

School-Community Relations and Teachers' Effectiveness in Public Secondary Schools in Ondo State, Nigeria

¹Alabi, Festus Oluwole,
²Owolewa, Olusegun O. &
³Wemimo, Suzi Igbadumhe

^{1&3}Department of Educational
Management,

²Department of Arts Education,
Adekunle Ajasin University,
Akungba-Akoko, Ondo State,
Nigeria

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Corresponding Author:

Alabi, Festus Oluwole,

Abstract

The effectiveness of teachers has been an issue of concern to stakeholder in education sector. Teachers who heretofore have been performing their duties excellently had dwindled in their work expectations as evident in the non-encouraging performance of students in various external examinations. These perceived inadequacies could be linked to the apparent superficial relationship between the school and the community whereby the schools do not derive optimum benefits expected to be derived from its host community. This study, therefore, investigated the relationship between school-community relations and teachers' effectiveness in public secondary schools in Ondo State, Nigeria. The study employed descriptive research design of the survey type. The sample consisted 354 respondents comprising 255 teachers, 33 principals, 66 parents and 5253 students. The sample was selected using multi-stage sampling and purposive sampling techniques. Four research instruments comprising three sets of questionnaires and one inventory were used for data collection. Three research questions were raised and answered using descriptive statistics while three hypotheses were tested at 0.05 level of significance using inferential statistics. Result showed that the levels of school-community relations and teachers' effectiveness were moderate (74% and 63.6% respectively); the level of students' academic performance was moderate ($X = 2.83$). Findings showed that there was significant relationship between school-community relations and teachers' effectiveness ($r = 0.499, p < 0.05$) and there was significant difference between the mean response of parents and principals ($t = 1.994, p = 0.05$). Based on the findings, it was concluded that school-community relations plays a significant role in enhancing teachers' effectiveness in public secondary schools in Ondo State, Nigeria, hence, it was recommended the community should assist the schools with funding, provision of infrastructure, learning materials and other amenities needed for the overall development of the school. The school in return should involve the community in decision making and discipline of students.

Background to the Study

The school is an open system which cannot operate as an island that is devoid of environmental returns. It is a formal organization that relies on outside environment for input, process it through the “through-put” mechanism in the organization and send it out to the environment when the processing task has been completed. Alabi and Oyetakin (2021) notes that “the school is a formal organization which imports students from the society as raw materials, process them through teaching and other educational processes and later releases them as refined products (graduates) of the school system to the society, which constitutes the environment of the school system” 74.

There is a saying that “where your treasure is lies the focus of your mind”. The school can only exist if there are students, the leaders of tomorrow and the custodian of the community culture, to be taught. According to Abraham and Ememe (2012), the school system depends on the community for most of its needs which include water, land, labour, accommodation among others.

Again, the school is a creation of the community for the satisfaction of the needs of the students and the community. Students are input admitted from the community to be processed through the through-put process of education and graduate as refined output back to the community. It is therefore logical and appropriate for the school and the community to cooperate, collaborate and associate in the cause of processing of students into worthwhile and desirable graduates for the good of the individual and the society at large.

Indeed, the quality of school community relations is increasingly becoming a priority concern to stakeholders in the education industry globally. In Nigeria, the quest is about the same as the issue of effective school relations has become fundamental and always recurring in educational discourse due to the linkage between the school environment with regard to the host community and Teacher effectiveness. The teacher, being the singular most important change agent in the school system ought to be up and doing in the discharge of his/her professional duties as the school curricular and extracurricular facilitator and teacher. He or she ought to be competent and capable to impact worthwhile knowledge for the realization of the school goals through clinical display of good personality, appropriate lesson preparation, thorough mastery of the subject of instruction, effective classroom management and evaluation of students curricular and extracurricular activities in a conducive school environment. This is the essence of teachers' effectiveness in the school system.

