 2018, embarked on a ten-day capacity building in community engagement and participation in education. The officers who underwent the training were to ensure that communities participate in school management in their territories by protecting school facilities and making sure every child is enrolled. The need for school-community relationships has become imperative, and scholars have also articulated the process of their inclusion in education management.

Olanrewaju (2013) posited that most of the government's programmes failed due to the exclusion of the community at the most crucial point of design and implementation. The author further stated that community participation in education entails bringing all major stakeholders to discuss educational challenges and how to tackle them in society. That emphasises the need to utilise the community before and during the implementation of educational policies, which entails mobilising and sensitising the public, and all other stakeholders in education, who are to be partners in achieving the overall goals and objectives of education in Nigeria.

The school community includes the following groups: Parent Teacher's Associations (PTA), community heads, men, women, youth, vigilantes, and children. This study used the PTA, community heads, the

youth, and vigilantes since each group has some functional roles in ensuring a healthy relationship. These roles and responsibilities are spelt out in Section 9(14) of the Universal Basic Education Act (2004) and adopted for this study. They include initiating and executing specific projects and activities within the scheme's framework in their localities; security; maintenance; repairs and employment of teachers; providing infrastructural and instructional materials, and creating a conducive working relationship that can elicit the spirit of commitment and ensuring the sustainability of schools.

The indices of school-community relationship include the contribution and support of the community to the school; in some schools in rural areas, the communities employ teachers where there are shortages, provide free accommodation for teachers, donate land and other materials, provide security, assist in the construction of classrooms, libraries, and laboratories, mobilise children for enrolment, supervise, and maintain discipline, among others. These contributions have could significantly impact academic performance of students. To achieve these, the principals have to be in a cordial relationship with the Parents Teachers Association – the development of the school, provision of teachers to fill the gap of inadequate teaching personnel, donations of facilities and materials; payment of fees for indigent students, supervisory support and frequent meetings.

The principals also need to relate with the vigilante groups in the community for the security of school properties, monitoring of students to prevent loitering during school hours, and guarding and maintaining the school environment to keep the students from harm. Relationships with the youths in the community also form a critical part of this process as they can support the school financially and materially, volunteer and render professional services, and assist in maintaining the school. Communities have sometimes deployed youths to weed the school compound before resumption. Similarly, a cordial relationship with the community heads could assist the school in many ways, such as contribution to school projects, provision of space, donations, ensuring discipline, and raising awareness on enrolment.

A good school-community relationship can be enhanced through effective communication, collaboration, and commitment from all parties involved leading to the achievement of mutually beneficial goals. Communication is the exchange of ideas and information between two or more people to achieve stated goals and objectives, and it helps to foster cordial relationships between the school and its host community, while collaboration is working together to solve problems and achieve mutually beneficial goals. The principals, as direct implementers and administrators of education policies in secondary schools, are to drive school-community relationships to enhance academic performance. They are the bridge

between the school and the community it serves. Therefore, intervening variables, such as location of the school, sex, experience, and qualifications of principals, could influence the school-community relationship.

School location could influence school-community relationships and students' academic performance. Schools in rural areas have the propensity to enjoy more cordial relationships with and patronage of the communities because they are closer than in urban areas where schools have easy access to infrastructural facilities and educational amenities necessary for smooth teaching and learning; those in the rural areas might have to solely rely on the support of members of the community to have access to these amenities.

There have been studies on how the sex of a principal affects the school-community relationship and students' academic performance. Some studies concluded that no significant difference exists in how male or female principals interact with the host community; some studies revealed that female principals are more effective than their male counterparts. For instance, Osho (2018) asserted that there is a significant difference between male and female principals in school-community relationship and students' academic performance because female principals were very thorough and more consistent in the general school administration, which includes interpersonal relationships. This study, therefore, considers the sex of a principal in a school-community relationship and its influence on the academic performance of students.

The experience of the principal could also be a factor in school-community relationships. Many studies have shown a significant difference in the performance of principals with longer years of service than those with fewer years in school-community relationship and students' academic performance (Okolo, 2017). A school administrator who has put in many years has a wealth of experience and stands a better chance of getting support from the community than those with little or no experience.

The academic qualification of the principal, which equips them to foster cordial relationships, cannot be overlooked in school-community relationship and students' academic performance. Knowledge in interpersonal relationships is best acquired with higher qualifications; those with low qualifications may not be well-grounded. Babayemi (2006) asserted that principals with higher qualifications established a more cordial relationship with the community, having undergone courses and training in interpersonal relationships. However, establishing a relationship that would encourage community members to be concerned and participate in the activities of the school and could enhance the academic performance of students largely lies with the principal as the key driver and facilitator in the process.

## **Statement of the Problem**

The Academic performance of students in external examinations like WASSCE and NECO in Nigeria has been below expectation, and there has been an outcry from parents, teachers, school managers, and other educational stakeholders about the state of the education sector and the academic performance of students. An analysis of WASSCE results in Nigeria from 2015 to 2018 showed that in 2015, only 30.02.% had five credits and above in subjects, including Mathematics and English. In 2016, 2017, and 2018, the results showed 38.40%, 54.20%, and 48.09%, respectively (West African Examination Council WAEC, 2018). From the analysis above, the academic performance of students fluctuates and showed no significant improvement.

In addition, studies by some researchers like Adigun (2011) and Adeoti and Olufunke (2016) have shown that there is no significant improvement in students' academic performance in these external examinations. Could this students' performance in external examinations be linked to poor school-community relationships? Is it that the school management could not galvanize the communities towards ensuring a cordial relationship and close participation?

The clamour by the government for communities to get involved and participate fully in education in Nigeria stemmed from inadequate funding

and the inability of the government to provide the necessary resources for the growth and development of the educational sector. Hence, partnering and having a cordial relationship with the host communities could encourage them to be fully involved and participate in the administration and management of schools. However, schools have not established cordial working relationships with their host communities to manage the schools successfully, and this is evident in the poor state of many public schools. As a result, the researcher conducted a study on School-community relationship and students' academic performance in public senior secondary schools in Edo State.

### **Research Questions**

The following research questions guided the study.

1. What is the level of school-community relationship in public senior secondary schools in Edo State?
2. What is the level of students' academic performance in public senior secondary schools in Edo State?
3. Is there a relationship between the school-community relationship and students' academic performance in public secondary schools in Edo State?
4. Is there a difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based on location?

5. Is there a difference in the relationship between school-community relationship and students' academic performance in public senior secondary schools in Edo State based on principals' sex?
6. Is there a difference in the relationship between the school-community relationship and students' academic performance in public senior secondary schools in Edo State based on the principals' experience?
7. Is there a difference in the relationship between the school-community relationship and students' academic performance in public senior secondary schools in Edo State based on the principal's qualification?

### **Hypotheses**

Research Questions 1 & 2 were answered while questions 3 to 7 were hypothesized.

Ho<sub>1</sub>: There is no significant relationship between the school-community relationship and students' academic performance in public secondary schools in Edo State.

Ho<sub>2</sub>: There is no significant difference in the relationship between the school-community relationship and students' academic performance in public secondary schools in Edo state based on school location.

Ho<sub>3</sub>: There is no significant difference in the relationship between school-community relationship and students' academic performance based on principals' sex.

Ho<sub>4</sub>: There is no significant difference in the relationship between school-community relationship and students' academic performance based on principals' experience.

Ho<sub>5</sub>: There is no significant difference in the relationship between school-community relationship and students' academic performance based on principals' qualifications.

### **Purpose of the Study**

This study investigated school-community relationship and students' academic performance in public secondary schools in Edo State. Specifically, the study,

1. ascertained the level of school-community relationship in public secondary schools in Edo State;
2. ascertained the level of students' academic performance in public secondary schools in Edo State;
3. found out if a relationship existed between school-community relationship and students' academic performance in public senior secondary schools in Edo State;

4. investigated if there was a difference in the relationship between school-community relationship and students' academic performance in public secondary schools based on school location;
5. found out if there was a difference in the relationship between school-community relationship and students' academic performance in public secondary schools based on principals's sex.
6. found out if there was a difference in the relationship between the school-community relationship and students' academic performance in public secondary schools in Edo state based on principals' experience;
7. ascertained if there was a difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based on principals's qualifications.

### **Significance of the Study**

The value of a cordial relationship between school and community to achieve educational goals in Nigeria is incalculable. Hence, the study of School-community relationship and students' academic performance in public senior secondary schools in Edo state would benefit all stakeholders (government, parents, students, school administrators, and managers, communities) in education. It will be of benefit to school managers and

administrators by making more resources available for the growth and development of the sector.

Cordial relationships with schools would encourage communities to get involved in all areas of the school; for instance, vigilante groups could provide security for the school, students absenteeism due to loitering outside school compounds during school hours would reduce, and students' misbehaviours and gangsterism would also reduce to a large extent. Parents can participate fully in their children's education, monitor them, and contribute meaningfully to their academic pursuits. The burden of finance, providing material, security, and supervision on the government would reduce significantly, and the study's recommendations would help the government to assess educational policy on community involvement and evaluate levels of compliance, effectiveness, and areas of improvement.

The Edo State government could use the study as an evaluation material to assess the effectiveness of their reform strategy of involving communities in the management and administration of schools. Involving communities in school administration gives the people a sense of importance and ownership of the school in their locality. It also inspires them to protect the properties they contribute to procure, thereby ensuring they maintain and sustain their communal assets. The study would enlighten them on the need to fully participate in the teaching, learning, and overall development of their children and make for robust growth and improved

academic performance. Finally, the study would provide a database for other students and researchers working on similar subjects.

### **Scope and Delimitation of the Study**

The scope of the study is school-community relationship and students' academic performance in public secondary schools in Edo State. The indices of school-community relationship as driven by the principal includes employment of teachers and provision of materials and financial support, development of the school, payment of fees for indigent students by the PTA, guarding of the school environment, monitoring to ensure students do roam about during school hours and provision of security by vigilante groups; maintenance of the school; material and financial support and volunteering and rendering of professional services by the youths; provision of space, donations, enrolment of students, among others, by the community heads. Students' academic performance was assessed using external examinations (WASSCE) and a minimum of credit in any five subjects, including Mathematics and English Language.

The study was delimited to members of the school community such as the PTA, community leader, youths, and the vigilante groups. It was also delimited to students' academic performance in WASSCE of May/June 2017 to May/ June 2019 examinations as at the time of the study.

## **Definition of Terms**

The following terms were operationally defined:

**School-community:** This includes members of the community who support the school. The school community is represented by leaders of the community, PTA Chairmen, youth leaders, and heads of vigilante groups.

**School-community relationship:** This is a mutually beneficial interaction between the school and the community that leads to the achievement of stated goals and objectives in terms of employment of teachers, provision of materials, development of the school by the PTA, provision of security by vigilante groups, maintenance of the school by the youths, and provision of space, donations, enrolment of students, among others, by the community heads.

**Students' academic performance:** A minimum benchmark for academic performance is five credit passes, including Mathematics and English Language in WASSCE.

**Principals' qualification:** The principals with B.Ed have basic qualifications, while those with Postgraduate degrees in Education have higher qualifications.

**Principals' sex:** Male or Female Principal.

**Principals' work experience:** The principals with 5 years and below are considered less experienced, while principals with 5 years and above are experienced.

