



## SCHOOL-COMMUNITY RELATIONSHIP AND MANAGEMENT OF SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA

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### ABSTRACT

This study investigated school-community relationship and management of secondary schools in Akwa Ibom State, Nigeria. Two research questions with corresponding two hypotheses were generated to guide the study. Correlational survey research design was used in this study. The total population of the study consisted of 7,344 subjects. The sample size of this study consisted of 853 respondents (52 principals, 697 teachers and 104 community members) drawn from 262 senior secondary schools in Akwa Ibom State. The

### INTRODUCTION

The effective management of the secondary school system in Nigeria does not depend on the government, proprietors and principals alone, but it is the responsibility of all stakeholders such as the Parent Teachers Association (PTA), community leaders, School-Based Management Committee (SBMC), Old Boys Association among others. Principals of secondary schools in Nigeria including those in Akwa Ibom State have several roles to play towards facilitating the effective management of the secondary schools. They perform the roles of school managers, financial managers, instructional supervisors, chief planners, chief security officers, custodians of schools' rules and regulations and students' counsellors. The various roles performed by principals may prevent them from undertaking their responsibilities properly. As such, collaboration is required to enhance the quality management of secondary schools (Iyala, Oyekan & Ogbo, 2021). Efficient management of secondary school brings about the success and achievement of stated school goals and objectives. Hence, management is the art and skill of getting things done through others (Terry, 2018). It is a distinct process consisting of planning, organising and controlling activities performed to determine and accomplish objectives by the use of people and other resources. To succeed in management, resources must be properly harnessed and managed judiciously. Management of secondary schools is the process of directing the affairs of a school through the optimum use of various



instrument used for data collection was a 24 item questionnaire titled 'School-Community Relationship and Management of Secondary Schools (SCRMSQ)'. The instrument was duly validated and it yielded 0.73 as the validity index. The instrument produced a reliability index of 0.74. All the research questions were answered using the descriptive statistics of mean and standard deviation while the hypotheses were tested using the Pearson's product moment correlation. The findings of the study showed that there was a significant relationship between school-community and discipline of students in secondary schools in Akwa Ibom State and there was a significant relationship between school-community and management of security issues in secondary schools in Akwa Ibom State. It was recommended that the Secondary Education Board in Akwa Ibom State should organise regular training for all the secondary school principals through seminars and workshops to enable them to acquire the necessary knowledge and skills needed for enhancing good school-community relationships that will promote effective management of secondary schools.

**Keywords:** School-community Relationship, Management, discipline and management of Security Issues

educational resources to achieve the stated goals and objectives. Management of secondary schools is concerned with facilitating the accomplishment of the objectives of schools through the systematic management of constraints and careful utilisation of the available limited resources like human, materials and finance. Okeke (2018) described the management of secondary schools as involving the provision and maintenance of the necessary manpower to those who teach children intending to bring about the desired change in the children's behaviour. Schools do not exist in a vacuum but they exist in different communities. It is on this note that Nnebedum (2017) maintained that school and community are social institutions that are inseparable as the community provides students to be trained in schools while schools train community members to contribute towards its growth and development. The dependent nature of schools on communities makes it difficult for every school to function effectively without the support of a community. School obtains its existence and other resources for survival from the community. As such, a school-community relationship is an integral part of the school management.

School-community relationship is the mutual understanding that exists between a school and a community. This relationship portrays the variations, interests, needs, aspirations, benefits and values of a community which managers of schools are expected to understand, harness and integrate into the school system to ensure that teachers perform their responsibilities efficiently. Schools are social institutions that contribute meaningfully towards the development of students' knowledge, skills, abilities, values and attitudes which improve the quality of life in every community (Abdulhakim, 2013). A community is a small unit of society whose members share common values, interests, traditions and beliefs. School and community are two institutions that are interrelated because a community provides students to be developed through a series of teaching activities. School-community relationship enhances the attainment of the educational



goals of a community by creating a conducive atmosphere that helps teachers to undertake effective teaching. A mutual school-community relationship may help a school in enhancement of a strong link with its community to exchange ideas, knowledge, skills, aptitudes and information required to promote effective teaching and learning (Fiore, 2017). School-community relationship helps in the supply of free labour when building school structures, provision of school facilities, donating land for the expansion of schools and making financial contributions to schools. Schools and communities need to co-exist through cordial and mutual relationships to achieve the goal of secondary education. School-community relationship does not occur by chance but through effective school management that could use policies that are designed to achieve the aspirations, values and needs of the community.