However, it appears that the secondary school system is riddled with conflict potentials as court cases involving the school and the teachers on one hand and the parents and students on the other hand are rampant. Students, indiscipline seem to be at its peak as cases of drug abuse and other cultic engagement among students appear to be on the increase. All the above combine do not only affect human interpersonal relationship, it breeds hostility, waste of the available scarce resources and poor academic performance in the school system. Worse still, the control mechanism put in place to checkmate the above negative tendencies such as the Quality Assurance Agency, The Amotekun Security outfit do not seem to provide panacea as

indiscipline and poor academic performance in the school system continues to soar. It is against this backdrop that this paper examined school community relations and teachers' effectiveness in public secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria.

Purpose of the Study

The study specifically intends to:

1. Examine the level of school-community relations in public secondary schools in Ondo State;
2. Investigate the level of teachers' effectiveness in public secondary schools in Ondo State; and
3. Determine the level of students' academic performance in public secondary schools in Ondo State between 2017/2018 and 2018/2019 academic sessions.

Research Questions

The following research questions were raised to guide the study

1. What is the level of school-community relations in public secondary schools in Ondo State?
2. What is the level of teachers' effectiveness in public secondary schools in Ondo State?
3. What is the level of students' academic performance in public secondary schools in Ondo State?

Research Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between school community relation and teachers' effectiveness in public secondary schools in Ondo State.
2. There is no significant relationship between school-community relation and students' academic performance in public secondary schools in Ondo State.
3. There is no significant difference between mean response of principals and parents on school-community relation in public secondary schools in Ondo State.

Significance of the study

The study outcome would be of tremendous benefit to school counsellors, educationists, Ministry of Education, policy makers, Parents, Principals and Teachers.

1. The students would be able to be more conscious of their role as responsible students in the school system.
2. The principal and the teacher would be able to have a more informed understanding of the importance of the school community relations in maintaining discipline in the school.
3. The school principal would be able to understand the area of partnership with the host community in the face of scarcity of resources in the school system.
4. The community would be put in a steady state to be more involved in the school developmental projects.

Methodology

The study adopted descriptive research design of survey type, the population consisted of all teachers and principals in the 304 public secondary schools and parents who are Parents Teachers Association (PTA) members in Ondo State, Nigeria. The sample consisted of 363 respondents consisting of 33 principals, 264 teachers 66 parents and final year students of the 33 sampled schools in Ondo Central Senatorial District of Ondo State. A multi stage procedure involving simple random and proportionate sampling was used to select eight teachers in each of the selected schools, the principal of each school and 2 parents who are executives of the PTA in each school were purposively selected.

The instruments used for data collection were three research-made questionnaires and a proforma. The structured questionnaires were titled – School Community Relation Questionnaire (SCRQ), School Community Relation and Teachers' Effectiveness Questionnaire (SCRTEQ), School Community Relation Questionnaire for Parents (SCRQP)" and a Students' Academic Performance Proforma (SAPP) used for collection of the WASSCE results of the sampled schools for 2018 and 2019. The questionnaires elicited responses from teachers, principals and parents respectively. The questionnaires were divided into two major sections. Section A covered the basic demographic data of the respondents such as age and gender. Section B consisted items that captured the variables in the study. The scale were scored in a close-ended structure which required the respondents to tick their best option on an appropriate four point Likert scale: H-High, M-Moderate, L-Low and VL-Very Low, as well as SA- Strongly Agree, A-Agree, D-Disagree, and SD- Strongly Disagree.

The instruments were validated by colleagues in the Department of Educational Management and Tests and Measurement Department of Adekunle Ajasin University. In order to ascertain the reliability of the instruments, the test and retest method was adopted. Copies of the instruments were administered twice to one principal, 20 teachers and four PTA executives in one public secondary school in Akure South Local Government, Ondo State within the space of two weeks, who were not part of the sample of the study. Their responses were collated and analyzed using Pearson product Moment Correlation (PPMC). The reliability coefficients of 0.85, 0.70 and 0.62 were obtained for SCRQ, SCRTEQ and SCRQP respectively. This showed that the instruments were reliable and suitable for the purpose of data collection. Data collected were subjected to appropriate statistical tools. The research questions were answered using frequency count, percentages and mean while the hypotheses were tested using t-test and Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

Results

Answering of Research Questions

In answering the research questions, responses of the participants were categorized into low, moderate and high level using the mean scores and standard deviations obtained.