**School location:** This is where the school is situated. It could be urban or rural. Urban Schools are schools within local government headquarters. Rural Schools are outside local government headquarters.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

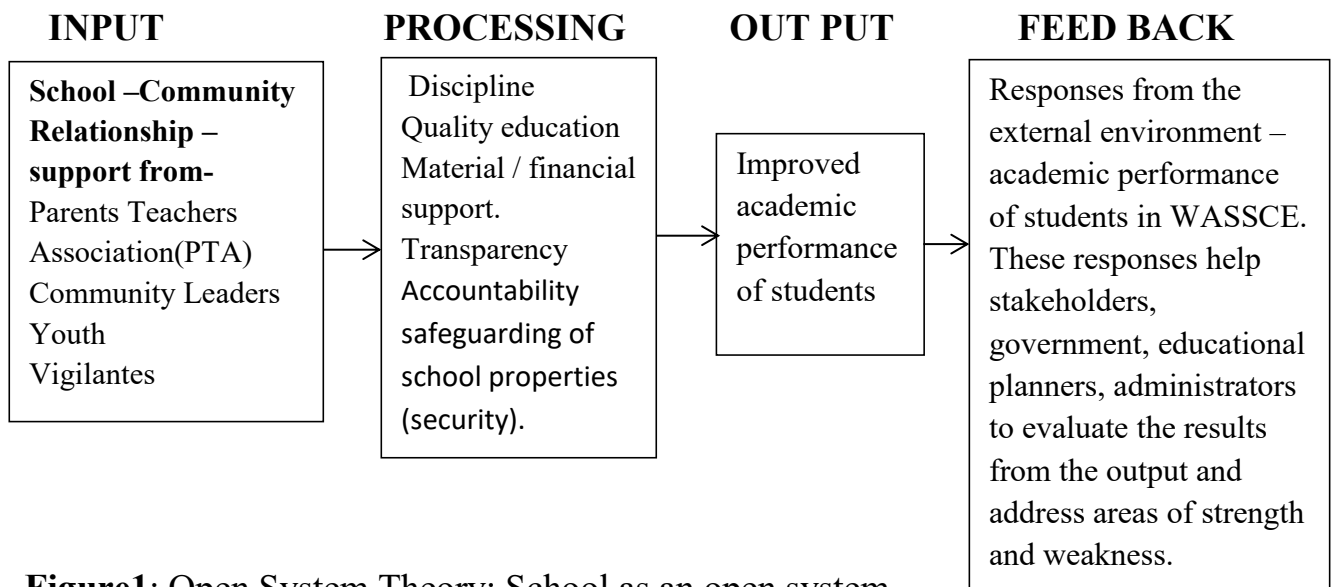
This chapter focused on relevant literature on school-community relationship and students' academic performance. It was discussed under the following sub-headings:

- Theoretical Framework
- Concept of School-Community Relationship
- Concept of Students Academic Performance
- School-community Relationship and Students Academic Performance
- School-Community Relationship and Students Academic Performance Based on the Location of the school.
- School-Community Relationship and Students Academic Performance Based on Principals's Sex.
- School-Community Relationship and Students Academic Performance Based on Principals'Experience.
- School-Community Relationship and Students' Academic Performance Based on Principals'Qualification.
- Summary of Related Literature Reviewed

## **Theoretical Framework**

This study hinges on the system theory propounded by Ludwig Von Bertalanffy in 1968 and supported by the stakeholder theory as propounded by Edward Freeman in 1984. System theory deals with integration, interaction, the interdependence of elements, organization, purposefulness, identifiable boundaries, identifiable attributes of parts, and their interrelationships. The system consists of parts, which are differentiated in some ways but connected to make up the whole through interaction between these parts and the external environment.

The components and units of a sub-system perform various tasks and activities geared towards the achievement of the goals of a system. Any malfunction in the sub-system affects the functionality of the whole system. Systems theory focuses on the relationship between the parts that link the whole. The concept comprises open and closed systems. The open depends on the environment and comprises five components: inputs, transformation process, output, feedback, and environment. A school is an open system that maintains itself by interacting with its environment, while a closed system, on the other hand, does not interrelate with its environment and does not admit or process information.



**Figure1:** Open System Theory: School as an open system.

**Source:** Adapted from Osineinde, in Fadipe & Ojedele (1999).

The open system theory shows an organization as a whole and a part of a larger environment. Activities in any part of an organization affect all other parts and the organization as a whole. The theory analyses the functions of an organization in terms of input-processing-outputs and views organizations such as schools as an open system. An open system has inputs and outputs, where resources are constantly taken from the environment and transformed according to the environment, in this case, the schools' needs. The interaction from the feedback mechanisms about the quality of the process enables the system to collect information that corrects and enhances it.

This theory implies that, for an organization or system to attain the goals for which it was set up, the components of the system must work separately, individually, and collectively. It is the totality of the activities of

the different parts of a subsystem that makes up a system that leads to the overall achievement of the organization as an entity. The theory is pertinent to this research since the school is an open system, and school-community relationship can only work in an open system. The school interacts with the environment by taking inputs from the community and employing a sequence of activities that converts inputs into outputs to achieve the stated objectives, which in this case is the student's academic performance. The school gets inputs such as finance, materials, security, and other support from the community heads, men, women, youths, vigilantes, and the PTA geared towards enhancing the teaching and learning process, which, in turn, improves the academic performance of the students.

### Stakeholders Theory

The Stakeholders theory was propounded by Edward Freeman in 1984 and defined as any group or individual that can be identified or can influence the achievement of a company's goal or that can be affected by the achievement of a company's goals, such as public interest groups, government agencies, trade unions, competitors, trade unions, employees, customers, community members. It is a theory of organizational management and business ethics that addresses morals and values in managing an organization. In education, the Stakeholder theory maintains that education for all is the responsibility of all; in this respect, the school

management should involve and integrate the goals of all stakeholders in the planning and administration of educational programmes. Stakeholder theory is a doctrine that holds companies accountable to their stakeholders and hinges on social responsibility.

Members of host communities are to play their roles and be fair in their relationship with the school authority. Genuine attempts to communicate and understand stakeholders should engender increased trust and a sense of fairness (Harrison, 2010). Only by establishing trust will stakeholders freely provide information since they would believe that doing so would improve their position. Competitive advantage stems from having positive relationships with external stakeholders, and for administrative effectiveness, a principal needs to purposefully establish and maintain a good relationship with members of the communities.

#### Relevance of the Theory

The provision and management of quality education lies with the central government and remains a shared responsibility of all stakeholders. That stems from the fact that education is a social enterprise requiring the support of all stakeholders so that its contribution can benefit the entire society. (Addae-Boahene, 2007). Schools, like other facilities, such as the community market and boreholes, are situated in the community and belong to all community members. The community, therefore, plays a role in

shaping the policies and financing of the school just as the school, in turn, must function to meet community social needs by producing a literate population and transmitting the culture of the community to the youth.

This theory is appropriate for this study because it emphasizes the inclusion of all stakeholders in the management and administration of an organization and, in this case, the participation of community members in the management and supervision of the schools in their locality.

### **Concept of School-Community Relationship**

School-community relationship in schools is essential to ensure transparency and accountability in the education system. It is imperative to note that achieving the ultimate objectives of education requires a good relationship between parents and other members of the school community on the one hand and the administrators and managers of schools on the other. According to Borgonovi and Montt (2012), there are two categories of school-community relationship: academically-oriented home based which includes activities like; paying school fees, buying books, and assisting learners in homework, and non-academic based activities, including the provision of nutrition, parental care, guidance, and counselling, communicating with teachers and transport facilities.

A school community is a learning environment to practice teamwork, integrated diversity, trust, and respect among individuals. Members of the

school community are to contribute to the school's vision and have a collective sense of purpose and a mutual set of ethics and principles. Schools exist in the heart of each community, and school-community links are beneficial. The community can enhance the school learning climate by providing directions, recruiting volunteers to help at school functions, mentoring functions, and a sense of stability (Sergiovanni, 1994).

Community refers to a group of people who share a common identity, such as geographical location, class, and ethnic background. They also share special interests. Over time, the term 'community' has been utilised in diverse ways and can be described based on the attributes the members share, including culture, language, custom, law, geographic area, status, and ethnicity. Bray (1996) identifies six different types of communities that are particularly prominent in education. These are geographic or traditional communities, defined based on members' residences, i.e., individuals residing in somewhat small areas such as townships, districts, or suburbs. These people have shared values and history, bound together by multiple economic, social, religious, and kinship ties. Ethnic, linguistic, racial, and religious communities: Here, membership is according to tribal, racial, linguistic, or religious identity and typically extends beyond geographic location. Generally, these are minority groups that have self-help support structures.

Communities anchored on shared family or educational concerns: these include parents' associations and related bodies based on adults' mutual concerns for the welfare of their children; an adopted community involves a group of people living in the same locality who share the same interest but do not necessarily have historical links; radial or dispersed community involves people who do not live together as close neighbours but share strong ethnic, cultural or religious ties. They share the same language, church affiliation, or place of origin; examples of this type of community are the different tribes scattered all over the country, people from the same towns or villages living in various urban centers; national community; this involves the citizens of a particular national community- for example, the Nigerian community, the English community, and the French community.

Communities are further differentiated by three levels of contribution: high level, where the community is constantly ready and concerned to find out the needs and challenges of the school, dedicate substantial communal developmental efforts to resolving school needs, regularly collect levies and dues from its members to support the school needs; displays an efficient leadership that upholds the cause of the school at any fora; and parents attend PTA meetings regularly. The average level-community makes some attempts to resolve the needs and challenges of the school; probably performed better if there was good leadership; their participation appears to

be unintended; some parents are active participants, while others are indifferent; and parents attend PTA meetings only when they are idle or during the non-farming season.

Low level; community is unaware and disinterested in the needs or challenges of the school; assumes that the government has the solitary duty to cater to the school; is underprivileged and does not have confidence in its ability to contribute to the school; displays an unenthusiastic attitude towards the school; and the majority of the parents cannot forfeit even a single day in months to be present at PTA meetings. The onus, therefore, lies with the principal being the link between the school and community to encourage, enlighten and establish a cordial relationship with the community for a high level of participation which is most desirable.

Any school sited in a community is supposed to help that community, a school sited in a primary or traditional community has a face-to-face interaction where everybody has a common interest and trusts each other. For example, the community can give a piece of land to the school for farming to teach the children agricultural science, and the school can also allow the community members to use the school facilities such as the school hall, field, services, and so on. Such a school-community relationship is crucial to the growth and school and community advancement. Follet in Obanewa (1994) opined that the central problem of any enterprise, whether local, national, business enterprise, or school system, is the building and

dynamic yet harmonious human relations. For a school to benefit from moral, financial, and material support, it must closely relate to the community.

School-community relationship can therefore be defined as a symbiotic relationship between the school and the community that is mutually beneficial. According to Asodike (2008), school-community relationship in the management of education in Nigeria is not new; it dates back to the colonial period when the educational administrators used local communities to provide and further Western education. For example, parents provided monetary and moral support; local communities provided the land with labour for educational development and guards for safety. However, while relationship levels can be high in some countries, they are low in others.

In Uganda, Onsomu and Mujidi (2011) noted that although there has been a positive advance in establishing school-community relationships, there are still problems that hinder further growth, such as some parents still thinking that they are irrelevant to the schooling process and administrators and teachers who are the specialists should bear all the burden. That is not, however, the case in Ghana; the Ministry of Education (MOE) and the Ghana Education Service (GES) recognised the significance of symbiotic collaboration between school-community leaders and local school authorities in effecting changes in the school.

Under the Free Compulsory Universal Basic Education (FCUBE), MOE, and GES, the government has committed itself to building a systematic approach that assists communities and organizations (SMC and PTA) to play a crucial part in the regeneration of their schools. The MOE and GES communities have vital roles in enforcing standards, developing and maintaining school infrastructure, and creating partnerships between teachers, pupils, and the district authorities to bring about needed changes (Addae-Boahene, 2007).

School-community relationship is described by Ojedele (2000) as the ways by which the school relates to the immediate and large communities in which the school is. He further pointed out that through the school-community relationship, the school head learns about the growth, advancement, barriers, purpose, and wants of the school; where the community could contribute and support, while Agbaje (1996) opines that school-community relationship helps to bridge the gap between towns and gowns, Sulaiman (2001) affirms that the importance of having school-community relationship is to enhance goals achievement of the school because the school is for the immediate community. To further support this, Bello (2011) opined that an open relationship between the school and its community could give the community high opportunities to utilize resources optimally to improve the school.

Ogbonna (2003) thinks that school-community relationship is a series of planned activities and medium through which the school seeks to learn about its community, to inform the community about, and interpret when necessary the purpose, programmes, problems, and needs of the school and to involve the community in the planning and evaluating of the school policies and progress. Akpkwu (2012) asserted that school-community relationships are the degree of understanding and goodwill achieved between the school and the community. It shows that school-community relationship is the shared understanding that connects the students, school, community members, materials, and other resources to develop a positive school atmosphere for effectual and efficient attainment of educational objectives.

However, Obi (2004) holds that school-community relationships can also occur between the school and parent-teacher association (PTA), old students association, school committees, the school board of governors, and school proprietors associations, among others. The relationship will improve their understanding of the challenges faced by the school, thus encouraging them to offer assistance and support that may enhance the organization, effectiveness, competence, and efficiency of the educational system. Nakpodia (2013) observed that a community, through a healthy working relationship with the school manager and the entire school community, would get to know the strength and weaknesses of the school and find ways

of improving the areas in which the school is lacking to achieve its educational goals.

School-community relationships became necessary because school management was becoming increasingly complex and the complexities are due to the increasing cost of education, technological changes, an explosion in student enrolment, and staff and student indiscipline. These require high financial investments that the government cannot fund without partnering with communities. Ogbonnoya (2000) opined that funding is a critical issue in the Nigerian education system. Because the various levels of government and their agencies cannot provide all the funds needed for education, education should be a combined responsibility of the federal, state, and local government and the local community. That supports Maduewesi's (2007) in Ibekwe (2012) assertion that no school can operate effectively without community interest, understanding, and participation, since the community supplements the educational opportunities offered within the community.

School-community relationship in school management presents several benefits that include shared ownership of the school which engenders enthusiasm in the communities to provide financial and material support to the schools. Furthermore, education is a concern of the community, and their contribution to school management is vital since it is the right of parents to participate in managing their children's schools. Developing a relationship with the host community may be an approach to

preventing unforeseen incursion and lessening hostility from the community towards the school, reducing conflict, and facilitating better decision-making.

