

# AN ASSESSMENT OF THE INFLUENCE OF SCHOOL- COMMUNITY RELATIONSHIP ON FUNDING AND MAINTENANCE OF DISCIPLINE AMONG THE STUDENTS IN SECONDARY SCHOOLS IN NORTH- WEST ZONE, NIGERIA

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**Abstract:** *This study Assess the Influence of School-Community Relationship on Funding and Maintenance of Discipline among the Students in Secondary Schools in North-West Zone, Nigeria. The study is descriptive survey designed. The study was guided by two research questions, two objectives, and two hypotheses were formulated and tested. The population of the study comprise 3,754 principals, 55,570 teachers, 45,048 PTA officials and 63, 8108 SBMC members were used. The 1288 respondents were purposively selected from 322 sample schools. The instrument used for data collection was self-developed questionnaire using likert scale of 5 point measurement. The instrument was validated by experts from the department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. The instrument was pilot tested and subjected to reliability analysis using spilt half method of estimating consistency and the result obtained was 0.86 reliability coefficients. All the two hypotheses formulated were tested using One Way Analysis of Variance (ANOVA). All two hypotheses were retained as no significant relationship were established from the opinion of stakeholders. The findings revealed 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. The influence is not significant since P value .342 was higher than 0.05 level (Grand Mean = 3.6) is higher than 0.05 levels. The study recommended that Principals should work hand in hand with the teachers, PTA members, SBMC officials and other stakeholders in the community so as to maintain discipline in schools. This is because School-Community relationship is expected to influence maintenance of discipline in school.*

**Keywords:** *School, Community, Funding, Maintenance, Discipline, and Management*

## Introduction

The community has immense input in the funding of educational projects such as endowment funding, sponsoring of projects and Parents Teachers Association involvement (Okoro and Okoro, 2005). All these indicate that the community and the school exist side by side and always been in existence, as a pre-existing condition for effective schools management. The school is a formal and complex organization

established within a community to perform certain social functions. The school exists for the benefit of the community and in the same vein, is a mini society that needs a good relation with the community for it to function effectively. This type of special relationship can be seen as a micro-community existing within a macro-community (Anukam and Anukam, 2006).

The challenges of Nigeria education sector in general and its funding in particular could be traced to policy and strategy instability and inconsistency, inefficient management, wastages and leakages there by overriding macroeconomic conditions that have determined the fate of the sector and where the economy is not growing at a reasonable high and sustainable rate, it will not have the resources to fund a largely – social service sector such as education in Nigeria with a high population growth rate, lackluster growth rate of the GDP would imply severe resource constraints, which could lead to the poor resourcing of social sector such as education, for most of the period 1970 – 2013, the country recorded either negative GDP growth rates or low positive growth rates. It should not be surprising therefore, that education has been poorly funded over the period. Government depends heavily on oil for an average of about 80% of its total revenue, while non-oil (agriculture, solid minerals and other resources) revenue contributes much less an average of about 20%. The problem with this revenue structure is that oil revenue on which the Government depends heavily is highly exposed to the volatiles of the price of oil in the international market. Such derived fluctuations in the major revenue item of government means that without careful planning and rationalization of expenditure of the revenue, the implementation of government projects and programmes would be subject to frequent disruptions and distortions Debie (2012).

An examination of the records shows that the Nigerian Government has tended to embark on ambitious education programmes in spontaneous response to oil booms. In 1973-1979 Nigeria experienced the first oil boom as a result of the Arab oil embargo against the U.S.A. In 1990, there was a second oil boom because of the Gulf war and the United Nations trade embargo on Iraq and Kuwait. A third oil boom started from 2003 fuelled mainly by galloping economic growth and attendant high energy demand in several emerging economies, particularly, China. It was in response to the windfall revenues resulting from the 1973-1979 oil booms that the Nigerian Government in 1976 introduced the Universal Primary Education. This laudable programme caused a dramatic expansion in the demand for educational services at the primary level. But the financial resources became inadequate, particularly following the collapse of oil prices (Abdu-Raheem, 2014).