Research Question One: What is the level of school community relations in public secondary schools in Ondo Central Senatorial District?

In answering this research question, responses of principals, teachers and parents on the level of school community relations were merged and the scores obtained were utilized. In order to determine the level of school community relations, the responses were categorized into “Low”, “Moderate” and “High” levels using the computed mean score (40.00), minimum score (20.00), maximum score (60.00) and standard deviation (7.13). The low level of school community relations ranged from the minimum score (20.00) to the difference between the mean score (40.00) and the standard deviation (7.13) that is, low level: 20.00 to 32.87. The high level of school community relations ranged from sum of mean score and standard deviation ($40.00 + 7.13 = 47.13$) to maximum score (60.00) that is, 47.13 to 60.00. Scores around the mean score and between low and high levels constituted the moderate level that is, 32.88 to 47.12. The level of school community relations in public secondary schools in Ondo Central Senatorial District of Ondo State is presented in Table 1.

Table 1: Level of School Community Relations in Public Secondary Schools

Level of School Community Relations	Frequency (F)	Percentage (%)
Low (20.00 - 32.87)	44	12.4
Moderate (32.88 - 47.12)	262	74.0
High (47.13 - 60.00)	48	13.6
Total	354	100

Source: Fieldwork, 2022.

Result presented in Table 1 shows that out of 354 respondents, 44 representing 12.4% fell under low level of school community relations in public secondary schools; 262 respondents representing 74.0% fell under moderate level while 48 representing 13.6% fell under high level of school community relations in public secondary schools. Since majority of the respondents (74%) fell under the moderate category, it could therefore be said that level school community relations in public secondary schools in Ondo Central Senatorial District was moderate.

Research Question Two: What is the level of teachers' effectiveness in public secondary schools in Ondo Central Senatorial District?

In answering this research question, responses of principals on the level of teachers' effectiveness were utilized. In order to determine the level of teachers' effectiveness, the responses were categorized into “Low”, “Moderate” and “High” levels using the computed mean score (33.85), minimum score (28.00), maximum score (39.00) and standard deviation (2.75). The low level of teachers' effectiveness ranged from the minimum score (28.00) to the difference between the mean score (33.85) and the standard deviation (2.75) that is, low level: 28.00 to 31.10. The high level of school community relations ranged from sum of mean score and standard deviation ($33.85 + 2.75 = 36.60$) to maximum score (39.00) that is, 36.60 to 39.00. Scores around the mean score and between low and high levels constituted the moderate level that is, 31.11 to 36.59.

The level of teachers' effectiveness in public secondary schools in Ondo Central Senatorial District of Ondo State is presented in Table 2.

Table 2: Level of Teacher Effectiveness in Public Secondary Schools

Level of Teachers' Effectiveness	Frequency (F)	Percentage (%)
Low (28.00 - 31.10)	07	21.2
Moderate (31.11 - 36.59)	21	63.6
High (36.60 - 39.00)	05	15.2
Total	33	100

Source: Fieldwork, 2022

Result presented in Table 2 shows that out of 33 respondents, only 7 representing 21.2% fell under low level of teacher effectiveness in public secondary schools; 21 respondents representing 63.6% fell under moderate level while 5 representing 15.2% fell under high level of teacher effectiveness in public secondary schools. Since majority of the respondents (63.6%) fell under the moderate category, it could therefore be concluded that level teacher effectiveness in public secondary schools in Ondo Central Senatorial District was moderate.

Research Question Three: What is the level of students' academic performance in secondary schools in Ondo Central Senatorial District?

To answer research question three, students' results in WASSCE in subjects like English Language, Mathematics, Biology and Chemistry were collated for 33 schools and the results obtained for 2017/2018 and 2018/2019 academic sessions were collapsed as shown in Table 3.