School-community relationship can facilitate the much-wanted resources and other unpaid helper support to the school, such as free labour and skill, which positively affect the children's academic achievement, attitudes, and aspirations. However, most communities are unaware of the roles they should play in the school. School-community relationship in public secondary schools in Nigeria cannot be discussed extensively without mentioning School-Based Management Committees (SBMCs), the nexus between the school and the communities. SBMCs are an essential link between schools and the communities they serve and comprise local people involved with their schools. SBMCs work to enhance school-community relationship and improve the quality and effectiveness of schools. They provide a way of helping the education authorities to listen to what adults and children want from schools and of increasing the contributions of everyone in the local area to making education work well, mustering and gathering community resources for school development, and maintenance and protection of school property.

Other aids and assistance provided include training in basic accounting and administrative skills and customary visitations by local education officers to answer and resolve community issues and offer

practical support. There are basically four types of SBMC which are: Administrative-control where authority lies solely with the principal; Professional-control where decision-making authority lies with the teachers; Community-control where members of the local community, parents, and old students have the major decision-making and Balanced-control, where decision-making is shared among government representatives, parents, old-students, teachers and members of the local community.

Before the introduction of the School-Based Management Committee (SMBC) in 2006 in Edo State, there was little or no interaction between the school and the communities because they saw the schools as owned by the government and had no business supporting them. But since the introduction of SMBC, they have been fully involved in the management and administration of the schools in their communities. They hold frequent meetings with the school, maintain the school environment, provide some learning materials, ensure full-enrolment of pupils, and are planning to introduce fines for pupils loitering around during school hours. The communities also participate in the development of plans intended to give the community greater autonomy to determine their own needs and concerns. These are usually decisions best done at the community level, where needs and challenges can be identified more accurately.

In certain countries, school-communities relationship help the school management by offering expertise and skills in areas that include

bookkeeping and learning assessments and in circumstances where communities are short of capacities or skills to participate effectively in school management, further aid in the form of seminars and workshops are provided to prepare them effectively to dispose their duties to the school. Watt (2001), on his part, has also noted that community-based approaches to educational development can enhance ownership, accountability, and efficiency. Improving the community's sense of ownership of a school increases the likelihood that parents will support the goals and causes of the school and guarantee that their children regularly attend school to learn without playing truancy. Greater ownership can also boost the accord for transformation and enhances accountability.

Teachers tend to be more effective when communities play an active role in classroom dealings and activities, which would, in turn, improve educational admission and quality. Considering changing needs and development, the school must be ready to waive its rigid rules and policies to accommodate the needs of its community and its development. That form of relationship allows the school to function as a centre for the good of the society. Members of the community are supposed to identify with the vision of the school and share a common sense of purpose and values. The community can improve the learning environment of the school in several ways by providing directions, recruiting volunteers to help at school functions, mentoring functions, and a sense of stability (Sergiovanni, 1994).

Based on these observations, it behooves the principal to develop a form of relationship that would turn the community into partners of the school and inspire the community to donate resources toward the growth and advancement of the school. According to Adiele and Agi (2009), three types of relationships characterize the school and the community. These are the alienative relationship – there is no mutual relationship between the school and community. It is traditional in the sense that it is the belief that the government should provide education and the community has little or nothing to give to the school.

The cooperative school-community relationship is based on the premise that the school and the community own the school; they depend on each other to achieve quality education; the model relationship is a donor-recipient type of relationship where one party donates; and the other receives without giving anything in return. Even though it is called a model relationship, the researchers describe the relationship as unhealthy because it is one-sided and selfish and can cause a rancour between the school and the community. The onus, therefore, is on the principal to adopt the right type of relationship for management effectiveness; he does not only need to develop a good relationship with the community but also maintain it. He serves as a bridge between the school and the home in a way that enhances not only the development of the students but also helps the school to succeed (Payne, 2006).

The principal should have a close relationship with the parents for school effectiveness (Epstein, 2012). His roles include; developing the interest of the community through active involvement in the dealings and activities of the school; creating awareness of the need for school-community relationship; ensuring the establishment of advisory committees among the community members; identifying and solving community problems; providing the appropriate leadership needed by the community; keeping a file of community members which the school can use as resource persons; making the school facilities readily available for community use; update the community on the needs of the school; participation in conferences, traditional and religious activities; the principal must realize that service, participation, public confidence, and financial support are closely inter-twined in any programme that would enhance effective school-community relationship; encouraging the formation of Alumni and Old Boys Association and establishing and coordinating a very active Parents Teachers Association (PTA).

The community includes the community leaders (Enogies), youths, women, men, children, elders, and vigilantes. But for this study, only the PTA, community leaders, vigilantes, and youth were considered. Parents Teachers Association (PTA): The basic roles of the PTA are to establish a cordial relationship between the school and the community, give moral, financial, and material, encourage moral, physical, and intellectual

development of the children, provide a forum for parents and school staff to meet regularly to discuss, and make decisions that will impact positively on the growth and development of the school. PTA is recognized as one of the foremost civil organizations to promote children's rights, particularly within the school environment. According to the United States National Parents /Teachers Association's mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in school, and in the community (Prew, 2012).

PTA is also expected to elevate the living standard at home, advocate for laws that guard the rights of children and youth, fill the space between home and school, and build and initiate endeavours to connect educators with the public, with the ultimate aim of ensuring the highest standards and guidelines in psychological, physical, social and spiritual aspects of education are adhered to. However, in countries like Uganda, PTA was not functional in the early days, and schools were typified by restricted formalized interactions with parents except for being invited to speech and prize-giving days and sports events. Hence, parents did not participate in designing and developing the curriculum and school management.

According to Lasibille (2007), several factors were responsible for this situation; firstly, the schools' leadership did not attempt to establish a partnership with the parents, believing parents were irrelevant to the schooling process since they did not even know what was being taught.

Secondly, given that most parents were uneducated or poorly educated at that time, school activities were perceived as daunting and overwhelming to them. Thirdly, the remoteness of the school from home and travel expense prevented parents from monitoring their children's progress at school. In addition, parents earlier assumed teachers could do it all unaided and so were not spurred to be concerned.

However, parents' relationship with teachers has changed for the better since the 1980s so far. The cause of this change in attitude and circumstances was the reduction of government funding in schools, which consequently created a financial crisis in the schools due to the wars, civil strife, dwindling exports, and an increased number of schools (Lewin, 2006). The constraints of the dearth of academic materials and lack of essential infrastructure have hindered the operational efficiency of schools. That has caused some teachers to migrate to other climes for greener pastures, while others have turned to coaching to earn extra money. Based on this context, parents began to play crucial roles in managing schools. The school managers decided to apply for financial assistance from (PTA) to develop collaboration between parents and teachers to enhance the quality of education in schools. Within a short duration from their onset, PTA had evolved into the major financial supporter of school expenses.

Currently, government contribution to schools is less than 15 percent of the overall revenue of the school, and the rest is from parents. Thus, the

contributions from parents were to finance a range of school expenditures, some of which were the purchase of school facilities, construction of school buildings, payment of nonacademic staff, and allowances to teachers, among others. Conversely, the community, through the PTA, is expected to assist the school in raising funds, embarking on projects like building classrooms, science laboratories, libraries, staff quarters, and other infrastructural facilities, and to a large extent, they have been doing this and have helped in positively playing a vital role in the provision of quality education for the students.

**Vigilantism:** Vigilante is from the word vigilant, which means “keeping a watchful or close eye on events and people. According to Chambers 20th-century dictionary, vigilantism is an authorized body that, in the absence or due to the inefficiency of regular government, exercises the power to arrest and punish. Dumke, cited in Encyclopedia Americana, says that vigilante is the name given to self-appointed law enforcement groups who appeared from time to time on the American frontier and occasionally in older communities where established authority seemed unable to cope with lawlessness and disorder. Vigilante is a group of committed people at the micro level set up to maintain peace and order in the community. It consists landlords, tenants, community associations, and leaders of the neighbourhood who keep watch over their area and report suspicious people to the police Albert, Awe, Herault, Omitoogun (1995). They are largely

informal, composed of volunteers largely funded through communal contribution and an organised attempt by ordinary citizens to enforce norms and maintain law and order on behalf of their communities.

In some communities, what are often termed vigilante groups are actually militia groups, especially when viewed against the backdrop of their activities. In such communities, they are vital instruments against what their community members, who support them, regard as serious social threats, more seriously than armed banditries, such as a threat to territorial integrity by their neighboring communities and the protection of the economic resources of their land from undue exploitation. Some of the roles of the group are also to protect and preserve public property, assist the police in crowd control and maintenance of peace at public functions, ensure children who are supposed to be in school are not loitering around the community, make a positive contribution to the advancement, progress, and wellbeing of the community by assisting in communal development.

There are four basic types of vigilantism: Neighbourhood or community, neighbourhood watch, and community vigilante groups organised by community associations; ethnic: vigilante groups organized along ethnic lines to defend ethnic interests.

Religious: vigilantes with faith roots, state-sponsored groups that operate with the support of local governments. The focus of this study is

neighbourhood and community vigilantism which is the type organised by the community to protect the lives and properties of the community.

Vigilante groups were officially launched in Nigeria in Oyo State in April 1987 by the then-military governor, Adetunji Olurin. With the high rate of insecurity in Nigeria today, and the inefficiency of the security agencies in the country, the vigilante groups seemed to have taken over the security of the lives of the citizens of the country. In Edo State, for instance, they have been playing a very active role in ensuring safety against armed men, bandits, vandalization, and herders in every community, and schools in these communities are guarded by them.

The aims and objectives of the vigilante groups as defined in Article (4) of the constitution include to: assist the Police and law enforcement agencies to curb crime; to protect and preserve public property; assist the police in crowd control and maintenance of peace at public functions where the need arises; with the clearance of the police, assist public agencies in the protection of their establishment plants and equipment; give information to the police and other security agencies of criminals or wanted persons residing in the ward or local government; locate the permanent or temporary residencies of receivers of stolen properties and advanced fee fraud practitioners for the purposes of enabling the police to arrest or monitor their activities; make positive contributions to the advancement, progress and well-being of the community by mobilising and assisting in communal

development efforts; and abide by the constitution of the Federal Republic of Nigeria and all relevant laws and byelaws.

According to Article (5) of the Constitution, membership of the vigilante shall be open to all Nigerians who: are not less than 18 years of age; are of unquestionable character; are physically and mentally fit; reside in the community where they work; have not been convicted of any criminal offense; have pledged to abide by the rules and regulations of the organization.

Youth: A youth, according to United Nations, is a person between the ages of 15 and 25. Youths constitute about two-thirds of the active population; those that are powerful and dynamic in society under the age of forty. The youths are the heartbeat and driving force of the community. They are the cornerstone of societal rejuvenation.

The role of the youth in the community is vital to the whole development aspiration of the community, basically to renew, refresh and maintain. They are to advance the current technology, education, politics, and society, generate ideas, and solve problems. The role of the youths in school-community relationship cannot be quantified; they are the driving force in any community; they participate in vigilante activities, funding, maintenance of school facilities, provision of material support and volunteering, and rendering professional services to the school.

Community Leaders: These are the heads of the communities where the school is situated; they are the first link between the school and the community and are to mobilize the the community to support the school, depending on the relationship with the school. They are also to contribute to school projects, ensure the safety of school facilities, provide material resources to the school, hold regular meetings with the school, ensure the children in the community attend school promptly and regularly, prevent vandalization of school property, attend school programmes and activities among others. Studies observed that where there is a cordial relationship between the school and community, cases of vandalization of school property, such as using school tables and benches as firewood or for building poultry or sheds, reduced; security issues like kidnapping reduced to a large extent. The foregoing shows that for education to develop in any part of the globe, there must be a robust and cordial relationship between the school and the host communities.

### Types of School Community Relationship

There are different types of relationship which exist between school and community. According Pawlas (2005) identified six types of school community relationship:

1. Parenting: Schools and communities relate as parents of a student.

Families must provide for the health and safety of children and

maintain a home environment that encourages learning and good behaviour in school. Schools provide training and information to help families understand their children development and how to support the changes they undergo.

2. **Communication:** The school must reach out to families with information about the school programmes, student reports, and new information on topics such as school choice and transition from elementary school to higher grades. Communication must be in forms that families find understandable and useful. For example, schools can use a translator to reach parents who don't speak English well, and it must be two-way, with educators paying attention to the concerns and needs of families.
3. **Volunteering:** Parents can significantly contribute to improving the environment and running of a school. Schools can get the most out of this process by creating flexible schedules; so more parents can participate and by working to match the talents and interests of parents to the needs of students, teachers, and administrators.
4. **Learning:** With the guidance and support of teachers, family members can supervise and assist their children at home with homework assignments and other school-related activities.
5. **Decision Making:** Schools can give parents meaningful roles in the school decision-making process and provide parents with the training

and information needed to take available opportunities. This opportunity should be open to all segments of the community, not just people with the most time and energy to spend on school affairs.

6. Collaboration with the Community: Schools can help families to access support services offered by other agencies, such as health care, cultural events, tutoring service, and after-school child care programmes. They also can help families and community groups provide services to the community, such as recycling programmes and food pantries.

