

Community – School Relations and Principals Administrative Effectiveness of Secondary Schools In Kwara State

Ogundele, Michael Olarewaju (ph.D)

National Teachers Institute
Federal Polytechnic Offa
Michogun@yahoo.com +234-813286077

Oparinde, Folashade Odunola (Mrs.)

Department of Social Studies
Osun State College of Education, Ila-Orangun
Oparindelai@yahoo.com +234-8052608068

Oyewale, Mashood Kunle

Provost, College of Education Ilemona
Kwara State, Nigeria, Tel: +234-8066552935

Doi:10.5901/jesr.2012.v2n3p271

Abstract The study investigated the relationship between community-school relations and principals administrative effectiveness of secondary schools in Kwara State. A correlation survey method was adopted for the study. Stratified random sampling technique was used to select 2000 respondents comprising of principals, vice principals, PTA executives, prefects and representative of religions bodies. Split – half reliability method was used which gave reliability indices of .65 and .67 respectively. Pearson product moment correlation statistics was used to test all the four null hypotheses generated for the study at 05 significance level. The findings however revealed that high significant relationship exist between community school relations and principals administrative effectiveness, school plant provision and maintenance and instructional development of secondary school. It was however recommended that school-based management committee should be set up to foster the community school. Relations efforts in the interest of enhancing schools effectiveness in Kwara State.

Keywords: community-school, administrative effectiveness, school management, secondary school

1. Introduction

Education is a powerful dynamic and veritable instrument for achieving economic development and social transformation of every society. Owan, Enoch (1992) regarded education as a social responsibility that every citizen should enjoy as a member of a country and that every one has a right to education. Federal Republic of Nigeria (2004) also accepted education as an instrument that brings about even and orderly development for a country.

Fafunwa (1998) opined that socio-economic development of any nation hungers on its level of educational development. Fafunwa stressed further that any country that fails to educate her citizens is trying with the level of her development, hence education is regarded as an investment which must yield high dividend. Ogundele (2008) noted that Nigeria as a country is faced with a lot of crises in her educational industry. "These crises had been attributed to inadequate funding poor and irregular salaries students population explosion poor teachers job satisfaction, poor conducive learning environment inadequate supply of educational facilities and needed equipment for effective teaching learning process. The result of this brings about low quality and fallen standard of education in our secondary school system. The flimsy excuse of the government that of government alone can not take up total responsibilities of education, that it has to be paid for by all and sundry. Federal republic of Nigeria (2004) also stated that education can not be free at all level. It should be noted however that the need for effective teaching- learning process and principals administrative effectiveness called for the attention of community-school interactions. The interaction between the communities and schools in the education of the citizens. Community-school relations however become important aspect of school

administration. It deals with deliberate and sustainable efforts to establish and maintain mutual understanding between the school and community. The essence of this relationship is to establish a good report between the school and country in order to achieve educational goals.

Ojedele (2000) also described community school relations as ways by which the school relates with the immediate and large communities where the schools are located. Oyedele however noted that through the relationships that exist between the schools and community, the school heads seek to learn about the progress development, problems, purposes, programs and the needs of the schools where the community could be involved and assisted Agbaje (1996) also reported that school community relations helps in bridging the gap between the towns and gowns. Suleiman (2001) also stated the importance of having community-school relations so as to enhance effective goals achievement of the schools. According to Suleiman, the school are established for the purpose of the immediate community. On the other hand the community needs to monitor and supervise the schools to see to their needs problems and progress towards the education of their children. Bello (2011) also believed that open relationship between the school and community could bring about high opportunities that will allow community resources to be optimally utilized for the school improvement. The rationale for this study is that if there is a mutual understanding between the school and community in secondary schools of Kwara State what impacts will it have on the variables of administrative effectiveness of principals such as infrastructural facilities, school discipline, teachers job performance students academic performance and school discipline of secondary school, especially in Kwara State.

According to Yusuf (2000) opined that community school relations are strong instrumentality for effective school administration. The authors however noted that school-community relation assist in the policy formulation.

2. Statement of the problem

In recent time, changes and innovation in educational system have called for adequate funds, equipment, facilities and human resource. Due to the fact that education is a joint responsibility of all and sundry. This study however investigated the strategies for integrating role community people to the school programmes. Role of the school-community relations on principals administrative effectiveness variables such as school discipline, job performance student academic. Performance and school plant provisions and maintenance as it is applicable to secondary schools in Kwara State.

3. Purpose of the study

This study aimed at investigating the influence of school-school relations intervention on the principals' administrative effectiveness of secondary schools in Kwara State. Specifically, the study seeks to

- ❖ Investigate the availability of school-community relationships, among secondary schools in Kwara State.
- ❖ Find out the role played by the school-community relations on the variables of principals administrative effectiveness.
- ❖ Examine strategies for integrating community people into school programme.

4. Research Hypotheses

The following null hypotheses were generated to guide the study.