Bakwai, Oduwaiye and Muhammad (2018) ascertained that community in school management is a symbiotic arrangement through which a school and community cooperate for the achievement of a school's goals and objectives. As a result, every school is a mini-society that requires community participation for its effective functioning. On the other hand, the community also needs the school for its survival and progress through the sustenance of its values and beliefs. As a social institution, a school is an essential element of a community because every school belongs to the community where it is located. Cooperation between a school and the community is a prerequisite for enhancing a peaceful school atmosphere that would produce effective teaching as well as facilitating the attainment of meaningful educational objectives in communities and the nation at large (Gital, 2018).

This study focused on how the school-community relationship contributes towards school management through the discipline of students and the management of security issues in secondary schools in Akwa Ibom State. Discipline is an important component of human behaviour. It helps not only to direct people's reactions to various situations but also guides human conduct and relationship with others (Iyala, Muhammad, & Sani, 2022). The community contributes towards raising the moral tone of a school by assisting in checking students' indiscipline and participating in the formulation of school rules and regulations. Discipline is the required action by the management of schools and teachers toward students with disruptive behaviour (Stage & Quiroz, 2018). Discipline is both the responsibility of a community and a school in Akwa Ibom State. However, discipline issues remain a problem in secondary schools in Akwa Ibom State as sometimes, students fight with teachers, engaged in cultism, bullying of junior students which sometimes prompts some parents to come to schools to fight with teachers who discipline their children. The indispensable role of school-community relationship in enhancing discipline in the school system cannot be underrated. This prompted Maijinya (2017) to conduct a study and found that school-community relationship influences the discipline and general performance of secondary schools in Kaduna State

Schools and communities can also collaborate to manage the insecurity issues that disrupt teaching and learning in the school setting. Security issues do occur daily in schools in Nigeria. Such challenges range from "youth restiveness, terrorism and insurgent attacks, kidnappings and hostage-takings for monetary ransoms, political assassinations, arsons, murders, cult-related activities, mass protests and so forth" (Phenson, Ojie, Esin & Atai, 2014). When the above ugly situations occur, teachers, students and community members may be killed while some may sustain injuries (Idoko, 2015). The inaccessibility of schools as a result of the inherent dangers,



therefore, remains a serious challenge to the knowledge givers, the learners and also other critical stakeholders. In schools that have experienced kidnapping activities, the traumatic experience cannot easily be forgotten as it could instil fear in teachers and students alike and make it very difficult for them to return to school. Tata and Abdullahi (2016) in their study concluded that school-community relationship is very relevant in the security and development of primary education in Azare Metropolis of Bauchi State. The study was designed to investigate the school-community relationship and management of secondary schools in Akwa Ibom State, Nigeria.

### **Statement of the Problem**

One of the most pressing issues in education is discipline in schools. School discipline and behaviour management are issues that every school administrator and community deals with daily. Cases of indiscipline ranging from reports of students such as fighting, truancy, bullying of junior students, jumping fence, drug abuse, keep occurring frequently as a result of poor collaboration between the community and the management in secondary schools in Akwa Ibom State. Attention is not paid to the needs of students, their moral behaviour and especially their psychological needs, which also brings about indiscipline in school as students tend to destroy school property. Parents storm schools at different times to disrupt school activities because their children are being disciplined in school. Parents sometimes fight and beat up teachers responsible for ensuring discipline as observed in secondary schools in Akwa Ibom State.

