



The Impact of Community Involvement in Secondary School Administration in Ogba/Egbema/Ndoni Local Government Area of Rivers State

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ABSTRACT

This study is focused on the Impact of community Involvement in Secondary School Administration in Ogba/Egbema/Ndoni Local Government Area of Rivers State. Two research questions, two hypotheses were posted to guide the study. The study adopted a descriptive survey design with a population of forty two (42) principals and four hundred and two (402) teachers in Ogba/Egbema/Ndoni Local Government Area. 50% of the population of teachers and all the principals totaling two hundred and sixty four (264) respondents formed the sample. The researcher designed an instrument titled “Impact of Community Involvement in Secondary School Administration Questionnaire (IOISSA)”. The reliability co-efficient was established at 0.83 using Pearson product moment correlation coefficient, mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that communities in Ogba/Egbema/Ndoni Local Government Area Have supported secondary schools to a high extent by providing some teaching and learning equipments, and communities in that local government to a high extent are enjoying steady power supply provided by oil companies operating in that area. Based on the findings, it was recommended among others that oil companies operating in other local government areas should emulate from the oil companies in Ogba/Egbema/Ndoni Local Government Area by maintaining good community relationship and parents should be involved in school administration so as to encourage their children to study hard.

Keywords: community Involvement, School Administration, Youths restiveness

INTRODUCTION

Educators have long recognized the important role of the community in the education of children. In Nigeria, government has stated that for the benefit of all citizens, the countries education goals shall be clearly set out in terms of their relevance to the needs of the individual and society and community in consonance with the realities of our environment and the modern world (NPE, 1980).

Education as an instrument for national development cannot be successfully planned without community involvement. The philosophy behind every educational goal is to use the school as a vehicle to accomplish societal expectations. The community and the school therefore work cooperatively in one direction to accomplish the stated societal goals. According to Cum (1989), real changes in school will begin to take place only when relationships of power begin to change, that is, when the voice of parents and the community are heard and the direction of the school reflects the values of all.

Ideally, education should integrate the values and aspirations of the community in which the school is located. Education takes place within the community context. Researchers and educators have long agreed that when communities get involved in school administration, it also makes the parents encourage their children to work harder and achieve more at school and also help develop positive growth and academic success on their children (Epstein, 1995).

The partnership of school and community helps to build mutual understanding and interaction between a school and its community resulting in benefits for both by giving information to community and getting feedback from them (community) and presenting same views to the school. Community is a concept that requires explanation. It is an overall concept. A community may be a group of people who share cultural, social and economic interests. Its members recognize social obligations to each other, hold at least some common values and identify themselves with each other as “we”. This overall definition embraces among others a geographic community which is the most common conception and refers to all individuals living in a rural setting, village, town or urban centre. Mitchell, (1998) sees community as:

“a collectivity of people who occupy a geographical area. People who were together engaged in economic and political activities and who essentially constitute a self governing social unit with some common value and experiencing a feeling as belonging to one another.”

From the above definition, the community is said to engage in economic, social and political activities. These activities can only flourish in this present dispensation when a group of people or a nation has an educated citizenry. That is why communities have been involved in the secondary school administration towards goal attainment. In this regard, Benefegha (1989) said the communal efforts in the establishment of school become very prominent as the average citizen became aware of the fact that western education was a means of social emancipation. The establishment of secondary schools by various communities in Ogba/Egbema/Ndoni Local Government Area of Rivers State is compelled by a collective sense of need such as the desire for communal progress and development. Most often than not, community secondary schools are established through self help. Usually a committee is set up for this purpose.

Statement of the Problem

The need for community involvement in the administration of schools, have long been agreed by researchers and educators likewise the positive impact of such involvement on goal attainment of schools. Despite this fact, however, it is not clear to what extent community and school partnership has brought about goal attainment in the education process. Sun, Hobbs & Elder (1924), observed that there has been conflicting research findings amongst various researchers on community involvement programmes, and decision making for schools in both urban and sub-urban areas in Missouri. This attracted the researcher’s interest to carry out study on the impact of community involvement in secondary school in administration, particularly in Ogba/Egbeme/Ndoni Local Government Area.

Purpose of the Study

The main purpose of the study was to assess the impact of community involvement in secondary school administration in Ogba/Egbem/Ndoni Local Government Area. Specifically, the objective of the study were to:

1. Investigate the relationship between community and school administration towards the attainment of school goals.
2. Examine the impact of community base resources on school goals attainment.

Research Question

The following research questions guided the study:

1. What is the extent of community relationship on school administration towards school goals attainment in Ogba/Egbema/Ndoni Local Government Area?
2. What is the impact of community base resources on school goals attainment in Ogba/Egbema/ndoni Local Government Area?