HO₁: There is no significant relationship between community-school relations and principals administrative effectiveness.

HO₂: There is no significant relationship between community-school relations and school plants provision and maintenance.

HO₃: There is no significant relationship between community-school relations and school, personnel services of secondary schools in Kwara State.

HO₄: There is no significant relationship between school-community relations and instructional activities of secondary schools in Kwara State.

5. Research method

The design for this study was the descriptive survey or a correlation type. Attempts was made to investigate the relationship between school community relations and the principals' administrative effectiveness of secondary schools in Kwara State. The independent variable is school-community relation and principals' administrative effectiveness in the dependent variable. Correlational survey method is appropriate for this study because the study examined the

effectiveness of the availability of school-community relations as it influences the principals' administrative effectiveness of secondary schools in Kwara State. The study population comprised of the principals, vice principals chairman and secretaries active members of PTA, and subject teachers. Stratified random sampling technique was adopted to select 15 secondary school from each of the three senatorial districts malling 45 secondary schools in all. A total of 2000 respondent were used for the study. Community-school relations questionnaire (CSRQ) and principals administrative effectiveness questionnaire (PAEQ) were used to collect relevant data.

The content validity of the instrument was assured through comments and criticisms from experts in school administration. Test-retest reliability method was used to determine the reliability index of the instrument that gave "r" .65 and .67 indicating that a high level of reliability of the instruments.

The data obtained were analyzed using person product moment correlation statistics and tested at .05 significance level. Statistical package for social sciences (SPSS) computer programme was used to analyse the data collected.

Result
All the null hypotheses were tested at .05 significance level. The result of the study are presented below.

HO₁: There is no significant relationship between community – school relations and principals administrative effectiveness of secondary schools in Kwara State.

Table 1: Community-school relations and principal administrative effectiveness of secondary schools in Kwara State.

Variance	NO	\bar{X}	Sd	Df	Calculated r- value	Critical r-value	Decision
CSR	2000	78.52	8.42	1999	.63	.198	HO ₁ Rejected.
PAE	2000	53.22	7.31				

Table show that the calculated r-value of .63 is greater than the critical r-value of .198 at .05 significance level and at 1999 degree of freedom. Thus, the null hypotheses which stated that there is no significant relationship between community –school relations and principals administrative effectiveness of secondary schools in Kwara State is how ever rejected. This implies that there is high significant relationship between community –school relations and principals administrative effectiveness of secondary schools. The result is in line with Agbaje (1990) which opined that active. Community participations enhance effective school administration, that involvement of parents in decision making process of the schools brings about school discipline, development of school facilities, teachers job performance and student academic performance.

HO₂: There is no significant relationship between community-school relations and school plant provisions and maintenance of secondary schools in Kwara State.

Table 2: Community-school relations and school plants provisions and maintenance of secondary schools in Kwara State

Variance	NO	\bar{X}	Sd	Df	Calculated r- value	Critical r-value	Decision
CSR	2000	78.52	8.42	1999	.53	.198	HO ₂ Rejected.
SPPM	2000	63.22	19.22				

Table 2 shows that the calculated r-value of .53 is greater than the critical r-value of .198 at the degree of freedom of 1999 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between community-school relations and school plants provisions and maintenance is rejected. It shows that high positive significant relationship exist between community-schools relations and school plants provisions and maintenance. The results is in line with the findings of Suleiman (2001) which stated that the schools are established for

the benefits of the communities that is to educate the community children to be responsible for the society. Suleiman also noted that the community also has role play for the benefit of the schools to make it grow.

Adeboyeje (1994) stressed further that efficient school plant maintenance and provision require maximum cooperation and hard work from a combined team of the ministry of education official, the school heads, the teacher the pupils, other school personnel and community. It indicates that efficient management of school facilities have influencer in the relationship between the community and the schools and that it is useful as cultural, civil recreational and youth centres. Adeboyeje revealed that community members have significant impacts on the provision and maintenance of school facilities through the parent-teachers association and other community base organizations.

HO₃: There is no significant relationship between community-school relations and school personnel services of secondary schools in Kwara State.

Table 3: Community –school relations and school personnel services of secondary schools in Kwara State.

Variance	NO	\bar{X}	Sd	Df	Calculated r- value	Critical r-value	Decision
CSR	2000	78.52	8.73	1999	.55	.198	HO ₃ Rejected.
SPS	2000	58.31	6.24				

Table 3 reveals that the calculated r-value of .55 is greater than the critical r-value of .198 at the degree of freedom of 1999 and tested at .05 significance level. Hence the null hypothesis which states that there is no significant relationship between community-school relations and school personnel services is however rejected. The result shows that high positive significant relationship exist between community-school relations and school personnel services. The result is in line with the opinion of Yusuf (2000) which stated that, for effectiveness of any school administrative settings there is the need for effective personnel services. Udensi however identified the needed school personnel services in the schools such as welfare, orientation, promotion, training and retraining, library services, counseling service, information and communication services and health services. Olokooba (1999) however opined that the community supplies human resources both academic, non-academic staffs and students necessary for the implementation of school programmes. Opadokun (2002) observed that the school personnel services are sponsored by both the communities where the schools are sited e.g. they provide classrooms buildings to complement government efforts. The adequate availability of personnel services in the schools and effective teachers learning process.