It is the duty of the school principal to use the available money in his /her school to the benefit of the school. The existence of free tuition fee in Nigerian secondary schools and government poor or lack of political will in secondary education have made for little available fund in secondary schools. The impress to schools for running costs is very small and not even constant. The schools live on the mercy of the P.T.A levies from students. Government is only interested in paying the staff salaries (Abdu-Raheem, 2014). It is a known fact that education in the North-west Geopolitical Zone in Nigeria is poorly funded. It is actually left for the school principals to see that the little impress given to them and the P.T.A levies are judiciously used. Money should only be used on the important items to ensure that students are taught properly. It is the duty of the

government to make available adequate financial resources to schools. Principals should run their schools as if they are running their private businesses.

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development. The aim of discipline is therefore, to help the individual to be well adjusted, happy and useful to his society. Evertson and Emmer (2005), is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen as harmful or going against school policies, educational norms, school traditions, et cetera. According to him, discipline is an art that requires knowledge, skill, sensitivity, and self-confidence. Like any art, it is one that you will acquire through training and experience and it becomes easier with practice.

School discipline refers to regulation of children and the maintenance of order (“rules”) in schools. These rules may, for example, define the expected standards of clothing, timekeeping, social behaviour and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behaviour. In other words, the usage of school discipline sometimes means upholding disciplinary action against nonconformity with the school rules these can affect staff and students (Abdu-Raheem, 2014). Students’ misbehaviour is a prevailing problem affecting schools not only in Nigeria but also across the many nations around the world. Students’ misconduct in the classroom interferes with teaching and learning and is thought to be precursor to later school dropout and similar negative social outcomes. The indiscipline problem in schools is ranked as a major problem among students of secondary schools in North-west Zone in Nigeria. Disruptive behaviour is a concern to schools and parents and to fellow students, whose education may be adversely affected. So it cannot be ignored, and schools must tailor a well-understood sound behaviour and discipline policy. When schools effectively communicate rules, set high expectations and provided frequent feedback, the need for discipline will likely be infrequent.

However, action is occasionally required to correct a situation where a student has broken the rules or is not putting in the required amount of effort. The approach taken to the disciplinary action often determines its effectiveness. Many traditional approaches to discipline are negative, punitive and reactive, which result in bad feelings for all parties involved. A positive approach to discipline involves a process designed to solve performance problems and encourage good performance. The basic theory behind the positive discipline approach is that when a student is treated as an adult who must solve a problem, rather than as a child who must be punished, the student is more likely to respond positively and correct the problem.

Study conducted by Ejeh, Okenjom, Chizi-Woko & Agbo (2016) on Extent of Community Participation in Funding of Secondary School in Abakaliki Education Zone of Ebonyi State. The study aimed at determining the extent of community participation in funding of secondary schools in Abakaliki Education Zone of Ebonyi State. One research question and one null hypothesis guided the study. The design adopted for the study was a descriptive survey research design. The study was carried out in Abakliki Education Zone of Ebonyi State. All the 59 principals and 1,922 teachers in the 59 public secondary

schools in Abakaliki Education Zone comprises the population of the study. Four hundred and forty three (443) respondents out of which 59 principals and 384 teachers formed the sample of the study. This sample was drawn through proportionate stratified random sampling technique. A researcher's structured questionnaire was used as the instrument for data collection. Mean and standard deviation were used to answer the research question while t-test was used to test the null hypothesis. From the analysis, it revealed that the respondents had their respective mean scores with respect to the 7 items with overall mean scores of 2.47 and 2.85 for the principals and teachers respectively. Standard deviation of 0.45 and 0.42 showed that the responses of the two groups did not vary much. It implied that with principals' responses, communities to a low extent participate in funding of secondary education in Abakaliki Education Zone while the teachers' responses revealed that communities to a high extent participate in funding of secondary education in Abakaliki Education Zone.

The research relates to the current research as it mainly studies funding which is one of the variables in the influence of School-Community relationship in the management of secondary school in the North-west Zone, Nigeria. Similarly, both researches adopted descriptive survey design and principals and teachers are among the respondents in current study. The differences can clearly be seen in scope of the researches, the research under review cover zonal educational area of Abakalike in Ebonyi state while current study cover the entire North-west Zone of Nigeria. Geographical locations differ and time for conduct of the researches.