Furthermore, the principals of secondary schools in Akwa Ibom State are battling with constant stealing of school property by outsiders, kidnapping of students and teachers and trespassing on the school property. This state of insecurity in schools, which has created tension between the school and the community. This signifies a poor relationship between the community and the school management. At the moment, the insecurity situation in Akwa Ibom State has affected the school system as students and staff in secondary schools are frequently being kidnapped. In addition, the loss of lives and destruction of school facilities have constituted serious threats to the effective management of secondary schools in the state. If schools are not safe due to insecurity, the community members where schools are sited are not equally safe, it, therefore, becomes necessary for both the community and school to collaborate to ensure that a school within a community is well-secured. Thus, the problems above prompted the researchers to embark on this study which assessed the school-community relationship and management of secondary schools in Akwa Ibom State, Nigeria.

### **Purpose of the Study**

The purpose of the study was to investigate school-community relationship and management of secondary schools in Akwa Ibom State, Nigeria. The specific objectives include:

1. To determine school-community relationship and discipline of students in secondary schools in Akwa Ibom State.
2. To examine school-community relationship and management of security issues in secondary schools in Akwa Ibom State.



### Research Questions

The study was guided by the following research questions:

1. What is the relationship between school-community and discipline of students in secondary schools in Akwa Ibom State?
2. How does school-community relationship help in managing security issues in secondary schools in Akwa Ibom State?

### Hypotheses

Ho<sub>1</sub>: There is no significant relationship between school-community and discipline of students in secondary schools in Akwa Ibom State.

Ho<sub>2</sub>: There is no significant relationship between school-community and management of security issues in secondary schools in Akwa Ibom State.

### Research Methodology

The study was guided by the correlational survey research design. The population of this study consisted of 7,344 teachers and parents obtained from 262 secondary schools. The sample size of this study consisted of 853 respondents. The sample size was drawn from 52 secondary schools. The sample size of principals was selected using 20% while that of teachers and parents were selected using 10%. The researchers developed an instrument for data collection from the respondents called "School-Community Relationship on the Management of Secondary Schools Questionnaire (SCRMSCQ)." The questionnaire contained 12 items designed based on Likert's 4-point modified rating scale given as follows: SA = Strongly Agree (4), Agree (3), D = Disagree (2) and SD = Strongly Disagree (1). The instrument yielded a validity index of 0.73 while the reliability index was 0.74. A total of 853 questionnaires were administered to respondents, 825 were successfully retrieved while 27 questionnaires representing 3.1% were not retrieved from the respondents. All the research questions were answered using the descriptive statistics of mean and standard deviation. The scaled mean (benchmark) for classifying any of the items on the questionnaire into 'agreed' and 'disagreed' was 2.50 since the instrument was designed based on the modified Likert's 4-rating scale. Pearson's Product Moment Correlation was employed to test the hypotheses at a 0.05 level of significance.

### Results

#### Descriptive Analysis of Research Questions

All four research questions were answered using descriptive statistics of mean and standard deviation. The results are presented in Tables 1 and 2 below:

**Research Question 1:** What is the relationship between school-community and maintenance of discipline of students in secondary schools in Akwa Ibom State?

**Table 1: Responses on the School-Community Relationship and Discipline of Students**

S/N	ITEMS	SA	A	D	SD	Mean $\bar{x}$	Std. Dev. $\sigma$	Decision
1.	Community members do not contribute useful ideas towards controlling students with disruptive behaviour	110	115	240	360	2.15	0.75	Disagreed
2.	School management has a standing committee to check the undue behaviour of students.	95	130	220	380	2.05	0.70	Disagreed



3.	Community members support school management on punishment of students involved in drug-abuse	125	108	333	259	2.45	0.68	Disagreed
4.	School management in collaboration with community members counsel students with bad behaviour.	150	53	242	280	2.10	0.80	Disagreed
5.	Community members collaborate with school management to formulate rules and regulations to control the behaviour of students.	120	155	278	267	2.30	0.77	Disagreed
6.	Teachers and parents help to correct and mould student's behaviour who violate the school rules and regulations.	243	250	155	117	2.58	0.85	Agreed
<b>Aggregate Mean</b>						<b>2.27</b>	<b>0.75</b>	