HO₄: There is no significant relationship between community – school relations and instructional activities of secondary schools in Kwara State.

Table 4: Community – school relations and instructional activities of secondary schools in Kwara State.

Variance	NO	\bar{X}	Sd	Df	Calculated r- value	Critical r-value	Decision
CSR	2000	78.54	8.42	1999	.64	.195	HO ₄ Rejected.
SPPM	2000	36.22	8.53				

Table 4 shows that the calculated r-value of .64 is greater than the critical r-value of .195 at the degree of freedom of 1999 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between community – school relations and instructional activities of secondary schools in Kwara State is however rejected it however indicates that high significant relationship exist between community – school relations and instructional activities of secondary schools in Kwara State. The result is supported by fasas: (2000) who observed that schools is established to satisfy the reads and aspiration of the community. Fasasi went further to state that the community members have to work together with the schools to monitor the instructional activities of the schools, to see that effective teaching –learning process take place. Community – school relations therefore becomes an avenue where

the school communicate their needs to the community, the community will therefore interact together in a bid to assist the school in their instructional activities

6. Conclusion

Based on the findings of this study, it could be concluded that the involvement of the community in the administration of secondary schools is very important. That community-school relations encourage positive contributions of school plants provision and maintenance, provision of schools personnel services and sponsoring programmes of activities that and effective instructional activities especially in Kwara State tertiary institutions.

7. Recommendations

In the high of the findings and the conclusion of the study the following recommendations are offered for implementations.

- ❖ Prompt establishment of school – Based Management Committee for Secondary Schools.
School based management committee should be formed for the secondary schools in Kwara State. The board will serve as the liaison officers and advisory board for the schools in the area of school discipline staff job performance, student curricular activities and all forms of programmes that will aid effectiveness of principal administration.
- ❖ Communities and schools should be partner with each other: - The stakeholders should ensure effective use of community-school relations to manage the activities of and to ensure adequate provision and maintenance of secondary school plants in Kwara State.
- ❖ The school administrators should adopt diplomatic and effective human relation strategies to encourage effective and positive participation of the community in the provision of school personnel services in the interest of enhancing principal administrativeness in secondary schools.
- ❖ Organization of community – based activities and programmes like compulsory adult literacy programs, sport competitions, computer training opportunities, building interconnectivity centres for the youths. This will provide confidence in the school and they will be appreciated to be part of the school development.
- ❖ Accessibility of the school facility to the community members.

The available school facilities should be made accessible to the community members and allow them to use them for the social engagement wedding, meetings, religious activities and other purposes. The closer the country members to the school the better relations will exist for the principals administrative effectiveness in secondary schools of Kwara State.

References

- Adeboyeje, R.A (1994). *Management of school facilities* Ibadan: macmillian
- Agbeje, G.O (1990). *Community participation in the management of secondary schools in Ijebu-ode, Ogun state*. Unpublished B.Ed project, University of Ilorin.
- Bello, T.O (2011) *public – private partnership infrastructural development and academic goals achievement of universities in the south-west* unpublished Ph.D thesis university of Ilorin.
- Anwukah, T.G (1992) community participation in educational decision making in nigeria. *Benin journal of education* (2) 126-134.
- Fasasi, Y.A (2000) The roles of a supervisor in fostering effective school-community relations in the 21st Century in Fadipe J.O Oluchukwu E.E (eds) *planning and administration of universal basic education in Nigeria*. Ondo: NIEPA
- Federal Republic of Nigeria (2004). *National Policy of Education*. Abuja: NERDC
- Ogundele, M.O (2008). *Funding teachers' job satisfaction and students academic performance of Kwara State private secondary schools*. Unpublished Ph.D thesis university of Ilorin.
- Ojedele, P.K. (2000). Community – school relations challenges for school administrators in the 21st century. In Fadipe, J.O & Oluchukwu E.E (Eds) *Educational planning and administration in the 21st century* Ondo NIEPA
- Olokooba, A.A (1999) *Student personnel services in Nigerian universities*. Unpublished M.Ed Desertation, University of Ilorin
- Opadokun, O.A (2004) *Personnel Management Practices and Academics Staffs Productivity in Nigerian Colleges of Education* Unpublished Ph.D thesis university of Ilorin.
- Owan E & Bamangah. D (1992) *Handbook on Educational Foundation* Jos: Jubilee.
- Suleiman, N.D (2001) *Role of parent – teachers association on school plant provision and mainatennace in ijumu local government area, Kogi state* Unpublished M.Ed Project.
- Yusuf S.A (2000) *Management of school finance under a great economic depression, Ilorin Researcher* 1(2)45.