### **Statement of the Problem**

In most public schools in North-west Nigeria, the involvement of parents in the activities of the school have mostly been warranted by the need to communicate a child's misbehavior or the need for certain levies to be paid. However, there are some vital issues that are left out mostly in this process, issues like communicating performance and how to boost or maintain such performance of the individual. These are just few of the many issues that require the full involvement of parents and the community in the development of schools through good School-Community relationship. The sole responsibility of the community is to ensure that there is an effective management in the school system in Nigeria. This is because administration amongst its many definitions is the means by which formal goals are achieved through cooperative human efforts and as the capacity to coordinate many and often conflicting social changes in a single organizations so adroitly that they shall operate as a unity and a process of working with and through others to efficiently accomplish organizational goals.

Against the backdrop of the foregoing, as much as it is the responsibility of a pupil or student to excel in his or her academic pursuit, it is also important for parents and the community to guide this individual to excel academically since learning does not stop in the classroom but extends to the student's home and the immediate environment. This study is therefore carried out to examine the influence of school-community relationship in the management of secondary schools in North-west zone of Nigeria

### **Objectives of the Study**

This study intends to achieved the following objectives:

- i. To evaluate the influence of School-Community Relationship on Funding in Secondary Schools in North-west Zone, Nigeria;

- ii. To determine the influence of School-Community Relationship on maintenance of discipline in Secondary Schools in North-west Zone, Nigeria.

### Research Questions

The study attempt to answer the following research questions:

- i. In what way does the School-Community Relationship influence Funding in Secondary Schools in North-West Zone, Nigeria?
- ii. Does the School-Community Relationship have influence on the Maintenance of Discipline in Secondary Schools in North-West Zone, Nigeria?

### Research Hypotheses

H0<sub>1</sub>: There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Funding of Secondary Schools in North-West Zone, Nigeria;

H0<sub>2</sub>: There is no significant difference in the opinions of Stakeholders on the influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-West Zone, Nigeria.

### Research Methodology

The study is descriptive survey designed. The study was guided by two research questions, two objectives, and two hypotheses were formulated and tested. The population of the study comprise 3,754 principals, 55,570 teachers, 45,048 PTA officials and 63, 8108 SBMC members were used. The 1288 respondents were purposively selected from 322 sample schools. The instrument used for data collection was self-developed questionnaire using likert scale of 5 point measurement. The instrument was validated by experts from the department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria. The instrument was pilot tested and subjected to reliability analysis using spilt half method of estimating consistency and the result obtained was 0.86 reliability coefficients. All the two hypotheses formulated were tested using One Way Analysis of Variance (ANOVA). All two hypotheses were retained as no significant relationship were established from the opinion of stakeholders.

### Results

This section presents the result of the hypotheses testing. All the eight null hypotheses postulated for this study were tested using Analysis of Variance (ANOVA) at 0.05 level of significance. If the calculated p-value is equal or less than 0.05 level of significant the null hypothesis will be rejected but if the calculated p-value is greater than the significant level of 0.05 the null hypotheses will be retain.

The summary of the analysis is being presented as follows:

**Hypothesis One:** There is no significant difference in the opinions of stakeholder in the influence of School-Community Relationship on Funding of Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 1.

**Table 1: Summary of Analysis of Variance on the Influence of School-Community Relationship on Funding in Secondary Schools in North-west Zone, Nigeria**

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	13.240	3	4.413	25.543	.657
Within Groups	49726.449	1179	42.177		
<b>Total</b>	<b>49739.689</b>	<b>1182</b>			

Table 1 shows analysis of variance on the influence of School-Community relationship on funding in Secondary Schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 25.543 with p-value of .657 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on funding in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences funding in secondary schools in North-west Zone, Nigeria.

**Hypothesis Two:** There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria.

This hypothesis was tested using Analysis of Variance (ANOVA). The summary is presented in table 2.