Table 3: Level of Students' Academic Performance in Public Secondary Schools

Subjects	A1 – B3		C4 – C6		D7 – E8		F9		X
	F	%	F	%	F	%	F	%	
Mathematics	1957	37.1	2214	41.9	832	15.7	280	5.3	3.11
English Language	496	9.5	3213	61.7	1167	22.4	331	6.4	2.74
Chemistry	325	13.9	1319	56.4	493	21.1	200	8.6	2.76
Biology	194	7.9	1476	59.8	630	25.5	167	6.8	2.69
Grand Mean									2.83

Source: Fieldwork, 2022

Result presented on Table 3 showed that 37.1% of the total number of students who wrote WASSCE in the 33 sampled schools had between A1 and B3 in mathematics, 9.5% in English language, 13.9% in chemistry and 7.9% had between A1 and B3 in biology. Similarly, 41.9%

had credit in mathematics, 61.7% in English language, 56.4% in chemistry and 59.8% in biology. In the same vein, 15.7% had either D7 or E8 in mathematics, 22.4% in English language, 22.1% in chemistry and 22.5% in biology. The percentages of students who failed were 5.3%, 6.4%, 8.6% and 6.8% in mathematics, English language, chemistry and biology respectively.

From the mean scores, performance in mathematics had the highest with mean score of 3.11 followed by chemistry with the mean score of 2.76, closely followed by English Language with mean score of 2.74 and lastly biology with the mean score of 2.69. The overall mean score of 2.83 is an indication that the level of students' academic performance in public secondary schools in Ondo Central Senatorial District was moderate.

Testing of Research Hypotheses

Research Hypothesis One: There is no significant relationship between school community relation and teacher effectiveness in secondary schools in Ondo Central Senatorial District.

To test the relationship between school community relation and teacher effectiveness, data collected on school community relations and that of teacher effectiveness were pooled and subjected to Pearson Product Moment Correlation at 0.05 level of significance. The result is presented on Table 4.

Table 4: Relationship between School Community Relation and Teacher Effectiveness

Variables	N	df	r.cal	r.crit	Decision
School Community Relation	354				
		385	0.499*	0.001	Rejected
Teacher Effectiveness	33				

$P < 0.05$

Analysis presented on table 4 indicated r calculated value is 0.499 and the p value is 0.001. Since the p value is less than 0.05, the observed relationship is statistically significant hence, the tested null hypothesis which states that there is no significant relationship between school community relation and teacher effectiveness is rejected and thus, the alternate hypothesis is upheld.

Research Hypothesis Two: There is no significant relationship between school community relation and students' academic performance in Ondo Central Senatorial District.

To test the relationship between school community relation and students' academic performance, data collected on school community relations and students' results in WASSCE were collated and subjected to Pearson Product Moment Correlation at 0.05 level of significance. The result is presented on table 5.

Table 5: Relationship between School Community Relation and Students' Academic Performance

Variables	N	df	r.cal	r.crit	decision
School Community Relation	354	385	0.211	0.239	Not rejected
Students' Academic Performance	33				

P>0.05

Table 5 shows the relationship between school community relation and students' academic performance. The p value (0.239) is greater than 0.05, therefore, the tested relationship is statistically insignificant, hence, the tested hypothesis which states that there is no significant relationship between school community relation and students' academic performance in Ondo Central Senatorial District is not rejected.

Research Hypothesis Three: There is no significant difference between the mean responses of principals and mean responses of parents on school-community relation in public secondary schools in Ondo Central Senatorial District. To test the hypothesis, the responses of principals and parents on the level of school community relations were subjected to t-test as shown on table 6.

Table 6: Difference in the Responses of Principals and Parents on School-Community Relation

Variables	N	X	SD	df	r.cal	r.crit	Decision
Principals	33	38.5	7.2	97	1.994	0.05	Rejected
Parents	66	41.2	5.9				

P=0.05

As shown in table 6, t calculated value is 1.994 and the critical value is 0.05. This implies that there is significant difference in the responses of principals and parents on the level of school community relation in public secondary schools in Ondo Central Senatorial District, thus the null hypothesis is rejected.