Hypotheses

- H₁: There is no significant difference in the mean ratings of principals and teachers of community relationship on school administration towards school goal attainment in Ogba/Egbema/Ndoni Local Government Area.
- H₂: There is no significant difference in the mean ratings of principals and teachers of community base resources on school goals attainment in Ogba/Egbema/Ndoni Local Government Area.

METHODOLOGY

The study adopted the descriptive survey design with a population forty two (42) principals and four hundred and two (402) teachers totaling four hundred and forty four (444) respondents in secondary schools in Ogba/Egbema/Ndoni Local Government Area. 50% of the population of teachers and all the principals formed the sample of two hundred and sixty four (264) respondents.

The researcher designed an instrument titled "Impact of Community Involvement in Secondary School Administration Questionnaire (IOCISSAQ)".

The instrument was designed using the four point modified Likert scale ratings of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The reliability co-efficient was established at 0.83 using Pearson product moment correlation. The 264 copies of questionnaire distributed were filled correctly and retrieved. Data collected were analyzed using mean and standard deviation statistics to answer the research questions while z-test statistics was used to test the hypotheses at 0.05 alpha level of significance. Any value from 3.50 – 4.00 was regarded as Very High Extent from 2.50 – 3.40 as High Extent, from 1.50 – 2.49 as Low Extent and from 0.50 – 1.49 as Very Low Extent. A null hypothesis was accepted if the calculated z-value is less than the critical z-value of 1.96 and rejected if the calculated z-value is greater than the critical z-value of 1.96.

RESULTS

The results obtained from this study after data analysis were presented and analysed as follows:

Research Question 1

What is the extent of community relationship on school administration towards school goal attainment in Ogba/Egbema/Ndoni Local Government Area?

Table 1: Extent of Community Relationship on School Administration towards School Goals Attainment in Ogba/Egbema/Ndoni Local Government Area

S/N	Questionnaire Items	PRINCIPALS		TEACHERS		AVERAGE	REMARKS
		N = 42		N = 222		MEAN	
		\bar{X}_1	SD_1	\bar{X}_2	SD_2	$\frac{\bar{X}_1 + \bar{X}_2}{2}$	
1.	The community have supported the school to an extent by providing some teaching and learning equipments..	3.3	0.08	3.1	0.83	3.2	High Extent
2.	The community to an extent have maintained peaceful relationship between them, the school administration and the students.	3.24	0.83	3.16	0.82	3.2	High Extent
3.	The PTA have supported most of the schools in renovation of some dilapidated structures.	3.2	0.79	3.1	0.81	3.11	High Extent
4.	Students' performances are encouraging due to the support given to them by the community committee on education.	3.2	0.78	3.1	0.81	3.15	High Extent
5.	Youths restiveness and other social vices has reduced to an extent due to community vigilante groups.	3.37	0.70	3.2	0.81	3.32	High Extent
Grand Mean (\bar{X}) & SD		3.24	0.63	3.13	0.81		High Extent

Table 1 revealed the analysis of data (mean and standard deviation) gathered from the respondents on the extent school community affect the school administration towards goal attainment in Ogba/Egbema/Ndoni Local Government Area. From the mean score of the respondents, it was discovered that the community have supported the school to high extent by providing some teaching and learning equipment (3.3 and 3.2), the community have maintained a peaceful relationship between them, the school administration and the students (3.24 and 3.16), the P.T.A. have supported most of the schools in renovation of some dilapidated structures (3.2 and 3.1), students performances are encouraging due to the support given to them by the community committee on education (3.2 and 3.1).

Research Question 2

What is the impact of community base resources on school goals attainment in Ogba/Egbema/Ndoni Local Government Area?

Table 2: Impact of Community Base Resources on School Goals Attainment in Ogba/Egbema/Ndoni Local Government Area.

S/N	Questionnaire Items	PRINCIPALS		TEACHERS		AVERAGE MEAN	REMARKS
		N = 42		N = 222		$\frac{\bar{X}_1 + \bar{X}_2}{2}$	
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1.	The communities through the oil companies operating there have gotten pipe born water.	3.34	0.78	3.38	0.68	3.36	High Extent
2.	The communities in Ogba/Egbema/Ndoni Local Government Area is enjoying steady power supply through the intervention of the oil companies operating there.	3.34	0.76	3.4	0.67	3.37	High Extent
3.	Oil companies operating in Ogba/Egbema/Ndoni Local Government Area donated computer accessories to secondary schools in that area.	3.32	0.75	3.44	0.65	3.38	High Extent
4.	Secondary schools in Ogba/Egbema/Ndoni Local Government Areas are enjoying scholarship by the oil companies operating there.	3.30	0.76	3.41	0.67	3.35	High Extent
5.	Teachers in secondary schools in Ogba/Egbema/Ndoni Local Government Area are enjoying capacity building programmes sponsored by oil companies operating there.	3.28	0.76	3.40	0.69	3.34	High Extent
Grand Mean (\bar{X}) & SD		3.31	0.76	3.40	0.67		