School-community relationship is today gaining more ground than ever before. School administrators are paying more attention to the role of communities in managing schools. According to Fiore (2006), when families, schools, and community institutions (e.g. local businesses, community colleges, and health agencies) collectively agree upon their goals and decide how to reach them, everyone benefits. He identifies the following as the importance of school-community relationship:

1. Schools enjoy the informed support of families and community members. Families experience many opportunities to contribute to their children's education, and communities look forward to an educated, responsible workforce. Benefits accrue to the staff of schools and community agencies as well: they can observe boosts in

morale, heightened engagement in their work, and a feeling that their work will net results.

2. Communities can provide schools with a context and environment that can complement and reinforce the values, culture, and learning the school provides their students or negate everything the school strives to accomplish.
3. Communities can provide schools with a context and environment that can complement and reinforce the values, culture, and learning schools provide for their students or negate everything the school strives to accomplish.
4. Communities can extend various social, cultural, and vocational opportunities to students and families.
5. Schools, in turn, offer communities a focal point of educational services for children. Schools have the potential to build well-educated citizens ready to take on responsibilities as contributing community members.

Working together, schools, families, and communities can prepare for a more promising future. In urban communities struggling against violence, unemployment, and deteriorating institutions, the school-community relationship offers hope for those who may have given up on the social institution in their neighbourhood and cities. Rural communities searching

for opportunities to revitalize themselves in a technologically sophisticated society can discover ways to bring themselves into the information age by intertwining school and community improvement initiatives.

School-community relationship involves providing human resources like employment of teachers, and material resources, safety and maintenance of infrastructural facilities in their local school; prompt repair and renovation of blown-off school roofs; providing relevant human and material resources; provision of infrastructural and instructional materials in school to support the efforts of the government; assistance in the procurement of books for school libraries to improve reading and writing skills of pupils; provision of school uniforms and books to wards and children; assist in provision of teaching and learning materials in school; pooling of resources to help the schools in areas of needs; encourage enrolment and retention of students in schools.

The school community could also help to build a positive relationship with the school through the maintenance of discipline in the school, combating examination malpractices, ensuring security in the school, the transmission of cultural heritage, assistance in local crafts teaching, pressure groups on the government, enlightenment of parents on school programmes, instructions on farming and encouragement of sports and games among others.

**Table 1: Areas of Interaction between the School and the Community**

<b>School to Community</b>	<b>Community to School</b>
<p><b>i. Use of physical facilities</b></p> <p>Classrooms and hall for adult education classes and community occasions.</p> <ul style="list-style-type: none"> <li>-Venue for short in-service training courses, particularly at the teacher training and secondary school levels.</li> <li>-School farm or garden as a model for locally-based farmers for demonstration work, or model farms.</li> <li>-The use of sports grounds for civic occasions.</li> </ul> <p><b>ii. Economic Contributions</b></p> <p>Labour contribution to local projects. Provision of employment opportunities. Purchase of local products.</p> <p><b>iii. General Services and Help</b></p> <ul style="list-style-type: none"> <li>- School as base for local humanitarian and social groups – scouts, guides choirs, sports teams.</li> <li>- Help for the old. The sick, the poor.</li> <li>- Participation in local and national festivals.</li> <li>- Using school lorry, loan of equipment, furniture and so on.</li> <li>- Use of school premises and teachers in national campaigns such as census, elections, etc.</li> </ul>	<p>Shared use of church halls, water supply, clinics, hospitals, library, etc.</p> <p>Providing houses for teachers</p> <p>Providing land for school buildings, sports fields, farms or gardens.</p> <ul style="list-style-type: none"> <li>- Labour contribution</li> <li>- Financial contribution for new facilities</li> </ul> <p>Provision of materials and furniture.</p> <ul style="list-style-type: none"> <li>- Maintenance facilities.</li> <li>- Provision of school security</li> <li>- Lending of equipment</li> </ul> <p>Provision of information for school work.</p> <ul style="list-style-type: none"> <li>- Contribution of artifacts to the school museum</li> <li>- Opportunities for study of local activities and customs</li> </ul> <p>Use of local people as instructors – religious leaders, storytellers, dancers, craftsmen, traders.</p> <ul style="list-style-type: none"> <li>-Parental help as teacher assistants.</li> <li>-Use of, and access to local facilities like visits to local industry, farms, research stations, historical</li> </ul>

<p><b>iv. Research Knowledge and Cultural Records.</b></p> <ul style="list-style-type: none"> <li>- Recording and preservation of local traditions, lore, historical events, etc.</li> <li>- Research into local history, songs, etc</li> <li>- Providing personnel for research into local history and problems.</li> </ul> <p><b>v. Teaching.</b></p> <ul style="list-style-type: none"> <li>-Education (literacy) for adults and out-of-school youths.</li> <li>-Extra-mural</li> <li>-Providing courses particularly at secondary school level.</li> </ul> <p><b>Vi. Curriculum:</b></p> <ul style="list-style-type: none"> <li>-Source of information and new ideas for use in the community like linguistic influence, hygiene and so on.</li> <li>-Transmission of culture – folk-lore, customs, music, dance and so on.</li> </ul> <p><b>vii. Management:</b></p> <ul style="list-style-type: none"> <li>-Staff and student involvement in local affairs – committees, church, development unions, cultural organizations, agriculture,.</li> <li>-Pupil involvement in youth organizations.</li> </ul>	<p>landmarks or places of interest.</p> <ul style="list-style-type: none"> <li>-General visits to places of interest</li> <li>-Participation in school management bodies,like Board of Governors, School Committees,Parent/Teachers Associations, Old Student Associations, and so on.</li> </ul>
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**Source:** Researcher’s compilation

Certain factors affect the interaction between the school and the community, these are trust, communication, and collaboration. Trust can be

defined as a psychological state in which one person intends to accept vulnerability to the actions of another person, with the hope that the other person will carry out specific actions to justify the trust. The principal should be able to trust the host community and vice versa for an effective and cordial relationship to exist. Brubaker (2020) defined trust as a foundational part of building relationships.

Trust in school community relationship helps build commitment and friendship that is mutually beneficial to both parties. Ellingwood (2001) supports that trust and friendship enhance commitment, engagement, and support. That agrees with Harris (2012), who asserted that trust in a relationship involves parties that are dependable, available to support each other, and responsive to each other's needs. Genuine attempts to communicate and understand stakeholders should increase trust and a sense of fairness (Harrison, 2010). Only by establishing trust will stakeholders freely provide information since they would believe that doing so would improve their position. Building trust is the cornerstone of the effective interpersonal relations techniques in any organization. It is a process that develops from consistent actions that shows that an administrator is reliable, cooperative, and committed to success.

Tower (2017) adds that trust is built through actions not words because actions help to establish the reputation, integrity, and reliability a

school principal needs to build trusting relationships with the members of the community in the school is situated to earn the respect needed to lead and develop the atmosphere necessary to accomplish the goals of the school. According to Serrat (2017), the hub of trust is credibility which is characterized by four elements (integrity, intent, capabilities, and results). He further stressed that a high-trust environment has a positive relationship with involvement, commitment, and overall success. That agrees with the findings of Tahir, Musah, and Yasin (2015), who stated that in every school that exhibits a high rate of success, there is a certain level of trust between the principal, teachers, and the members of the community, and this trust centres on effective communication.

Communication is an indispensable tool for establishing and maintaining cordial school-community relationship. Bakwai (2013) opined that effective communication makes for better school-community relationship, improved teaching and learning processes, and overall development of education. Communication, according to Keyton (2011), is the process of transmitting information and common understanding from one person to another. Valentzas and Broni (2014) asserted that communication is the meaningful exchange of information between two or a group of people. Communicating requires putting thoughts in order, expressing them in an accessible way, and stating them in a way that draws and keeps the receiver's attention (Beattie & Ellis, 2014). Capability to

recognise and understand personal emotions as well as the emotions of the other person in the communication line. It involves the transmission of messages in understandable codes between two or more persons through the right channel, received and decoded, and produces appropriate feedback to signal correct understanding by the recipient. A good relationship between schools and parents starts with good communication (Heim, 2007).

Ijaiya (2000) identifies five methods of communication: Written type in reports, letters, memos, minutes of meetings, email, and telex; oral type as in conversations, oral interviews, meetings, telephone, and conferences; visual type in charts, television, videos, graphs, diagrams, and body language; electronic type as in telephones and computer network; and Audiovisual as in television and videos. Sharma and Sharma (2015) posited that effective communication combines some skills, such as attentive listening, nonverbal communication, the ability to handle situational stress and the communicating with parents is necessary if a school principal expects them to support the school. But other community members might benefit from receiving accurate information from a school and whom they should offer opportunities to communicate with a school. Among them are senior citizens, childless couples, and newly married couples (Pawlas, 2005). According to Fiore (2006), the best school relationship plans involve regular and purposeful communication with internal and external communities of schools. However, when there is a breach in communication, there is bound

to be conflict that can hinder any cordial relationship between the school and the community.

According to Farrant (2001), the following rules should be adopted for effective communication, adopt a code known to everyone where the message is to be sent; avoid using a medium that will be unpleasant to the recipients; choose the medium that is well suited to the conditions under which the message is to be sent and try to reduce noise as much as possible and avoid any breakdown in communication that could lead to misunderstanding and crisis. Communication between the principal and the members of the host community can take place any time they come in contact with one another, whether to exchange pleasantries or discuss issues relating to the school and the community, the principal as the manager of the school constantly communicates with the community by giving out information on the progress of the school, discuss areas of need and ways to move the school and the community forward, this encourages participatory relationship, good inputs in decision making, respect, collaboration, consideration, and teamwork.

Effective communication promotes honesty and transparency essential for maintaining a lasting relationship. When communication between the principal and community members flows freely, the relationship becomes more relaxed and friendly, and more support is given. Another important factor is collaboration. Collaboration, according to Royal

(2014), is getting individuals who may or may not have similar interests to work together in an organized manner to achieve goals and objectives that are mutually beneficial. Stoner (2015) opined that collaboration involves two or more people working together to create something new to support their shared vision. The collaboration between the principal and the community members promotes innovation and change, encourages taking collective responsibility, helps to identify critical issues, and proffers solutions.

For the attainment of quality education, there is the need for the community in which the school is situated to work in collaboration and harmony with the school not only in the upbringing and welfare of the pupils but also in the provision and maintenance of the school infrastructure as well as playing a critical supporting role in the effective management and administration of the school. Partnering with parents and communities while utilizing their resources and strengths boosts social and emotional development of children. That concurrently encourages parent, family, and community empowerment and well-being.

Some factors promote effective school-community relationship in education. Watt (2001) notes that demand is necessary for a successful school-community relationship in education; unless communities have a clear desire for change and strong incentives to support the school, the response to community-based education programs will likely be weak.

Communities support education to achieve an objective that would be unmet without their participation. The best incentive for communities is the promise of a better education, which at the local level usually means an accessible and affordable school staffed by competent, motivated teachers, teaching in safe classrooms equipped with adequate materials, leading to the acquisition of valued knowledge and skills.

Another factor that enhances school-community relationship in education is that communities must identify common interests and needs, accept and enforce basic rules governing their support for the school, and have minimum skill, knowledge, and leadership to follow through on their commitment. Where communities cannot identify common interests or needs, or there is distrust, support might not be forthcoming. Watt (2001) observes that efforts such as concerted capacity building; support of other education stakeholders, especially teachers, and government; timely and free flow of information are needed before communities can play a more active educational role.

Building capacity for community support to education is often best achieved by actively initiating change and establishing the process of learning by doing. That is by beginning a process of bringing the community together and encouraging discussion about educational needs and priorities, perceptions about the role of education in the community, the responsibilities of different stakeholders, and options for improving the

school. Some well-resourced, highly motivated, and cohesive communities can single-handedly finance and manage education sustainably. At the other end are communities that may lack the resources to make anything more than a minor contribution to the funding of education or are unable or unwilling to work together. In certain instances, financial constraints thus constitute a hindrance to effective school-community relationships.

On this, Shaeffer (1994) observes that poor communities cannot bear the added expenses of participatory processes-especially in the form of financial resources and the time and energy required of communities and individuals. Information flow between schools and the communities is equally vital to a successful school-community relationship. The extent to which school authorities make available to communities the problems and needs of the school determines the form and level of support the community can offer, and that will also determine how it will influence the student's academic performance.

### **Concept of Students' Academic Performance**

Academic performance is what a learner can accomplish by the execution of class work in school, and it entails how students cope with their studies and complete different tasks given to them by the teacher in a fixed time or academic year (Dimbisso, 2009). Academic performance refers to standardized tests, scores, grades, and overall ability and

performance outcomes. Lawrence and Vimala (2012) see academic performance as a measure of knowledge gained in formal education, usually indicated by test scores, grade points, averages, and degrees. Odeh, Oguiche, and Ivagher (2015) opined that academic performance is commonly measured by examinations or continuous assessment, but no general agreement on the best test or which aspects are most important.