Discussion

On research question one, the level school community relations in public secondary schools in Ondo Central Senatorial District was found to be moderate. This infers that the relationship between the school and the community is not optimal. A lot still needs to be done in order to enhance the mutual relationship between schools and their host communities. As rightly presented by Abraham (2003) and Okorie, Ememe and Egu (2009), a symbiotic or mutual relationship needs to exist between the school and its community as neither can do without the other. Akubue (2016) also said that more than any other public institution, a school derives its existence and life blood from the community which often supports it with her

material and human resources. Olomosaye (2016), however, noted with great concern that most of the schools are run in isolation. The thinking that it is the job of teachers only to educate and prepare children for life has exacerbated the relationship the schools and families. In the words of Ezeocha (2015), the school and the community are two inseparable institutions of man. The school and community should work together to provide a forum for discussion about learning and community partnership as this can provide opportunity to create ideas and resolve concerns constructively; and that is what the school-community relations should stand for.

It was found that the level of teacher effectiveness in public secondary schools in Ondo Central Senatorial District was moderate. This is in tandem with the finding of Kajo (2011) who found that the level of teacher effectiveness in Government secondary schools in Benue State, Nigeria was low and the level of school community relations was one of the constraints to teacher effectiveness. In the same vein, Alabi and Aladetan (2020) reported that the level of teacher effectiveness in public secondary schools in Ondo North Senatorial District of Ondo State, Nigeria was moderate. Also, Oviawe (2016), found that in Edo State Model secondary schools, Nigeria, Basic Technology teachers' effectiveness was low. Onyekuru and Ibegbunam (2013) also found that the teaching effectiveness of secondary school teachers in Emohua Local Government Area was below average and therefore low.

The level of students' academic performance in public secondary schools in Ondo Central Senatorial District was moderate. The result showed that the highest failure was recorded in Biology. This further alluded to claims that students are not doing well in science subjects. Students' performance was moderate as majority of the students had credits while few had distinctions. Analysis on hypothesis one showed that there was significant positive relationship between school community relation and teacher effectiveness. This infers that as the relationship between the school and its community deepens, it enhances teacher effectiveness in the school system. This finding corroborates the finding of Abraham and Ememe (2012) who submitted that effective school-community relation predicts teachers' effectiveness. Furthermore, Waziri Garba, El-jajah and Mohammed (2018), found that there was significant moderate relationship between social school climate and teachers' effectiveness in senior secondary schools in Yobe State, Nigeria.

It was found in this study that there was no significant relationship between school community relation and students' academic performance. This finding, however, negates the finding of Waswa (2017) who concluded that academic performance of students could be improved if school relationship with the community was enhanced. Owan's (2019) findings also revealed that parent-teachers' relationship, school-community use of resources, school-community communication and school-community collaboration are significantly related to secondary school system effectiveness.

There was significant difference in the mean scores of the responses of principals and parents on the level of school community relation in public secondary schools in Ondo Central Senatorial District. Parents' responses had higher mean score (41.2) compared to those of

principals (38.5). This finding is in line with the finding of Frost (2012) who found that the mean perception of parents and principals differ regarding school culture and school leadership as it affects school-community partnership.

Conclusion

Based on the findings of the study, it is concluded that the level of relationship between the schools and their host communities is moderate indicating that a lot still needs to be done in making the relationship more cordial and beneficial to the duo. The level of teacher effectiveness was moderate as a result of the moderate level of school-community relations and students' performance was moderate too. The significant relationship between school-community relations and teacher effectiveness points to the fact that when the relationship between school and community is improved upon, it goes a long way to enhance teacher effectiveness. It is concluded from the study that parents' responses differ significantly from principals' responses on the level of relationship between the school and their host communities.

Recommendations

Based on the findings and conclusion drawn from the study, it is recommended that:

1. The relationship between the public secondary schools and their host communities needs to be improved upon. The community should assist the schools with funding, provision of infrastructure, learning materials and other amenities needed for the overall development of the school. The school in return should involve the community in decision making and discipline of students.
2. Teachers should be encouraged to be resourceful and creative in preparation of lesson notes, presentation of lesson in the classroom and utilization of instructional materials to further enhance their effectiveness.
3. All stakeholders (parents, principals and students) should focus on activities that can enhance students' performance in examinations. The community through PTA should assist in construction of laboratories and equipping them to improve students' performance in science related subjects.
4. Parents should not pay lip service to the provision of facilities that can enhance teacher effectiveness and students' performance. They should contribute their quota in making the school better.

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