Table 2 revealed the analysis of data (mean and standard deviation) gathered from the respondents on the impact of community base resources on school goals attainment in Ogba/Egbema/Ndoni Local Government Area. From the mean scores of the respondents, it was discovered that the communities to a High Extent and through the oil companies operating there has gotten pipe born water (3.34 and 3.38), the communities in Ogba/Egbema/Ndoni Local Government Area to high extent are enjoying steady power supply (3.34 and 3.37), oil companies operating in Ogba/Egbema/Ndoni Local Government Area to a high extent has donated computer accessories to secondary schools in that area (3.32 and 3.34), secondary schools in Ogba/Egbema/Ndoni Local Government Area to a high extent is enjoying free Scholarship by the oil companies operating there (3.30 and 3.41) and teachers in Ogba/Egbema/Ndoni Local Government Area to a high extent are enjoying capacity building, programmes in that area (3.28 and 3.40).

Hypothesis 1

Table 3: Z-Test Analysis of the Mean (\bar{X}) Ratings of Principals and Teachers on the Extent of Community Relationship on school Administration towards School Goals Attainment in Ogba/Egbema/Ndoni Government Area.

S/N	Respondents	N	Mean (\bar{X})	SD	DF	Z.Cal	Z.Critical	Level of Significance	Decision
1.	PRINCIPALS	42	3.24	0.63	2				
2.	TEACHERS	222	3.13	0.81	262	0.88	1.96	0.05	HO ₁ is accepted
Total		264			264				

The table revealed that the Z-calculated is less than Z-critical value at 0.05 alpha level and degree of freedom. Since the Z-calculated is less than the Z-critical, the null hypothesis is accepted, which means that there is no significant difference in the mean ratings of principals and teachers of community relationship on school administration towards goal attainment in Ogba/Egbema/Ndoni Local Government Area.

Hypothesis 2

Table 4: Z-Test Analysis of the Mean (\bar{X}) Ratings of Principals and Teachers on the Impact of Community Base Resources on School Goals Attainment in Ogba/Egbema/Ndoni Government Area.

S/N	Respondents	N	Mean (\bar{X})	SD	DF	Z.Cal	Z.Critical	Level of Significance	Decision
1.	PRINCIPALS	42	3.31	0.76	2				
2.	TEACHERS	222	3.40	0.67	262	0	1.96	0.05	HO ₂ is accepted
Total		264			264				

The table revealed that the Z-calculated is less than Z-critical value at 0.05 alpha level and degree of freedom. Since the Z-calculated is less than the Z-critical, the null hypothesis is accepted, which means that there is no significant difference in the mean ratings of principals and teachers of community base resources on school goals attainment in Ogba/Egbema/Ndoni Local Government Area.

DISCUSSION OF FINDINGS

On the extent of community relationship on school administration towards goal attainment, the findings of this study revealed that the community have supported the schools to an extent by providing some teaching and learning equipments, the community to an extent has maintained peaceful relationship between them, the school administration and the students, the Parent Teachers Association (PTA) have supported the schools in renovating some dilapidated structures, the students'

performance are encouraging due to the support giving to them by the communities committee on education and youth restiveness and other social vices has reduced to an extent due to the community vigilante groups in that area. This study agree with the assertion of Johnson (1990), that community members including school teachers prefer principals who involve both staff and community members in decision making as this will create a good working environment. The study also agrees with Miller (1995), that when community members are allowed to participate in decision making of school, they fill motivated and this will lead to high productivity.

On the impact of community base resources on school goals attainment, the findings of this study revealed that the communities in that Local Government have gotten pipe borne water through the oil companies operating there, the communities in Ogba/Egbema/Ndoni Local Government Area is enjoying steady power supply through the intervention of the oil companies operating in that area, oil companies operating in Ogba/Egbema/Ndoni Local Government Area have donated computer accessories to secondary schools in that area. Secondary schools in Ogba/Egbema/Ndoni Local Government Area are enjoying free scholarship from the oil companies operating in that Area and Secondary School/Teachers in Ogba/Egbema/Ndoni Local Government Area are enjoying capacity building programmes sponsored by oil companies operating in that area. This is an agreement with the work of Epstein (1995), who observed that when parents and community get involved in education, children work harder and achieve more. This implies that parent help to encourage their wards to learn at home, thereby, making the children to develop positive attitude towards school.

CONCLUSION

Based on the findings of study, the researcher concluded that community involvement to a high extent impact on school administration towards school goals attainment.

This was discovered in the course of studying Impact of Community Involvement in Secondary School Administration Ogba/Egbema/Ndoni Local Government Area.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Oil companies operating in other Local Government Areas should emulate from oil companies in Ogba/Egbema/Ndoni Local Government Area by maintaining good community relationship.
2. Parents should be involved in school administration so as to encourage their children to study hard.

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