

School-Community Relationship and Management of Secondary Schools in Niger State, Nigeria

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Abstract

This study examined the influence of school-community relationship on management of secondary schools in Niger State, Nigeria. Descriptive survey research design was used for the study. The target population of the study was 4,968 respondents which comprises of 4,170 senior secondary school teachers, 266 principals and 532 School Based Management Committee officials from the 10 Education Zones in the state. Multistage sampling technique was used to select 346 sample of respondents for the study. A self designed questionnaire of twenty (20) items, tagged “School-Community Relationship and Management of Schools Questionnaire (SCAMOSQ)” was used to collect data for the study. Two (2) experts validated the instrument and the reliability index yielded 0.81 using Cronbach’s Alpha Method. Descriptive statistics of mean was used to answer the research questions while One-Way-Analysis of Variance (ANOVA) was used to test the formulated null hypotheses at 0.05 level of significance. The findings of the study revealed that cordial relationship between school and community enhance the provision of instructional materials such as textbooks, sport facilities and wall charts, in most secondary schools in Niger State. The study recommended that Principals should maintain good working relationship with the teachers, SBMC officials and other stakeholders so as to compliment government efforts in provision of instructional materials needed in schools.

Keywords: Discipline, Community, Instructional Facilities, School, School-Community Relationship

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Introduction

School is a formal organization set up by the society to fulfill its goals and objectives. To effectively achieve the expected objectives, it has to organize itself in a well coordinated and conducive environment. It is an undisputable fact that no school can operate in a vacuum without the society or community it serves. This is because; school is a system within a supra system. The school's immediate community may be a village, number of villages, a town and its adjoining villages in which the residents – parents and other citizens have a common interest in the school.

The school as an agent of socialization has been set up for the purpose of promoting good citizenship. It is in this regard that the Federal Republic of Nigeria (FRN, 2013) provides a stimulating glimpse into the nature of Nigerian schools. It describes the organization of schools as well as guiding principles upon which programmes will be devised. The intention was to transform all aspects of the nation's life without delay (Ladan, 2017). It also clearly states that the quality of instruction at all levels has to be oriented toward inculcating the respect for the worth and dignity of the individual, faith in man's ability to make rational decisions, moral and spiritual values in interpersonal and human relations, shared responsibility for the common good of the society and respect for dignity of labour (Abubakar, 2024).

School-community relationship entails the mutual dependence between the school and her host community. Garba (2021) described school-community relationship as the degree of understanding and goodwill achieved between the school and the community. It means that school-community relationship is that mutual understanding which binds the school and people, materials and other resources together and creates a favorable school environment for effective and efficient achievement of educational goals. Aliyu (2015) described school – community relationship as the nature of relationship that exist between the school and its community and which to some extent affect the smooth administration of school for the realization of educational aims and objectives. Amie-Ogan and Wuku (2021) noted that the obvious fact remains that, school community relationship is not a mandatory obligation compelling the community to perform some duties to the school. It is rather a relationship of persuasive influence on the community to extend helping hands to the school, to meet up some of its challenges and create the needed platform for

teaching and learning to take place effectively. It is the positively useful interactions that the school maintains with the community where it's located. The essence of this relationship is to establish a good rapport between the school and host community in order to achieve educational goals.

Of all the numerous problems facing school administrators in recent times, it could be said that the most persistent and agonizing is the problems associated with discipline among the students. Discipline is an important component of a human behavior as it directly defines the character of a human being. It is an essential element in school administration. Abubakar (2024) viewed school discipline as a process of training and learning that fosters growth and development in learners. The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. Janguza (2015) opined that, discipline is understood as the ability of a student to respect the laws, rules and regulations of the school, and any behaviour contrary to these is termed as indiscipline in school. In recent times indiscipline among students in public schools has taken a new dimension ranging from late-coming to schools, truancy, absenteeism, stealing, bullying, disrespect for constituted authorities in the school to physical assault on fellow pupils (Ofeimu & Uloko, 2022).

The researchers, has keenly observed cases of students' lateness, absenteeism and other misconduct in most public secondary schools in Niger State. The most prevalent of these situations puts into serious doubt the fulfilment of the Federal Government's clarion call for community participation and collaboration in the management of education at secondary school level. In some schools, especially in rural areas, the students cannot learn when it is raining because of leaking roofs and teachers using palm shades as their staff rooms during dry season because the school blocks have become threats to lives. This is a big challenge to effective job performance of staff in schools. The situation is very pathetic and the researchers begins to wonder what role school-community relationship are playing to remedy the situation.

It is observed by the researchers that indiscipline among secondary school students in Niger State has become so rampant to the point that it has raised panic among stakeholders in the state. The rate at which students are engaging in different vices is breath taking. Many measures have been applied in recent past by government and school administrators in the bid to check the occurrence of indiscipline. However, the worry is that despite all stern

measures the rate of indiscipline among students is on the increase. This implies that measures have not adequately addressed the situation. The danger is that if the trends continue, the objectives of the secondary school education may be an illusion. It is against this backdrop that this research examined the influence of school-community relationship on management of secondary schools in Niger State, Nigeria.