It determines a student's ability by the degree of attainment in tasks, projects, courses, or programmes. It also shows the effectiveness of a programme in terms of students' outputs, understanding, the acquisition of knowledge, and skills. School performance is measured by its output relative to inputs provided by stakeholders in education. These include indicators such as enrolment, retention and dropout, infrastructure, availability of teaching and learning materials, motivation of teachers and pupils, financial resources, supervision, and academic and other extra-curricular performance or cognitive skills of pupils. Students' academic performance has been a great source of concern for stakeholders in education.

Adeyegbe (2002) revealed that there has been a slow improvement in the performance of students in WASSCE and that students perform below expectations. This finding was supported by The World Bank (1998) when they stated in their report that there was a fall in students' performance in public examinations in many countries. That was further confirmed by

Yusuf and Adigun (2010), who conducted their research in Ondo State; the population consisted of forty secondary schools and data collected was tested using percentage scores and t-test statistics.

They found that there was a low performance in secondary schools. Abolade (2003) revealed that between 1994 and 1996, in May/June WASSCE, only about 20% of those who sat for the exams credits in mathematics, physics, and chemistry. Asim, Basse, and Essien (2005), Ajagun (2000), and Ojerinde (1998) also support the fact that the academic performance of students in core subjects is poor. For example, in Literature, only 49%, Chemistry 43%, Economics 57%, English Language 46% and Mathematics 59%. Salman, in his reaction to the low performance of students in mathematics in WASSCE, carried out a study in Ondo State on the causes of mass failure in mathematics; they found out that poor handling of tough subjects led to the mass failure and revealed that for three years (2006-2009) students academic performance in mathematics was below 50%.

Nwagwu (1998) conducted a comprehensive study of WASSCE results from 1990-1994 in the arts, science, and social science subjects and found that students' performance was below expectation. Adeyegba (2002) reported that between 1989 to 1998, students' performance in WASSCE was less than 50% credit passes in core subjects. That also agrees with the WAEC report published in August 2010 that students' performance in

WASSCE was low, with 75% failure in English Language and Mathematics, and only 24.95% of students had five credits, including Mathematics and English Language.

### **School-Community Relationship and Students Academic Performance**

There has been an increased awareness of the need for schools to partner with communities to access the necessary resources needed for the growth and development of education expected to improve students' academic performance. These resources include physical facilities, instructional materials, security, and support services, among others. Oparinde and Oyewale in Sa'ad and Sadiq (2014) opined that school-community relationships have a significant influence on the provision and maintenance of school facilities and the academic performance of students. A study conducted by Cash in Chukwuma and Nwachukwu (2016), which examined the relationship between a safe school environment and students' academic performance found that students had better scores in schools with safe building conditions than schools without.

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Epstein (2012) opined that a correlation of increased levels of school-community relationship is an increase in students' achievement, improved student attendance, and reduced dropout rates. Idiagbe (2004), as cited in Omea (2017), asserted that schools function best when parents and the community are active participants and have a sense of ownership of the school. Cohen (1998) argues that the school-community relationship in education has a positive impact on the academic achievement of the students and the overall success of the school. That is further supported by Townsend (1994), who asserted that effective performance of the school and achievement of education goals depends on appropriate community participation of the community.

Gershberg and Winkler (2004) observed that greater parental and community control of the school leads to higher teacher and student attendance and performance. Barry (2016) opined that cordial school-community relationship helps maintains the much-needed bridge between the home and school for effective learning and improved student academic

performance. Henderson and Mapp (2002), and Berla (2004), carried out a study on school-community relationship and students' academic performance. The population was drawn from 400 teachers and 400 parents, and the data collected were analyzed using SPSS 20.

The finding reports that when schools, families, and community groups work together to support learning, children tend to do better in school, stay longer in school, and like schooling more. Furthermore, when communities participate in decision-making and school governance, they gain the organizational capacity to exert control and hold the school accountable, which in most cases improves students' academic achievement and school-community relationship (Detroit Urban Research Center, 2014). Bray (1996), on the issue of the relationship between school-community relationship and academic performance, observes that clear evidence exists in many contexts that show that a cordial relationship between the schools and communities in the operation of schools can help in the enrolment, retention, and attendance of pupils. That is because community members have a deeper understanding of the circumstances of particular families, of relationships between individuals and community members on school committees may provide a vital element of continuity.

The Michigan Department of Education, Alatorre (2009) found that where there is a robust school-community relationship, students have higher grades and graduation rates, better school attendance and discipline, and

increased motivation for staff and community. Mutual understanding and partnership between school and community would help teachers, parents, and other community members to identify where they can work together for the child's benefit. Watt (2001) has also observed that effective school-community relationship in the life of the school could have a dramatic impact on education access, retention, and quality teachers are more likely to do their jobs well when communities take an active interest in what is happening in the classroom, studies in Argentina, Brazil, El Salvador, Nicaragua, Honduras, Mexico, Peru, Nigeria link reduced absenteeism to parental, school-community relationship and supervision (Gershberg and Winkler, 2004).

In his research, Chunga (2012) points out that cooperation between schools and communities needs conscious initiative; it is not a relationship of chance, but each group should understand its role and provide an enabling environment. The partnership is not a one-off thing but a cultivated effort that needs continuous review and improvement. DeGrauwe, (2006) stated that in most Organization for Economic Cooperation and Development (OECD) countries, legislation is in place to foster and enhance collaboration between teachers and parents. This relationship helps in the good governance of schools and consequently enhances children's development in learning. School-community partnership enables the school and the community to share the responsibility of running the schools and

helping the child achieve educational success, without which neither the school nor the community can benefit (Tondeur, 2013).

Perrone (2008), however, argued that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that depended on teachers alone have always been limited by the experience base that teachers bring to their classrooms; this can not be disconnected from the student's family status and the level of school-community connection. High unemployment rates, lack of educational opportunities, concentrated poverty, social isolation, welfare dependency, teenage parenthood, and a high rate of single-parent families, among others, contribute to the low performance of students.

Lareau (2003) found that parents with higher education and income could cultivate their children for successful academics based on parental exposure to school settings. In support of this, Fullon and Watson (2013) asserted that to understand school-community relationship, one needs to address the nature of the relationship, how parents and teachers can work together to improve the school, and the integration of teachers into the community. From the foregoing, it seems that, to a large extent, the school-community relationship has a direct impact on schools' academic performance.

## **School-community Relationship and Students Academic Performance Based on School Location**

Location refers to the particular place, in relation to other areas in the physical environment (rural or urban) where the school is sited. According to a report by UNICEF (2010), schools should be located where people live either in the village or settlement it serves or close to it so that there will be easy flow of communication between the school, children and the community. Edoho (2017), carried out a study on the influence of location on school-community relationship and students' academic performance in Cebu, Philippines. The respondents were 171 and simple random sampling was used to pick the sample size. It was found that urban schools are more favoured with better social amenities than those in the rural areas and do better academically. This negates Nworgu (2010) findings who found that schools in rural areas have better relationship with the host communities, have access to resources needed for effective teaching and learning which in turn leads to improved students' academic performance.

Menseh and Lloyd (1997), emphasized that the output of a school depends on the whether the school is located in urban or rural areas which has a great influence on the school-community relationship and students' academic performance of the students. A study by Ahiaba and Igweonwu (2003), on school-community relationship and students' academic performance in Kogi State, Nigeria. The population was 3,548 and the data

was analysed using mean and standard deviation. The study revealed that the location of schools has no significant influence on school-community relationship and academic performance of the students. They asserted that whether a school is located in the urban or rural areas has no effect on the how the principals relate with the members of the host community or improve the academic performance of the students in the school.

However, Ajayi and Ogunyemi (1990) have contrary opinion, they asserted that there was no significant difference between the students in rural and urban areas. Yusuf and Adigun (2010), carried out a study on the performance of students in secondary schools in Ekiti State. The population consisted of forty secondary schools and data collected was tested using percentage scores and t.test statistics. They found out that school location had no significant influence on students academic performance which negates Owoeye (2000), findings that location had significant influence on students academic performance. Owoeye's finding was also in line with the findings of Lee and Michtire (2000) who also carried out several studies on the influence of school location on school-community relationship and academic performance students in secondary schools and found that school location can affect school-community relationship and the academic performance of the students.

Omenka and Kurumeh (2013) investigated the influence of school location on school-community relationship and students academic

performance in junior secondary schools in Benue State, Nigeria. They discovered that there was no significant difference in school location. Their findings was consistent with Owoeye (2002), Igboegwu and Okoronkwo (2013); Amoo (2013) and Onuekwusi and Ogomaka (2013): whose findings revealed that there was no significant difference between school-community relationship and students'academic performance based on location of the school. Wherever the location, the onux falls on the principal to establish and maintain a robust and cordial relationship with members of the community.

### **School-community Relationship and Students Academic Performance Based on Principals' Sex**

There has been a lot of debate on how the sex of a principal affects school-community relationship and students'academic performance. Some studies reviewed believe that there is no significant difference in the way a male or female principal relates with the members of the communities where the school is situated. A study carried out by Lynn and Tse-Chan (2003) in Turkey, with a population of 15,200. Their findings revealed that male had larger average brain sizes than female and therefore would be expected to have higher intelligent quotient IQ which include the ability to establish a cordial relationship with school communities and improve the academic performance of students. The sex of a person to a very large extent determines the way he relates to people, ability, performance, how

efficient and effective in carrying out duties. Mordi (2004), asserted that male administrators are being trained for superlative roles while females for subordinate roles which influenced greatly how they relate with members of the school communities.

Mabry (2015) argues that female administrators have positive social behavior while their male counterparts engage in greater amount of disagreements and task behaviours, this goes to show that female principals, because of their nature and disposition stand a better chance of establishing cordial relationship with their communities than their male counterparts. Idogho and Omoike (2008) in their study on sex disparity in administrative effectiveness of heads of academic departments in Nigerian Universities. The population was 1,520 and it revealed that there is no significant difference in the way male and female administrators relate with members of the communities. A similar study carried by Eagly and Carli (2015), argued that there was a significant difference in the way male and female principals relate with the community.

This is supported by Mabry (2015), who asserted that female managers are more agreeable and exhibit positive social behavior like ensuring peace and tranquility and solidarity in a group which enhances school-community relationship and students'academic performance. This study is in line with Daresh and Males (2000), who opined that female principals were more effective in school administration because they

extended their motherly roles to the school and community and leads to effective teaching and learning which enhances the academic performance of students. Eze (1997) is of the opinion that female leaders were more collaborative and relational. This means that they are more friendly with their subordinates, students and the members of the community.

This is supported by Fadekemi and Isaac (2011), who tagged men as instrumental, bureaucratic and competitive beings and women as nurturing, rational and collaborative. However, Olajide (2002), is of the opinion that there is a significant difference between male and female administrators in school-community relationship and students' academic performance. Osho (1998), found out that there was no significant difference between male and female principals in the areas of general administration which includes interpersonal relationship between the school and host community, academic excellence and personnel management. His study further revealed that there was a significant difference between male and female principals administrative effectiveness in the areas of finance, discipline and supervision. He concluded that female principals were very thorough and more consistent in many areas of management which is very desirable in establishing cordial relationship among subordinates, students and the community members.

Farell (2002), opined that there was no significant difference between male and female principals' administrative effectiveness in the

administration of secondary schools. He concluded that both males and females should be given equal opportunity as principals of secondary schools as long as they met the required criteria. This negates the findings of Olajide (2002), that argued that there was a significant difference between male and female principals' administrative effectiveness in the administration of secondary schools. His study further revealed that there was no significant difference between male and female principal in terms of supervision and human management which includes in this case school – community relationship. Korabic (2000), carried out a study on leadership and managerial leadership and found out that sex did not have any significant influence on the school-community relationship but rather the innate leadership traits, administrative skills and knowledge acquired through training determines how effective an administrator would be.

Ikediugwu (1996), compared the leadership styles of female principals and their male counterparts in school-community relationship and students' academic performance in Enugu State Secondary schools and discovered that both male and female principals were autocratic, democratic and laissez- faire. This is in line with the findings of Adegbite and Adeyemi (2018), which revealed that there is no significant relationship between male and female teachers. Cranston (2002) also observed that principals whether male or female are expected to possess the qualities necessary for school-community relationship and academic performance.

## **School-community Relationship and Students Academic Performance Based on Principal's Work Experience**

Work experience can be defined as the growth in professional career due to continuous employment, training and re-training on the job and other associated efforts. According to Akpan (2007), experience is the process of gaining knowledge or skill and knowledge gained by repeated trials. The number of years a principal stays on the job should influence how he relates with the members of the community. It is expected that school principals who have been long on the job should be able to garner the experience and expertise needed to deal with any situation confronting them and in this case establishing a cordial relationship with the community for the good of the school. Hanushek and Rifkin (2012), observed that people make significant improvement when they stay long on the job. According to Kelechukwu, (2011), most principals have gained experience as teachers before moving to administrative positions which will help them to know how to relate and establish good rapport, develop trust and work collaboratively with members of the communities.

