

SCHOOL-COMMUNITY SYNERGY AS CORRELATES OF EFFECTIVENESS OF PUBLIC SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

Musbau Tope BAKARE¹

bakkyee15@gmail.com

School of Education, Federal College of Education (Special) Oyo, Oyo State,
Nigeria

Busayo Oluwabukola ALAO²

busayo.alao@kwasu.edu.ng

Department of Educational Management, Kwara State University, Malete

Olawumi Esther TEMISANREN³

temisanrenoe@fceiwo.edu.ng

Department of Educational Foundations, School of Education, Federal College of
Education, Iwo, Osun State

Kamaldeen Olohundare SULYMAN⁴

sulymanko@feciwo.edu.ng

School of Education, Federal College of Education, Iwo, Osun State, Nigeria

Abstract

This study examined school-community synergy as correlate of effectiveness of public secondary schools in Kwara State, Nigeria. It adopted descriptive research design of correlational type 6,284 teachers in the entire 371 public secondary schools in Kwara State constituted the population of the study. Six local government areas (LGAs) were randomly selected and used for the study. Proportionate sampling technique was used to select 47 public secondary schools out of the 143 in the selected six LGAs. Three hundred and forty-two teachers were proportionately selected out of the 3,113 in the sampled public secondary schools in the areas, using Krejcie and Morgan (1970) table for sample size determination. Data collection was done through the use of 'School-community Synergy Questionnaire' (SSQ) and Students' Academic Performance Proforma (SAPP). SSQ was validated, tested for reliability and yielded reliability coefficient of 0.84. The findings of the study revealed that there was a significant relationship between school-community synergy and effectiveness of public secondary schools in Kwara

State, Nigeria. The study concluded that school-community synergy plays a significant role in enhancing effectiveness of public secondary schools. It was recommended that the school managements should always intensify efforts to build a peaceful, strong, and fruitful synergy with the communities where the schools are located, for the purpose of enhancing school effectiveness.

Keywords: School, Community, synergy, discipline, safety, effectiveness

Introduction

Secondary education is an important level of education. This is because it is the level which prepares students for tertiary education where they would be refined to become high-level manpower needed in all the sectors of Nigerian economy, to enhance development of the country politically, socially, economically and technologically. However, for the secondary schools to effectively operate in a way which would facilitate actualization of the stated goals, there is need for a robust synergy between the schools and the communities where they are situated.

School-community synergy is an important concept which needs to be properly worked out in every secondary school, to actualize the stated goals. Okorie et al. (2019) maintained school-community synergy is a two-way symbiotic arrangement through which the school and the community cooperate with each other for the realization of goals of the community and vice versa. It is the degree of understanding and goodwill, which exists between the school and the community. Bibire (2019) asserted that the impact of the schools on the communities largely depend on bond between the two, in terms of the degree to which they are organically integrated into the needs and aspirations of the communities. This necessitates the need for an effective synergy between the school and the host communities.

Ataine and Nkedishu (2017) believed that if there is a great synergy between the school and the community, it could greatly help more in the development of education. Through synergy, community maintains its relationship with school by providing, mobilizing, and protecting resources in schools and this helps to facilitate effectiveness. Lauwo and Mkulu (2021) believed that the need for school-community synergy in ensuring quality education in school is highly important. Through this synergy, nutrition, shelter, transport, clothes, social care, teaching and learning materials, physical facilities, cash, and other resources which needed for achieving effectiveness could be made available. Sunday (2019) observed that in the past, there was an effective collaboration between the school and the host communities, as the host communities actively involved in supporting

the schools to achieve the stated goals. Gabriel (2021) emphasized that the host communities significantly contributed to the development of Western education in Nigeria when it was brought by the Christian missionaries. Adebayo (2024) stated that due to poor economic situation in the country coupled with the inability of some principals to properly coopt the host communities into the school management, some public secondary schools have been facing the challenge of inadequate facilities and negligence of duties on the part of teachers. The aspects of school-community synergy which this study focused on were instructional activities, safety and discipline.

Gbadamosi (2020) elucidated that the extent to which instructional activities are effectively carried out would determine what is achieved as school effectiveness in terms of students' academic performance. This necessitates the need for members of the host communities to join hands with the school managements to enhance effective instructional activities. Ejeh et al. (2016) posited that schools are established by government for educating members of the communities. As such there is need for members of the communities to actively participate in the instructional activities of schools, so that actualization of effectiveness could be enhanced. Shamsudeen (2018) asserted that poor synergy between schools and their host communities could lead to poor students' academic performance. The areas of synergy which this work focused on are instructional activities, safety and discipline. To support the above, the findings of Olajide (2020) revealed that there was a significant relationship between school-community relation on instructional delivery and school effectiveness in public secondary schools in Kogi West Senatorial District, Kogi State. Balarabe (2022) also found in his study that school-community relation on instructional activities had a significant impact on secondary schools' effectiveness in Sokoto State, Nigeria.

Another aspect of school-community synergy is discipline. According to Mangkunegara and Octorend (2015), discipline refers to the ability of a staff or student to control himself, exhibit behaviour or perform an action which is in consonance with the rules and regulations of the school. Afni (2015) stressed that discipline is a significant tool which is needed by every educational enterprise to actualize effectiveness. If teachers and students are disciplined, their attitudes would be favourable to the organization; hence, realization of effectiveness in terms of students' academic performance. Habeeb (2022) opined that discipline is a great instrument which a school needs to attain effectiveness. The moment discipline starts watering away in a school, actualization of effectiveness could be difficult. Ehinane (2018) asserted that ineffectiveness of secondary schools in Nigeria in terms of poor students' academic performance could be attributed to indiscipline among teachers and students. However, building a strong school-community synergy is needed finding solution to this problem. If the community members properly join hands with the school managements, teachers and students are likely

to change and this could help boost school effectiveness. Hernandez and Seem (2020) argued that discipline directly influences the operation of schools. If teachers and students of a school are disciplined, effective teaching and learning could be facilitated, but reverse is the when there is high level of indiscipline among teachers and students.