Objectives of the Study

The following objectives were set for the study:

- I. examine the influence of school-community relationship on provisions of instructional materials in senior secondary schools in Niger State; and
- II. examine the influence of school-community relationship on maintenance of students' discipline in senior secondary schools in Niger State.

Research Questions

The following questions were raised to guide the study:

- I. What is the influence of school-community relationship on provisions of instructional materials in senior secondary schools in Niger State?
- II. What is the influence of school-community relationship on maintenance of students' discipline in senior secondary schools in Niger State?

Hypotheses

The following hypotheses were formulated to guide the study:

- H₀₁:** There is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on provisions of instructional materials in senior secondary schools in Niger State.

H02: There is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on maintenance of students' discipline in senior secondary schools in Niger State.

Methodology

Descriptive survey research design was used for the study. According to Adamu and Ezenwegbu (2016), in descriptive survey design, the researcher usually obtain information or data from other people whose representatives (samples) are used to give information about the larger population. Results are derived from the sample data and used to make inferences regarding the larger population. Since the main thrust of the research was to examine the influence of school-community relationship on management of secondary schools, descriptive survey design was relevant. The target population of the study was 4, 968 respondents which comprises of 4,170 senior secondary school teachers, 266 principals and 532 School Based Management Committee officials from the 10 Education Zones in the state. 346 sample of respondents for the study. The selection of 346 respondents was based on the recommendation of Researcher Advisor's Table (2006), for selection of sample size. The table suggested that for population of 3,500 to 5,000 at 95% confidence level and 5% margin error, the sample size of 346 respondents could be used. Multistage sampling technique was used for the study. At first stage, simple random sampling technique was used to select four zones from the ten zones in the state via balloting. The zones selected were Bida, Kontagora, Kutigi and Lapai. At the second stage, proportionate stratified sample technique was used to select the sample of principals, teachers and SBMC officials used for the study. At the third stage, purposive sampling technique was used to distribute the instrument to selected sample of respondents from the selected schools.

A self designed questionnaire of twenty (20) items, tagged "School-Community Relationship and Management of Schools Questionnaire (SCAMOSQ)" was used to collect data for the study. The instrument was structured on a five (5) points Likert's scale options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) with the numerical values of 5, 4, 3, 2 and 1 respectively. Two (2) research experts in Educational Administration and Planning vet the instrument and their observations and suggestions were incorporated in the final draft of the

instrument. The researchers and two research assistants administered the instrument. A total of 346 copies of the questionnaire were distributed but only 326 copies were returned. The instrument reliability index yielded 0.81 using Cronbach's Alpha Method. Descriptive statistics of mean was used to answer the research questions while Analysis of Variance (ANOVA) was used to test the two (2) formulated null hypotheses at 0.05 level of significance. However, when the mean score of an item is greater than 3.00 set for the study, the item was regarded as agree by majority of the respondents. On the other hand, when the mean score of an item is less than 3.00, the item was considered disagree.

Results

Research Question One: What is the influence of school-community relationship on provisions of instructional materials in senior secondary schools in Niger State?

Table 1: Opinions of Respondents on the Influence of School-Community Relationship on Provisions of Instructional Materials in Secondary Schools In Niger State

S/N	Items	Mean	SD	Decision
1	Cordial relationship between school and community enhance the provision of textbooks in the school.	3.57	0.72	Agreed
2	Cordial relationship between school and community enhance the provision of exercise books in the school.	3.54	0.78	Agreed
3	Cordial relationship between school and community enhance the provision of laboratory equipment in the school.	3.62	0.84	Agreed
4	Cordial relationship between school and community enhance the provision of sport facilities in schools.	3.42	0.75	Agreed
5	Cordial relationship between school and community enhance the provision of maps in the school.	3.83	0.78	Agreed
6	Cordial relationship between school and community enhance the provision of chalk/white board maker in the school.	3.77	0.80	Agreed
7	Cordial relationship between school and community enhance the provision of mathematical set in schools.	3.34	0.76	Agreed
8	Cordial relationship between school and community enhance the provision of cardboard papers in school.	3.70	0.87	Agreed
9	Cordial relationship between school and community enhance the provision of instructional models in the school.	3.81	0.71	Agreed
10	Cordial relationship between school and community enhance the provision of wall charts in the school.	3.70	0.81	Agreed
	Grand	3.63	0.78	Agreed

Table 1 shows that statements 1-10 were all accepted. This is because they had response mean greater than the instrument scale mean of 3.00. This implies

that majority of the respondents agreed with all the above items as ways school-community relationship influenced the provision of instructional facilities in senior secondary schools in Niger State.

Research Question Two: What is the influence of school-community relationship on maintenance of students’ discipline in senior secondary schools in Niger State?