Principals' work experience has been perceived as one of the crucial factors in school-community relationship and students' academic performance (Oyewole, 2011). A highly experienced principal is believed to have more wealth of knowledge than a less experienced one. Olivia and Pawlas (2004), asserted that for an effective school-community relationship,

a principal must have a wide repertoire of knowledge, skill, and techniques to fulfil various supervisory tasks. Tausere (1990) examined training need of secondary schools were the result of effective principals who demonstrated strong instructional leadership including the ability to manage school facilities effectively, creating a positive school climate conducive to teaching and learning, knowing how to manage time, people and equipment efficiently and effectively. Fadekemi and Isaac (2011), affirmed that experienced principals operated from a deeper and more sophisticated knowledge base. Their years of working experience give them extensive repertoires to effective management, counselling, supervision and evaluation of the people under them. The foregoing shows a perceived relationship between experience and performance effectiveness of principals in the management of schools.

This statement is supported by Okolo (2001), who opined that the major influential factor for effectiveness of school administrators was experience gained in the course of working. This was supported by Oredien (2004), whose study showed a positive relationship between principals productivity and age. The population of the study was 109 students and ANOVA statistics was used to test the data collected. Ibian (2005), also agrees that there was a significant influence of principals experience on their effectiveness. This is a pointer to the fact that establishing a cordial

relationship with the community members needs maturity and experience and long standing interactions.

This negates Domina (2005) assertions who said that there was no significant difference between principals with longer years of experience and those with lesser experience in school-community relationship and students' academic performance. Leithwood, Harris and Hopkins (2020), found that while teachers had the most influence on students performance, principals were essential for setting the tone of the school community and ensuring a cordial relationship is established with them. Vanderhaar, Munoz and Rodosky (2006) argued that there was a link between school-community relationship and students' academic performance and a principal's experience because the longer a principal stays in a particular school, the easier it is for him to establish and maintain a cordial relationship with the host communities.

### **School-community Relationship and Students Academic Performance based on Principals' Qualification**

According to Akpan (2007), professional qualification is the basic knowledge and skill a person attains from training, after a phase of training and instruction by experienced professionals to facilitate proficiency in a job or profession. The qualification of the school principal has a great impact on the school-community relationship relationship and students' academic performance level of or kind of relationship that is established between the

school and the community. Babayomi (2006) carried out a study on school-community relationship and students' academic performance and found out that a principal with a higher qualification is able to establish a more cordial relationship with the community having undergone courses and training in interpersonal relationship. The population comprised 950 respondents and the data was tested using percentages, frequencies and figures. The Nigerian Teachers Service Manual (1999), stated that the government should ensure that teachers and school administrators are retrained through seminars, conferences, induction courses to equip them for effective and efficient administration and one of the courses taught is interpersonal relationship which will help them to cultivate and maintain a cordial relationship with every one they come in contact.

Leonibus (1978), asserted that principals with higher degrees like masters in Education and Doctorate degrees are more competent and better administrators who are grounded in interpersonal relationship, capable of creating cordial relationship between the community and the school which will in turn improve the academic performance of the students.

### **Summary of Related Literature Reviewed**

The review of related literature was focused on School-Community Relationship and Students Academic Performance in Public Secondary Schools in Edo State. It was revealed that school-community relationship

was a symbiotic relationship that was mutually beneficial. The theoretical framework for the study was the Systems theory propounded by Ludwig Von Bertalanffy in 1968, which is characterized by integration, interaction, interdependence of elements, organization, purposefulness, interrelationships, identifiable boundaries, identifiable attributes of parts and relationships among them. The system is made up of parts which are differentiated in some ways but connected to make up the whole through interaction between its component parts and external environment. The school is an open system that interacts with the members of the community, get the needed resources for the growth and development of the school and influences the academic performance of students in the school. This was supported by Stakeholders theory propounded by Edward Freeman in 1984 and its relevance to the study is the emphasis on the inclusion of all the stakeholders in the management and administration of schools.

The concept of school-community relationship was discussed, school-community relationship in some countries of the world were briefly examined. The factors that determine effective school-community relationship were also discussed, the main sub-headings discussed in this literature review are the theoretical framework, concepts of the main variables, school-community relationship, types and importance of school-community relationship, roles of the principal, PTA, vigilantes, members of the communities, elements, areas of interaction between the school and the

community, school-community relationship and academic performance, school-community relationship and students academic performance based on location, school-community relationship based on the principals' sex, experience and qualification was also discussed. School-community relationship and academic performance was also reviewed. Eccles and Harrolds in his studies in 2009 argued that students achievement is positively associated with school-community relationship in schools and those schools that encourage high level of school-community relationship outperform their counterparts where there are lower levels.

The reviewed literature discussed the variables in the study which was school-community relationship, students academic performance. Watt in 2001 asserted that school-community relationship guarantees easy access to the needed resources for effective teaching and learning. Eccles and Harrod in 2009 also emphasized the importance of school-community relationship for administrative effectiveness. Lareau and Nieto asserted that effective school community relationship raises student persistence and achievement. From all the literature reviewed, the one closest to this study was the one done by Owan, in 2019, who carried out a study on school-community relationship and school effectiveness in Cross River State. Though, this study seemed most related, the researcher did not consider the impact on the academic performance of students, which gap this study filled.



## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presented the description of the various methods used to carry out the study under the following sub-headings; research design, population of the study, sample and sampling procedure, research instrument, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Research Design**

This study was a descriptive survey research that employed a correlational research design. The descriptive survey design was appropriate because it describes the situation in its natural state and the independent variables was not manipulated. It is a survey because a large sample of subjects was drawn to sample opinions from the population of study which could be used to generalize the entire population.

#### **Population of the Study**

The population of this study comprised all the 313 Public Senior Secondary Schools in Edo State (Post Primary Education Board, Benin City, 2020). The 313 principals in the schools served as respondents who gave information on the one hundred and eighty five thousand, five hundred and seventy eight students (185, 578) who sat for May/June WASSCE from 2016/2017 to 2018/2019 school year.

## **Sample and Sampling Procedure**

The sample size of the study was 110 public senior secondary schools and principals representing (35%) of the total population. Proportionate sampling technique was adopted for this study to get the appropriate sample size.

Stage One: The schools were stratified into the 18 local government areas based on the three senatorial districts in Edo state.

Stage Two: Based on the stratification, proportionate sampling technique was used to select schools based on location, (rural and urban) in each local government area.

Stage Three: 110 schools, representing 35% of the population were randomly selected through balloting technique and the results of all the students who sat for May/June WAEC examination in these schools were used.

**Table 2: Distribution of Sampled Schools and Location Across the Three Senatorial Districts and the Local Government areas in Edo State**

<b>Senatorial district.</b>	<b>No of LGAs</b>	<b>No of Schools</b>	<b>Location</b>	<b>Sample size of schools (35%)</b>	<b>No. of principals at one per sampled school</b>
Edo Central	5	97	Rural	15	34
			Urban	19	
Edo North	6	77	Rural	14	27
			Urban	13	
Edo South	7	139	Rural	26	49
			Urban	23	
<b>Total</b>	<b>18</b>	<b>313</b>		<b>110</b>	<b>110</b>

**Source:** Researcher’s Fieldwork 2020

### **Research Instruments**

The research instruments used to collect data for the study was a questionnaire and a checklist. The questionnaire was titled ‘School-community Relationship Questionnaire’ (SCRQ 1) used to collect data on the level of school-community relationship and the principals responded to the instruments. The checklist titled “Students Academic Performance Checklist” (SAPC) was used to collect data on students’ academic performance in five subjects including Mathematics and English Language using May/June senior secondary school examination results of 2016/2017, 2017/2018 and 2018/2019 academic sessions in Edo State.

The questionnaire SCRQ1 was made up of two parts, A and B, the first part was used to gather information on the personal data of respondents

while section B was targeted at the principals to assess the level of school-community relationship. The respondents were instructed to tick against their options to indicate the extent to which they agreed or disagreed by means of a five-point modified Likert Scale coded options and presented thus- the options in the scale was very high level (5 points), high level (4 points), moderate level (3 points), low level (2 points), very low level (1 point). The mean benchmark was 3.00 and a mean value below 3.00 was regarded as low, 3.00-3.50 as moderate and above 3.50 was regarded as high.

The Students' Academic Performance Checklist (SAPC) was used to collect data on the students' academic performance in five subjects including Mathematics and English language using May/June senior secondary school examination results of 2016/2017, 2017/2018 and 2018/2019 school years in Edo State.

For this study, the percentage of the students with five credits and above including Mathematics and English Language was used and the benchmark is 50% and above is = high performance while below 50% is regarded as low performance.

### **Validity of the Instruments**

The questionnaire was validated by researcher's supervisors and one other senior lecturer in the Faculty of Education, University of Benin. The

questionnaire was validated by ensuring that the questions were in tandem with the study and each item of the instrument matches with each research question. The checklist was validated by picking any relevant five (5) subjects including Mathematics and English Language from all the subjects taught in public senior secondary schools in Edo State. Comments, corrections and adjustments made by the researcher's supervisors were effected for the final draft.

### **Reliability of the Instruments**

The reliability of the questionnaire was determined using Crombach Alpha coefficient statistics. Copies of the instruments were administered once on some respondents that were not included in the final sample. A reliability coefficient value of  $\alpha = 0.89$  was obtained, making them reliable. The checklist was designed to collect documented information from school records on May/June WASSCE results and hence did not require a reliability test.

### **Method of Data Collection**

The researcher with the help of three trained research assistants, collected the data for the study. The completed copies were retrieved immediately and all 110 copies given to the principals were retrieved. The checklist was filled with the Edo State Senior Secondary School May/June WASSCE results of 2017 to 2019 sessions which were obtained from the

sampled schools. A period of 13 weeks was used for the administration and retrieval of the copies of the questionnaire. Thereafter, the researcher and her assistants collated them for analysis.

### **Method of Data Analysis**

Data generated in the study were collated, organized and analyzed. Descriptive and inferential statistics were used to gather, sort and summarise the data. Research questions 1 was answered using mean statistics with the following benchmark; below 3.00 was regarded as low level of relationship 3.00 3.50 = moderate level of relationship and 3.50 and above = high level of relationship while question 2 was answered using percentages and a percentage score below 50 was regarded as low performance and 50 percent and above as high performance. Research question 3 was hypothesized and analyzed using Pearson Product Moment Correlation Coefficient statistics at 0.05 alpha level of significance while research questions 4-7 were analyzed using Fisher's Z statistics at 0.05 alpha level of significance. Tables and charts were used to present and illustrate the results respectively.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of data analysis, interpretation and discussion of findings.

#### Presentation of Results

**Research Question 1:** What is the level of school-community relationship in public secondary schools in Edo State?

**Table 3: School-community Relationship in Public Senior Secondary Schools in Edo State**

S/N	Items on school-community relationship	Mean	Remarks
1	Relationship with PTA.	3.89	High level
2	Relationship with vigilante group.	2.83	Low
3	Relationship with the youth.	3.54	High
4	Relationship with community leaders.	3.50	High.
	<b>Grand Mean</b>	<b>3.44</b>	<b>Moderate</b>

N = 110: BM = Mean value  $\leq 3.00$  = low level, 3.00-3.49 = moderate level, 3.50 and above = high level.

The data in Table 3 revealed that the mean value of the school's relationship with PTA is 3.89 which indicates a high level of relationship. The mean value of the relationship with the vigilante group is 2.83 indicating a low level of relationship, the table further revealed the mean value of relationship with the youth to be 3.54 and indicates a high level of

relationship, also the relationship between the school and community leaders at a mean rating of 3.50 indicate a high level of relationship.

With a grand mean of 3.44, it can be concluded that the level of school-community relationship in public secondary schools in Edo State is moderate.

**Research Question Two:** What is the level of students' academic performance in public senior secondary schools in Edo State?