Scale Mean 2.50

Table 1 revealed that item 1 has the mean value of 2.15 with a standard deviation of 0.75 item 2 has a mean value of 2.05 with standard deviation of 0.70, item 3 has a mean value of 2.50 with standard deviation of 0.68, item 4 has a mean value of 2.10 with standard deviation of 0.80, item 5 has the mean value of 2.30 with standard deviation of 0.77 while item 6 has the mean value of 2.58 with standard deviation of 0.85. The analysis of research question one showed that the aggregate mean of 2.27 is below the scale mean of 2.50. It, therefore, means that there is a low level of relationship between school-community and discipline of students in secondary schools in Akwa Ibom State.

**Research Question 2:** How does school-community relationship help in managing security issues in secondary schools in Akwa Ibom State?

**Table 2: Responses on the School-Community Relationship and Management of Security Issues**

S/N	ITEMS	SA	A	D	SD	Mean	Std. Dev.	Decision
7.	Community members support school management to build a fence around the school environment for protection of students and school.	120	165	205	335	2.10	0.88	Disagreed
8.	Community provides vigilantes to work in collaboration with school security to safeguard the lives and property of school.	270	350	115	90	2.69	0.77	Agreed
9.	Community collaborates with school to enhance peaceful co-existence between school and community.	285	275	80	185	2.55	0.68	Agreed
10.	Teachers are dedicated to performing their teaching job without fear of security threats because they are secured within the school	111	166	271	277	2.15	0.72	Disagreed



	environment by community security outfit.							
11.	Community with school management meet regularly to discuss the measure of coping with security challenges within and outside the school environment.	94	122	300	309	2.23	0.65	Disagreed
12.	Community members are invited as resource persons to enlighten teachers and students on security-related issues.	163	170	235	257	1.95	0.48	Disagreed
<b>Aggregate Mean</b>						<b>2.27</b>	<b>0.69</b>	

**Scale Mean 2.50**

Table 2 showed that item 7 has a mean value of 2.10 with standard deviation of 0.88, item 8 has a mean value of 2.69 with standard deviation of 0.77, item 9 has a mean value of 2.55 with standard deviation of 0.68, item 10 has a mean value of 2.15 with standard deviation of 0.72 and item 11 has the mean value of 2.23 with standard deviation of 0.65 and item 11 has the mean value of 1.95 with standard deviation of 0.48. The analysis of research question two showed that the aggregate mean value of 2.27 is below the scale mean of 2.50, this, therefore, implies that security issues are not properly managed through school-community relationship in secondary schools in Akwa Ibom State.

### Hypotheses Testing

All the hypotheses were tested at a 0.05 level of significance using Pearson's Product Moment Correlation. The results are presented in Tables 3 and 4 below:

**Hypothesis One:** There is no significant relationship between school-community relationship and discipline of students in secondary schools in Akwa Ibom State.

**Table 3: Correlation Coefficient Analysis Showing the Significant Relationship between School-Community Relationship and Discipline of Students**

Group	$\bar{X}$	N	Df	R	P-value	Remarks
School-Community Relationship	2.15					
Discipline of Students	2.43	825	823	0.516	0.000	H <sub>01</sub> Rejected

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

Table 3 indicates the correlation coefficient of the significant relationship between school-community relationship and discipline of students in secondary schools in Akwa Ibom State. The



analysis of the results revealed that the p-value is 0.000 and 823 as the degree of freedom. Since the p-value of 0.000 is less than the significant level of 0.05, hypothesis one was rejected. The result, therefore, implies that there was a significant relationship between school-community relationship and discipline of students in secondary schools in Akwa Ibom State.

**Hypothesis Two:** There is no significant relationship between school-community relationship and management of security issues in secondary schools in Akwa Ibom State.