Table 2: Opinions of Respondents on the Influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in Niger State

S/N	Items	Mean	SD	Remark
1	Through the efforts of members of the community students’ late coming has reduced	3.11	0.84	Agreed
2	Through the efforts of members of the community students’ truancy has reduced	3.34	0.73	Agreed
3	Through the efforts of members of the community students’ bullying has reduced	3.19	0.82	Agreed
4	Through the efforts of members of the community students’ drug abuse has reduced	3.82	0.68	Agreed
5	Through the efforts of members of the community students’ absenteeism has reduced	3.53	0.88	Agreed
6	Through the efforts of members of the community students’ examination malpractice has reduced	3.03	0.85	Agreed
7	Through the efforts of members of the community students’ theft has reduced	3.44	0.74	Agreed
8	Through the efforts of members of the community students’ impersonation has reduced	3.10	0.78	Agreed
9	Through the efforts of members of the community students’ cultism has reduced	3.88	0.68	Agreed
10	Through the efforts of members of the community students’ violence has reduced	3.28	0.77	Agreed
	Grand	3.37	0.78	Agreed

Table 2 shows that statements 1-10 were all accepted. This is because they had response mean higher than the instrument scale mean of 3.00. This implies that majority of the respondents agreed with all the above items as ways school-community relationship influenced maintenance of students’ discipline in senior secondary schools in Niger State.

Hypotheses

H01: There is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on provisions of instructional materials in senior secondary schools in Niger State.

Table 3: Summary of ANOVA on the Influence of School-Community Relationship on Provisions of Instructional Materials in Secondary Schools in Niger State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	3.253	2	1.626	1.82	3.03	0.26
Within Groups	289.166	323	0.895			
Total	292.419	325				

P<0.05

Table 3 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.26 is higher than 0.05 level of significant set for the study, while the calculated F-ratio value of 1.82 is less than the 3.03 F-critical value. Hence, the null hypothesis which states that there is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on provisions of instructional materials in senior secondary schools in Niger State is hereby retained.

HO2: There is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on maintenance of students' discipline in senior secondary schools in Niger State.

Table 4: Summary of ANOVA on the Influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools In Niger State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	Sig.(P)
Between Groups	3.042	2	1.521	1.87	3.03	0.32
Within Groups	262.959	323	0.814			
Total	266.001	325				

P<0.05

Table 4 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.32 is higher than 0.05 level of significant set for the study, while the calculated F-ratio value of 1.87 is less than the 3.03 F-critical value. Hence, the null hypothesis which states that there is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on maintenance of students' discipline in senior secondary schools in Niger State is hereby retained.

Discussions

The findings of the research question One revealed that cordial relationship between school and community enhance the provision of instructional materials such as textbooks, sport facilities and wall charts, in most secondary schools in Niger State. This agrees with the result of hypothesis one which was retained, meaning that there is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on provisions of instructional materials in senior secondary schools in Niger State. The variable tested that p-value is 0.26 which is higher than 0.05 level of significant and the grand mean score of 3.63 is higher than the instrument mean of 3.00. In line with this finding, Bolatito (2022) and Garba (2021) found that school-community relationship had influence on provision of instructional materials such as text books, mathematical set, chalk, exercise books, writing materials and sport facilities in most secondary schools in North-west Zone Nigeria. Sanusi (2018) also reported school-community relationship through the efforts of School-Based Management Committees influenced the provision of instructional materials in secondary schools in Funtua Senatorial Zone, Katsina State.

The findings of the research question two revealed that through the efforts of members of the community students' late coming, truancy and drug abuse has reduced in most secondary schools in Niger State This agrees with the result of hypothesis two which was retained, meaning that there is no significant difference in the opinions of teachers, principals and SBMC officials on the influence of school-community relationship on students' discipline in senior secondary schools in Niger State. The variable tested that p-value is 0.32 which is higher than 0.05 level of significant and the grand mean score of 3.37 is higher than the instrument mean of 3.00. In line with this finding, Garba (2021) found that school-community relationship influenced maintenance of discipline through community effort among principals, teachers, students and non-academic staff in most secondary schools in North-west Zone, Nigeria. Also, Yakubu (2017) reported that to a very large extent, parents and teachers were involved in the maintenance of discipline in secondary schools in southern Kaduna senatorial zone, Nigeria Bakwai and Ibrahim (2016) also found that, communities participate in the disciplinary processes in North-west Zone basic schools.

Conclusions

Based on the findings of the study, it was concluded that cordial relationship between school and community enhance the provision of instructional materials such as textbooks, sport facilities and wall charts, in most secondary schools in Niger State. Through the efforts of members of the community students' late coming, truancy and drug abuse has reduced in most secondary schools in Niger State.

Recommendations

In line with the findings and conclusions of the study, the following recommendations were made:

- I. Principals should maintain good working relationship with the teachers, SBMC officials and other stakeholders so as to compliment government efforts in provision of instructional materials needed in schools.
- II. Principals should work hand in hand with the teachers, SBMC officials and other stakeholders in the community so as to maintain students' discipline in schools.

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