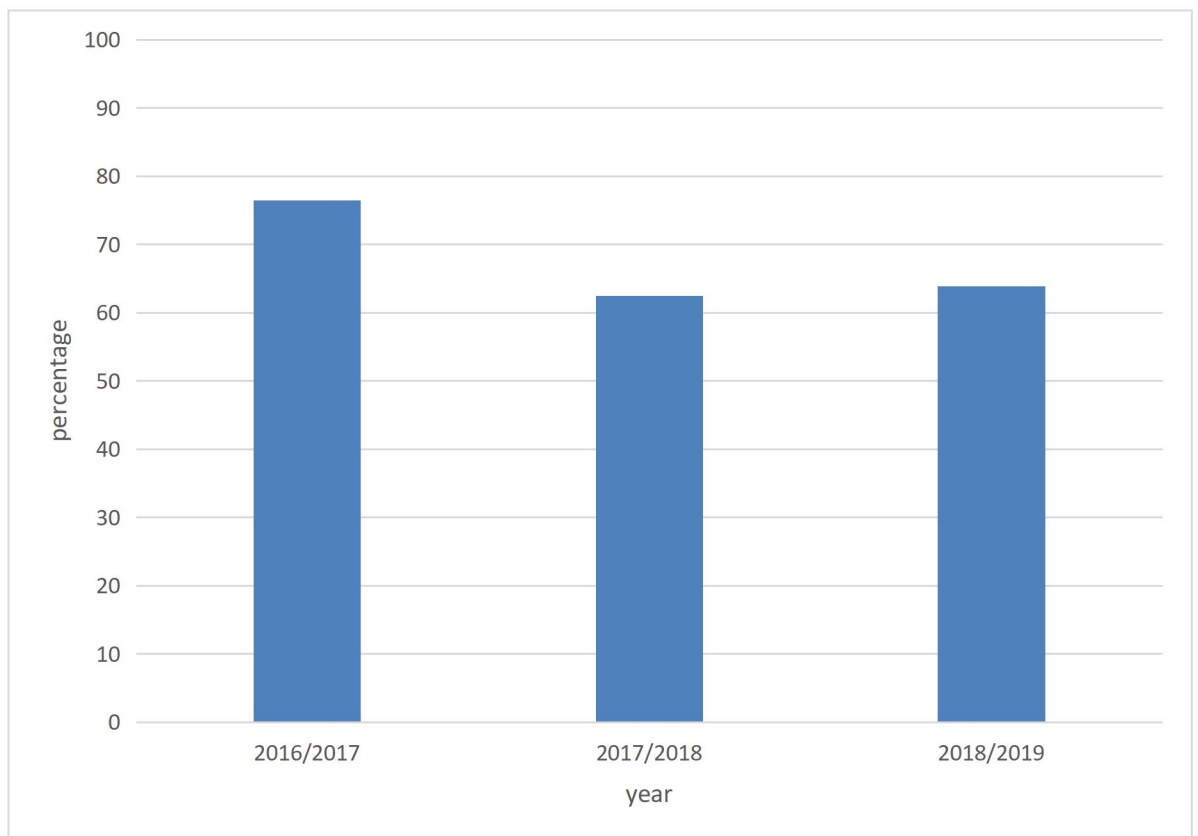
**Table 4: Students' Academic Performance in Edo State Public Senior Secondary Schools**

<b>Years</b>	<b>N</b>	<b>Total Enrolment</b>	<b>No of those who passed with 5 credits in relevant subjects</b>	<b>% Pass</b>	<b>Remarks</b>
2016/2017	110	22,440	17,160	76.5	High performance
2017/2018	110	21,010	13,123	62.5	High performance
2018/2019	110	9,130	5,830	63.9	High performance
<b>Total</b>	<b>110</b>	<b>52,580</b>	<b>36,113</b>	<b>68.7</b>	<b>High performance</b>

The data in Table 4 showed the level of students academic performance in public senior secondary schools in West African Senior Secondary School Certificate Examination (WASSCE) in Edo State from 2017 to 2019. It further revealed that in 2016/2017 academic session, 22,440 students enrolled for the exams and 17,160 representing 76.5% had five credits and above including Mathematics and English Language. In

2017/2018 academic session, total enrolment was 21,010 with 13,123 representing 62.5% having five credits and above including Mathematics and English Language. For the 2018/2019 academic session, only 9,130 students registered for the examination, 5,830 students had five credits and above including Mathematics and English Language.

With a total enrolment of 52,580 and 36,113 candidates having five credits and above including Mathematics and English Language and representing 68.7%, it was therefore concluded that the level of academic performance of students in public senior secondary schools in Edo State was high. This is represented in Figure 2.



**Figure 2:** Bar chart showing the level of students academic performance in public senior secondary schools in Edo State

**Hypothesis One:** There is no significant relationship between school-community relationship and students academic performance in public secondary schools in Edo State.

**Table 5: Relationship between school-community relationship and students academic performance in public secondary schools in Edo State**

Variable	N	Pearson's r	p-value	Remarks
Community Relationship	110	.333	0.009	Ho <sub>1</sub> : Not Accepted
Academic Performance	110			

The data in Table 5 showed a Pearson r-value of 0.333 and a p-value of 0.009. Testing at alpha level of 0.05, the p value is less than the alpha level. Therefore, the null hypothesis which states that “there is no significant relationship between school-community relationship and students’ academic performance in public secondary schools in Edo State’ was not accepted. This means that there is a significant relationship between school-community relationship and the academic performance of students. It was therefore concluded that the academic performance of students is influenced by school-community relationship.

**Hypothesis Two:** There is no significant difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on school location.

**Table 6: Fisher Z of difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on school location**

Location	N	Pearson r	Z <sub>r</sub>	Z-score	Z <sub>critical</sub>	Remarks
Urban	54	0.33	0.348	0.933	1.96	Ho <sub>2</sub> : Accepted
Rural	56	0.16	0.165			

The data in Table 6 showed a Z-score value of 0.933 and a Z critical value (two-tailed) of 1.96. The Z-score value is less than the Z-critical value, therefore, the null hypothesis which states that ‘there is no significant difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on school location is accepted. It was therefore concluded that the location of the school has no influence on school-community relationship and students’ academic performance in public senior secondary schools in Edo State.

**Hypothesis three:** There is no significant difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on principals' sex.

**Table 7: Fisher Z of difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on principal's sex**

Sex	N	Pearson's r	Z <sub>r</sub>	Z-score	Z <sub>critical</sub>	Remark
Male	84	0.103	0.103	1.36	1.96	Ho <sub>3</sub> : Accepted
Female	26	0.401	0.425			

The data in Table 7 showed a Z value of 1.36 and a Z critical value (two-tailed) of 1.96. The Z value is less than the Z critical value, therefore, the null hypothesis which states that 'there is no significant difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on sex is accepted. This means that the sex of the principal does not have any significant influence on school-community relationship and students' academic performance in public senior secondary schools in Edo State.

**Hypothesis four :** There is no significant difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on principals' work experience.

**Table 8: Fisher Z of difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on principals' work experience**

Principals experience	Work	N	Pearson's r	Z <sub>r</sub>	Z <sub>-score</sub>	Z <sub>critical</sub>	Remarks
Below 5 yrs work experience.		13	-0.097	0.097	1.128	1.96	Ho <sub>4</sub> : Accepted
5 yrs & above		97	0.271	0.278			

The data in Table 8 showed a Z-score value of 1.128 and a Z<sub>critical</sub> value (two-tailed) of 1.96. The Z value is less than the Z<sub>critical</sub> value, therefore, the null hypothesis which states that 'there is no significant difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on principals' work experience is accepted. It was concluded that the principal's work experience has no significant influence on school-community relationship and students's academic performance in public senior secondary schools in Edo State.

**Hypothesis five:** There is no significant difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on principals' qualification.

**Table 9: Fisher Z of difference in the relationship between school-community relationship and students academic performance in public secondary schools in Edo State based on principals' qualification**

Prin.Qual.	N	Pearson's r	Z <sub>r</sub>	Z-score	Z critical	-	Remarks
Basic Quali (B.Ed)	91	0.268	0.275	0.311	1.96		Ho <sub>5</sub> : Accepted
Higher Quali. (PGD in Education)	19	0.188	0.190				

Table 9 shows a Z-score value of 0.311 and a Z critical value (two-tailed) of 1.96. The Z value is less than the Z critical value, therefore, the null hypothesis which states that 'there is no significant difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based on principals' qualification' was accepted. This means that school-community relationship and students' academic performance is not influenced by the principals' experience.

### Discussion of Findings

The result of the study revealed that the level of school-community relationship in public secondary schools in Edo state was moderate. This agrees with Kambuga (2013) who found out in his study that community members were reluctant to contribute through physical participation because they believe that the funds disbursed by the government were enough for the growth and development of schools. In agreement with this finding, was Muthoni (2015) who found that school leaders and administrators did not attempt to establish cordial relationship with the members of the community believing them to be irrelevant to the schooling process. The findings of Ibrahim (2012), also aligned with this finding, which revealed that communities were disappointed because the school did not carry them along in cases involving their children.

From the foregoing, it can be deduced that, even though the school and the community hold regular meetings, they are yet to fully play their expected roles and responsibilities as spelt out in the UBE Act, and the implication of this is that more needs to be done to ensure a better outcome from the relationship between the school and the community.

Security is very vital to academic performance because availability and safety of learning materials, such as laboratory equipment, chairs, tables, and even the school buildings have a direct correlation with a conducive learning environment. That is why the vigilante group is one of the community groups that the school should relate with to achieve the desired

result. More of what should be done to ensure improved school-community relationship can be learnt from the Community Driven Development (CDD) approach. This approach involves a comprehensive process that deepens relationships and strengthens a sense of ownership that will ensure communities participate through involving them in the design, implementation, and maintenance and sustenance of social assets.

The findings of the study also revealed that the level of academic performance of students in public senior secondary schools in Edo State was high. This finding did not agree with some of the literature reviewed on student academic performance that found performance in external examinations low in Nigeria. Some of them are: Adigun (2011); Adebola and Ademola (2011); Ogunlade and Ayinla (2012); Aborisade (2013); and Adeoti and Olufunke (2016). The finding however agreed with the study of Onogholo (2016) and Oguntuase (2019) who found that students academic performance was high in Edo and Ondo states respectively. The reason for this high performance of students in Edo state could be attributed to school-community relationship as revealed in the study. This is in tandem with Section 12(104b) of the National Policy on Education (FRN, 2013) which prescribed full involvement of communities in the management of schools.

The findings on the relationship between school-community relationship and students' academic performance in the study agrees with Barry (2016), who found that a cordial school-community relationship helps

to maintain the much needed bridge between the community and the school for effective learning and improved students' academic performance. Cohen, (1998) also agreed that a positive and cordial relationship between the school and host community had positive impact on the academic performance of the students on one the hand and the overall success of the school on the other.

The finding of the study is further supported by Townsend, (1994) who agreed that effective performance of the school and achievement of education goals, depends on adequate participation of the community in the management of the school. Gershberg and Winkler (2004), observed that greater parental and community control of the school could lead to higher teacher and students attendance and higher performance. Eccles and Harrolds (1996), also agreed that students' academic performance positively correlated with cordial school community relationship and those schools that encourage high level of school-community relationship outperform their counterparts with lower levels of relationships.

Similarly, Henderson and Mapp (2002), in their analysis of school-community relationship and students' academic performance reported that when schools, families and community groups worked together to support learning, children tended to do better in school, stay longer in school and like schooling more. It can therefore be concluded that schools that establish and maintain cordial relationship with communities have access to needed

resources for the growth and development of the school and in turn have a positive influence on the academic performance of students.

The results from the finding of this study, which revealed that there was no significant difference in the relationship between school-community relationship and students' academic performance based on location, negates the findings of Owoeye (2000), who in her study on the influence of school location on school-community relationship and academic performance of students in secondary schools, found that school location can affect school-community relationship and the academic performance of students. However, the finding aligned with Igboegwu (2002); Okoronkwo (2013); Amoo (2013); Onuekwesu and Ogomaka (2013); whose findings revealed that school location has no influence on school-community relationship and students' academic performance.

The finding on school location and students academic performance also agreed with that of Ajayi and Ogunyemi (1990), who carried out studies on school-community relationship and academic performance of students based on school location and found out that there was no significant difference between the students in rural and urban areas. This was corroborated by Yusuf and Adigun (2010) who found that school location had no significant influence on school-community relationship and students' academic performance. It can therefore be concluded that school-

community relationship and academic performance of students in public senior secondary schools is not influenced by the location of the school.

The results of the finding also revealed that there was no significant difference in the relationship between school-community relationship and students' academic performance based on the sex of the principal. This disagreed with the findings of some researchers like Lynn and Tse-Chan (2003), who observed that male had larger average brain sizes than female and therefore would be expected to have higher intelligent quotient (IQ), which include the ability to establish a cordial relationship with school communities. Sex, to a very large extent, determines a person's human relations, ability, performance, and efficiency and effectiveness in service delivery. Mordi (2004) agreed that male administrators are trained for superlative roles while females for subordinate roles, and that significantly influences how they relate with members of the school's communities.

In disagreement, Mabry (2015), revealed that female administrators have positive social behavior while their male counterparts engage in greater amount of disagreements and task behaviours; that goes to show that female principals, because of their nature and disposition stand a better chance of establishing cordial relationship with their communities than their male counterparts. Carli (2015), argued that researchers investigating sex differences in social relationship influence often reported that women were more easily influenced and less influential than men. It has been observed

that female administrators gain acceptance by engaging in desirable social behavior, which points to the fact that they do not compete for high position but aim towards achieving goals. Daresh and Males (2000) observed that female principals were more effective in school administration because they extended their motherly roles to the school and community.

Olajide (2002) agreed that there was a significant difference between male and female administrators in school-community relationship and students academic performance. This negates the findings of Adegbite and Adeyemi (2018), which revealed that there was no significant relationship between male and female principals in school-community relationship and students' academic performance. Cranston (2002) also observed that principals whether male or female are expected to possess the qualities necessary for establishing and maintaining cordial relationships with members of the community. Whether a principal is a male or female has no influence on administrative effectiveness, school-community relationship, and the academic performance of students.