**Table 4: Correlation Coefficient Analysis Showing the Significant Relationship between School-Community and Management of Security Issues**

Group	$\bar{X}$	N	Df	R	P-value	Remarks
School-Community Relationship	2.00					
Management of Security Issues	2.18	825	823	0.641	0.001	H <sub>03</sub> Rejected

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

Table 4 indicated the correlation coefficient of the significant between school-community relationship and management of security issues in secondary schools in Akwa Ibom State. The analysis of the results revealed that the p-value is 0.001 and 823 as the degree of freedom. Since the p-value of 0.001 is less than the significant level of 0.05, hypothesis three was rejected. The result, therefore, showed that there was a significant relationship between school-community relationship and management of security issues in secondary schools in Akwa Ibom State.

### **Findings of the Study**

The following were the summary of the findings of the study:

1. The analysis of hypothesis on table 3 showed that there was a significant relationship between school-community and discipline of students in secondary schools in Akwa Ibom State.
2. The analysis of hypothesis on table 4 revealed that there was a significant relationship between school-community and management of security issues in secondary schools in Akwa Ibom State.

### **Discussion of Findings**

The first hypothesis of the study in Table 3 revealed that there was a significant relationship between school-community relationship and discipline of students in secondary schools in Akwa Ibom State. The analysis of the results showed that the p-value of 0.000 is less than the significant level of 0.05. The findings of the study agreed with Maijinya (2017) who concluded that school-community relationship influences the general performance of secondary schools in Kaduna State. Discipline has eroded in many secondary schools in Akwa Ibom State in recent years as secondary schools cannot afford to groom future leaders in peaceful learning environments. Both the





community and school are meant to enforce good character traits among students through a systematic approach that includes adult good role modelling, curriculum integration, positive school climate and access to comprehensive guidance and counselling services. From the findings of this study, communities in Akwa Ibom State are not performing their duties properly in maintaining discipline, especially in this era of moral decadence among the youths. Most of the disciplinary problems prevalent in secondary schools are emanating from the communities. Indiscipline in schools is one of the consequences of the uncoordinated relationship that exists between the school and the community. A lot of factors predispose students to indiscipline within the school system, as such, an indiscipline community finds it difficult to produce disciplined schools. Indiscipline behaviour among students in secondary schools could be a reflection of what obtains in the community. Many communities in Akwa Ibom State deliberately pass the responsibility of parenthood to the school management. A good school community-relationship creates a tense-free school environment that enables them to undertake their job successfully. The findings of hypothesis two in Table 4 revealed that there was a significant relationship between school-community relationship and management of security issues in secondary schools in Akwa Ibom State. The analysis of the results revealed that the p-value of 0.001 is less than the 0.05 level of significance. The result, therefore, indicates that there was a significant relationship between school-community relationship and management of security issues in secondary schools in Akwa Ibom State. The findings of the study agreed with Tata and Abdullahi (2016) who concluded that school-community relationship is very relevant in the security and development of primary education in Azare Metropolis of Bauchi State. The principals of secondary schools in Akwa Ibom State are battling with constant stealing of school properties by outsiders, kidnapping of students and teachers and trespassing into the school property. This state of insecurity in schools, which has created tension between the school and the community. This signifies a poor relationship between the community and the school management. At the moment, the insecurity situation in Akwa Ibom State has affected the school system as students and staff in secondary schools are frequently being kidnapped. In addition, the loss of lives and destruction of school facilities have constituted serious threats to the effective management of secondary schools in the state. If schools are not safe due to insecurity, the community members where schools are sited are not equally safe, it, therefore, becomes necessary for both the community and school to collaborate to ensure that a school within a community is well-secured

### **Conclusion**

The study concluded that indiscipline among students occurs as a result of poor school-community relationships in secondary schools in Akwa Ibom State and security issues are not properly managed through school-community relationships in secondary schools in the state.

### **Recommendations**

The following recommendations have been made based on the findings of this study:

1. The Secondary Education Board in Akwa Ibom State should organise regular training for all the secondary school principals through seminars and workshops to enable them to acquire the



necessary knowledge and skills needed for enhancing good school-community relationships that will promote effective management of secondary schools.

2. The community leaders should appoint some members of their communities to relate with the various schools and mobilise stakeholders within the communities to constitute a security team such as “Vigilante” to help in securing the lives and property of secondary schools in Akwa Ibom State.

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