**Table 2: Summary of Analysis of Variance on the Influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria**

	Sum of Squares	Df	Mean Square	F	P value
Between Groups	1444.123	3	481.374	20.672	.342
Within Groups	52402.725	1179	44.447		
<b>Total</b>	<b>53846.849</b>	<b>1182</b>			

Table 2 shows analysis of variance on the influence of School-Community relationship on maintenance of discipline in secondary schools in North-west Zone, Nigeria. Result revealed that the calculated F-value of 20.672 with p-value of .342 which is greater than 0.05 level of significance. The hypothesis which states that there is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on maintenance of discipline in Secondary Schools in North-west Zone, Nigeria is therefore retained. This means School-Community Relationship influences maintenance of discipline in secondary schools in North-west Zone, Nigeria.

#### 4.4 Summary of Hypotheses Testing

This presents the Summary of all the null hypotheses tested in the course of this study. Details are presented in table 3.

**Table 3: Summary of Hypotheses Testing**

S/N	Hypotheses Statements	Statistical Test	Results	Level of significance	Decision
1	There is no significant difference in the opinions of Stakeholders in the influence of School-Community Relationship on Funding of Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.657	0.05	Retained
2	There is no significant differences in the opinions of Stakeholders on the influence of School-Community Relationship on Maintenance of Discipline in Secondary Schools in North-west Zone, Nigeria.	ANOVA	Calculated P-value=.342	0.05	Retained

#### Summary of Findings

The study revealed that:

1. School-Community Relationship influences funding from individuals through payment of PTA levy, club and society fees, philanthropist and NGOs donations in most secondary schools in North-west Zone, Nigeria and the influence was not significant since P value .657 is higher than 0.05 level(Grand Mean = 3.4);
2. 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. The influence is not significant since P value .342 was higher than 0.05 level(Grand Mean = 3.6).

#### Discussion of the Findings

This section presents the discussions of findings on the opinions of respondents on all the issues related to the eight research questions and eight hypotheses.

Hypothesis six tested for the significant difference in the opinion of respondents (principal, teachers, PTA and SBMC) on influence of School-Community Relationship on funding in secondary schools in North-west Zone, Nigeria. The results of the analysis of the data indicated no variation in the opinion of the respondents. The finding contradicts with the views of Okpala (2003) who conduct a research on the Community involvement in the funding and management of Secondary Education in Urban and Rural Schools in Delta State. His result revealed that a number of problems militate against effective participation of communities in funding of secondary education such as embezzlement of fund by the executives, falsification of records and personality conflict. In the same vein Ejeh, Okenjom, Chizi-Woko and Agbo (2016) opined that with principals' responses, communities to a low extent participate in funding of secondary education in Abakaliki Education Zone. In support to the current research findings the study conducted by

Yakubu (2017) revealed that parents were much involved in the funding of secondary schools. It was therefore evidenced that parents contribute greatly in funding secondary schools in southern Kaduna Senatorial zone.

The results of also revealed no significant difference in the opinions of principals, teachers, PTA and SBMC on the influence of School-Community relationship on maintenance of discipline in secondary schools in North-west Zone, Nigeria was tested. The findings of this study are in line with Bakwai and Fatima (2016) who maintained that that, communities participate in the disciplinary processes in North-west Zone basic schools. As their analysis indicates that a total of 1516 (68.3%) of the respondents have said that community members did participate in school disciplinary process. While only 286 (12.9%) believed that community members did not participate in disciplinary process in their school. Sanusi (2018) conducted a similar research titled Influence of School-Based Management Committees on the Administration of Senior Secondary Schools in Funtua Senatorial Zone, Katsina State. His findings were School-Based Management Committees played role mainly in the Maintenance of Discipline of students in Secondary Schools in Funtua Senatorial Zone, Katsina State. In another development Yakubu (2017) revealed 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. Ugwuanyi (2003) supported the current findings by stating that involving the P. T. A in school disciplinary committee can be used to involve communities in active administration of secondary schools.

### Recommendations

The following recommendations were made on the basis of the findings conclusions of this study:

1. Principals should maintain good working relationship with the teachers, PTA members, SBMC officials and other stakeholders so as to compliment government efforts in funding needed in schools. This is because School-Community relationship is expected to influence funding in school;
2. Principals should work hand in hand with the teachers, PTA members, SBMC officials and other stakeholders in the community so as to maintain discipline in schools. This is because School-Community relationship is expected to influence maintenance of discipline in school.

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