The results of the findings of the study also revealed that there was no significant difference in school-community relationship and students' academic performance based on principals' experience. The findings agreed with Domina (2005) who found that there was no significant difference between principals' experience and administrative performance. That indicates that principals' experience is not a major player in the relationship

between school-community relationship and students' academic performance in public secondary schools. That, however, negates the findings of Fadekemi and Isaac (2011) who agreed that experienced principals operated from a deeper and more sophisticated knowledge base, their years of working experience gave them extensive repertoires to effective management, interpersonal relationship, counselling, supervision and evaluation of teachers under them.

Experience is the process of gaining knowledge or skill and knowledge gained by repeated trials. The number of years a principal stays on the job should influence how he relates with members of the community. It is expected that school principals who have been long on the job should be able to garner the experience and expertise needed to deal with any situation confronting them, and in this case, establishing a cordial relationship with the community for the good of the school. Hanushek and Rivkin (2012), observed that people make significant improvement when they stay long on the job. Some principals have gained experience as teachers before moving to administrative positions, which helps them to know how to relate and establish good rapport, develop trust, and work collaboratively with members of the communities, and improve the academic performance of the students.

The findings on school-community relationship and students' academic performance based on the qualification of the principal, which

indicated that there was no significant difference in relationship negates Akpan (2007) findings that principals with higher degrees like Masters in Education and Doctorate degrees are more competent and better administrators, grounded in interpersonal relationship, capable of creating cordial relationship between the community to, in turn, improve the academic performance of the students.

The qualification of the school administrator or principal has a great impact on the level of or kind of relationship that is established between the school and the community. A principal with a higher qualification is expected to be able to establish a more cordial relationship with the community having undergone courses and training in interpersonal relationship.

The Nigerian Teachers Service Manual (1999), also agreed that the government should ensure that teachers and school administrators are retrained through seminars, conferences, and induction courses to equip them for effective and efficient administration, and one of the courses taught is interpersonal relationship to help them cultivate and maintain a cordial relationship with every one with whom they come in contact. Conclusively, the qualification of a principal has no bearing on how he relates with the members of the community or improves the academic performance of the students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter shows the summary of the findings, conclusions and recommendations of the study.

#### **Summary**

This study examined school-community relationship and students' academic performance in public senior secondary schools in Edo State. The study was guided by ten research questions;

1. What is the level of school-community relationship in public secondary schools in Edo State?
2. What is the level of students' academic performance in public secondary schools in Edo State?
3. Is there a relationship between school-community relationship and students' academic performance in public secondary schools in Edo State?
4. Is there a difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based on school location?

5. Is there a difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based on principals' sex?
6. Is there a difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based on the principals' experience.
7. Is there a difference in the relationship between school-community relationship and students' academic performance in public secondary schools in Edo State based principals' qualification?

### **Hypotheses**

Research questions 3 to 7 were hypothesized as follows:

- 1 There is no significant relationship between school-community relationship and students' academic performance in public secondary schools in Edo State.
- 2 There is no significant difference in the relationship between the school-community relationship and students academic performance in public secondary schools in Edo state based on school location.
- 3 There is no significant difference in the relationship between school-community relationship and students academic performance based on principals' sex.

- 4 There is no significant difference in the relationship between school-community relationship and students academic performance based on principals' experience.
- 5 There is no significant difference in the relationship between school community relationship and students' academic performance based on principals' qualification.

Descriptive survey design was adopted for this study. The sample size comprised 110 schools representing 35% of the population of the study and 440 member of the host communities. Proportionate sampling technique was adopted to select the sample size. A questionnaire and a checklist were designed to gather data for the study. The questionnaire titled 'School-community Relationship Questionnaire (SCRQ1)' was used to get information on school-community relationship elements. The checklist titled 'Students' Academic Performance Checklist' (SAPC) was used to get the students results.

The data was analyzed using both descriptive and statistical methods. Research questions one was answered directly using mean question was answered using percentages, while hypotheses 3 was analyzed using Pearson r and hypothesis 4-7 were analyzed Fisher's Z statistical tool at 0.05 alpha level of significance.

The study presented the following findings:

- 1 The level of school-community relationship in Edo State Public Secondary Schools is moderate.
- 2 The level of students' academic performance in the years of study (2017-2019) is high.
- 3 There was a significant relationship between school-community relationship and students' academic performance in public senior secondary school in Edo State.
- 4 There was no significant difference in the relationship between school-community relationship and students' academic performance in public senior secondary schools in Edo State based on location.
- 5 There was no significant difference in the relationship between school-community relationship and students' academic performance in public senior secondary schools in Edo State based on the sex of the principal.
- 6 There was no significant difference in the relationship between school-community relationship and students' academic performance in public senior secondary schools in Edo State based on principals' experience.
- 7 There was no significant difference in the relationship between school-community relationship and students' academic performance in public senior secondary schools in Edo State based on principals' qualification.

## **Conclusion**

A cordial school-community relationship is of paramount importance for improved academic performance of students in public senior secondary schools in Edo State. The schools are able to get the necessary resources needed for growth and development and improved academic performance of the students if they partner and have robust relationship with the members of the host communities.

## **Implications for Educational Administration**

The findings of the study have some implications for educational administration. The study has empirically shown that there is a need to boost school-community relationship and involve the community in school activities so that the moderate level of school-community relationship will be improved. Since academic performance of students was found to be high the implication is that schools should encourage more participation of the community to sustain the high level of academic performance.

The funding of education in Nigeria is grossly inadequate at present and there is no likelihood of improvement by the government in the foreseeable future due to the dwindling allocation of funds to education, the highest budgetary allocation to education in the last 10 years was 10.7% in 2016 (CBN, 2020). Therefore, for effective delivery of education in Nigeria, there is the urgent need for administrators to partner with host communities

of schools to source the needed resources for the growth and development of education. Furthermore, the government has also partnered with international bodies like the World Bank to assist in accessing funds for development of the communities like building of classrooms, libraries, provision of school furniture, school materials among others with just a 3% counterpart fund which can be paid in cash or kind. The schools can only access this facility if there is a cordial relationship with the communities. The provision and availability of these resources will ensure a conducive environment for teaching and learning which will lead to the improvement of the academic performance of students.

For effective school-community relationship to take place in schools in Nigeria, courses in school-community relations should be made compulsory at the undergraduate and post graduate level of Faculties of Education in universities. This will furnish prospective school administrators and managers with the knowledge and expertise they need to establish and maintain cordial relationship with the communities.

### **Recommendations**

On the basis of the findings and consequent conclusions, the following recommendations are made to guide educational administrators in Nigeria:-

1. The moderate level of school-community relationship in public secondary schools in Edo State should be improved by encouraging more participation of members of the community in school activities and awareness should be created to make them see the school as their own and hence safeguard the properties against vandalism, theft and ensure general safety of the school.
2. The high level of academic performance should be sustained by ensuring a more secure and conducive environment for teaching and learning activities.
3. Educational administrators and managers should see communities where schools are located as alternative source of financial and material resources, so, efforts should be geared towards partnering with them the growth and development of education.
4. School location should not be a factor for effective school-community relationship in public secondary schools in Edo State because whether a principal is in the urban or rural area, has no direct bearing on how he/she relates with the members of the host communities or the academic performance of the students.
5. The sex of a principal should not be a determining factor in appointing principals in public secondary schools in Edo State because as revealed in the study, whether a principal is a male or

female has no influence on school-community relationship and students' academic performance.

6. Irrespective of principals qualification, the study revealed that they are capable of maintaining a cordial school-community relationship as there was no significant difference in the relationship therefore, the Ministry should organize seminars and workshops for them on the modern trend of interpersonal relationship.
7. A principal's years of experience should not be a determining factor for effective school-community relationship and as revealed in the study, a principal with little experience is able to establish and maintain a cordial and robust relationship with the members of the host community for the improvement of the academic performance of the students.

### **Contributions to Knowledge**

The findings of this study have significantly contributed to the pool of knowledge in educational administration because it has revealed the level of school-community relationship and the academic performance of students in public senior secondary schools in Edo State, Nigeria.

The study provided indepth literature that can be used in colleges, universities, government parastatals and international bodies like the World Bank and it revealed the importance of community participation in school

management and which can only be achieved if there was a robust and cordial relationship between the school and the host community.

It would serve as a reference point for training, workshops and seminars for principals on school-community relationship and its influence on the academic performance of students.

The study has also revealed that having a cordial school-community relationship encourages more enrolment of students, reduces absenteeism, lateness and truancy of students which improves teaching and learning process and enhances their academic performance.

### **Suggestion for Further Studies**

1. Studies can be carried out on school-community relationship and principals' administrative effectiveness.
2. The study was carried out on public senior secondary schools in Edo State, it can be replicated in other states and in Nigeria as a whole.
3. The study could also be carried out on Junior Secondary School students.
4. The respondents were the principals and community representatives, a study could be carried out to include teachers and the students.

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**APPENDICES - APPENDIX I**

**SCHOOL – COMMUNITY RELATIONSHIP AND STUDENTS  
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY  
SCHOOLS (SCRQ)**

Department of Educational Management,  
Faculty of Education,  
University of Benin,  
Benin City, Edo State.

Date:.....

**Dear Respondent,**

I am a Doctoral student of the above named university currently undertaking a study on School-community Relationship and Students’ Academic Performance in Public Secondary Schools in Edo State.

The main purpose of this study is to assess the level of School-Community Relationship and its influence on the academic performance of students in public secondary schools in Edo State. Your response to the attached questionnaire will be of utmost importance to this study.

I assure you that your responses and any information given will be treated with confidentiality.

Thanks in anticipation for your co-operation.

**Asaju, Sefiat Eva  
Researcher**

## SCHOOL – COMMUNITY RELATIONSHIP QUESTIONNAIRE (SCRQ)

### SECTION A: DEMOGRAPHIC DATA (To be completed by Principals)

**Instruction:** Please fill as appropriate by ticking (✓) the information as applicable.

1. LGA:-----
2. School Location: Schools located in LGA Headquarters (Urban) ( )  
Schools located outside LGA Headquarters (Rural) ( )
3. Sex: Male ( ) Female ( )
4. Years of work Experience Below 5 years ( ) 5 years and above( )
5. Qualification: ( ) B.Ed ( ) Higher degrees ( )
6. School Size : below 500 students( ) 500 students and above ( )
7. School Type: Single sex ( ) Mixed sex: ( )

### SECTION B:

Kindly rate the school-community relationship in your school using the following scale: Very High (VH), High (H), Moderate (M), Low (L), Very Low (VL).

**Tick (✓) as appropriate.**

S/N	What is the level of your school's relationship with following groups	VH	H	M	L	VL
	<b>RELATIONSHIP WITH (PTA)</b>					
1.	Holding meetings.					
2.	Employment of staff.					
3.	Rendering financial support.					
4.	Attendance of all school events					
5.	Providing of supervisory support.					

6.	Payment of fees for indigent students.					
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	<b>RELATIONSHIP WITH VIGILANTE GROUP.</b>					
7.	Involvement in school activities.					
8.	Guarding the school environment.					
9.	Monitoring to ensure all students are in school during school hours.					
10.	Putting security measures in place to safeguard lives and properties in the school.					
11.	Maintaining the school environment to keep the students from harm.					
	<b>RELATIONSHIP WITH THE YOUTH IN THE COMMUNITY</b>					
12.	Supporting the school financially.					
13.	Provision of material support.					
14.	Maintenance of school facilities.					
15.	Clearing the school environment.					
16.	Volunteering and rendering professional services to the school.					
	<b>RELATIONSHIP WITH COMMUNITY HEADS</b>					
17.	Contribution to school projects.					
18.	Provision of space.					
19.	Provision of materials resources to school.					
20.	Raising of awareness on enrolment.					
21.	Cooperate with the school in maintaining discipline and peace in the community.					



**APPENDIX II**

**STUDENTS' ACADEMIC PERFORMANCE CHECKLIST (SAPC)  
(To be provided by the principal)**

**Name of school**-----

<b>Year</b>	<b>Number of students enrolled</b>	<b>Number of students with five credits including Mathematics &amp; English</b>	<b>%</b>	<b>Number of students who had below five credits.</b>	<b>%</b>
2016/17					
2017/18					
2018/19					

### APPENDIX III

### PHOTOS OF DILAPIDATED CLASSROOMS





## APPENDIX IV

### CORRELATIONS

```

/VARIABLES=Comm Academic
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

**Hypothesis 1**  
[DataSet0]

#### Correlations

		Community Relationship	Academic Performance
<b>Community Relationship</b>	<b>Pearson Correlation</b>	1	333*
	<b>Sig. (2-tailed)</b>		009
	<b>N</b>	110	110
<b>Academic Performance</b>	<b>Pearson Correlation</b>	333*	1
	<b>Sig. (2-tailed)</b>	009	
	<b>N</b>	110	110

\*. Correlation is significant at the 0.05 level (2-tailed).

#### CORRELATIONS

```

/VARIABLES=PCUB PCRU APUB APRU
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

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