Donatus and Udebunu (2017) posited that providing and promoting a safe learning environment in which all learners and every member of school community are expected to operate in is an essential function of the communities where the schools are located. Adeyinka (2020) added that one of the challenges facing public secondary schools in Nigeria is poor safety of school facilities. This calls for a virile collaboration between the school managements and members of the communities, to ensure that the provided facilities serve the purpose for which they are provided. Shamsudeen (2018) asserted that inability of some principals to effectively integrate members of the communities into the effective management of the schools could be responsible for poor safety of the school facilities. Gyekye (2016) explained that safety means the degree of protection inherent in an educational institution where teaching and learning takes. Gbadamosi (2017) opined that the safety of school facilities (classrooms, laboratories, library, hostel, chairs, tables and teaching and learning resources) are guaranteed, the more the effective operation of the school as well as the actualization of the school goals.

Adediran (2019) opined that if members of the communities actively participate in the running of the academic activities of a school, teachers are likely to perform their job in line with the set standards while students could also participate actively, thereby enhancing school effectiveness. Alaba (2020) stated that if the communities render adequate support to schools in instructional activities, it could help the school managers to achieve effectiveness, especially in the area of students' academic performance. To support this statement, the finding of study conducted by Shamsudeen (2018) revealed that there was a significant relationship between school-community relationship on instructional activities and students' academic performance. Akanmu (2017) believed that the ultimate aim of any school is to carry out instructional activities, by systematically and positively impacting on all the three domains of learning (affective, cognitive and psychomotor). For this to be achieved there is need for the communities to be well integrated into the management of the schools.

Statement of the Problem

There has been outcry of members of the public in Kwara State on ineffectiveness of public secondary schools in the state, in terms of poor students' academic performance in the Secondary School Certificate Examinations conducted by the examining bodies such as West African Examinations Council

(WAEC) and National Examinations council (NECO). Many variables such as motivation of teachers, instructional resources, facilities, recruitment and selection process, attitudes of student, location, managerial skills of principals, school variables, capacity building, socio-economic background of students, peer influence, social media and the likes had been examined by different scholars as the factors which could be responsible for the ineffectiveness. However, much emphasis has not been given to school-community synergy as a factor which could also be responsible for it.

Many researchers had conducted studies related to this present study. Bibire (2014) examined community participation in education: Challenges and prospects in Nigeria. Ejeh et al. (2016) researched on the extent of community participation in funding of secondary school in Abakaliki Education Zone of Ebonyi State. Ehiane (2018) conducted a study on discipline and academic performance (A case study of selected secondary schools in Lagos State). However, all these studies are related to this study but none of them examined school-community synergy and effectiveness of public secondary schools, Kwara State, Nigeria. Hence, this is the gap which this study fills

The main purpose of the study was to examine the relationship between school-community synergy and effectiveness of public secondary schools in Kwara State, Nigeria. Specifically, the study intends to:

- i. assess the relationship between school-community synergy on instructional activities and effectiveness of public secondary schools, Kwara State, Nigeria;
- ii. examine the relationship between school-community synergy on safety of school facilities and effectiveness of public secondary schools, Kwara State, Nigeria; and
- iii. examine the relationship between school-community synergy on maintenance of discipline and effectiveness of public secondary schools, Kwara State, Nigeria.

Hypotheses

The following research hypotheses were formulated in the study

- H0₁:** There is no significant relationship between school-community synergy and effectiveness of public secondary schools in Kwara State, Nigeria.
- H0₂:** There is no significant relationship between school-community synergy on instructional activities and effectiveness of public secondary schools in Kwara State, Nigeria.
- H0₃:** There is no significant relationship between school-community synergy on safety of school facilities and effectiveness of public secondary schools in Kwara State, Nigeria.

H04: There is no significant relationship between school-community synergy on maintenance of discipline and effectiveness of public secondary schools in Kwara State, Nigeria.

Methodology

This study adopted descriptive research design of correlational type. This is because the study examined the relationship between school-community synergy and effectiveness of public secondary schools in Kwara State. The population of the study consisted of all the 6,284 teachers in the entire 371 public secondary schools in Kwara State. Multi stage sampling technique was used for the study. Cluster sampling technique was used to group all the 16 Local Governments Areas (LGAs) in the state into the senatorial districts (Kwara Central, North & South). Random sampling technique was used to select two LGAs from each of the three senatorial districts (Kwara central, Ilorin West & East; Kwara South, Oyun & Offa; and Kwara North, Patigi & Edu) to make a total of six (37.5%). Proportionate sampling technique was used to select 47 public secondary schools out of the 143 in the selected LGAs. Proportionate sampling technique was also used to select 342 teachers out of the 3,113 teachers in the public secondary schools in the selected local governments, using Krejcie and Morgan (1970) table for sample size determination. Data collection was done through the use of ‘School-community Synergy Questionnaire’ (SSQ) and Students’ Academic Performance Proforma (SAPP). SSQ was used to collect information from teachers on school-community relations, while SAPP was used to collect students’ results (Mathematics and English Language) in West African Senior School Certificate Examinations from 2021 to 2024. Likert-type response options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for the questionnaire. The questionnaire had three sections (A, B & C). Each of the sections had seven items. Sections A, B and C were used to gather information on school-community synergy on instructional activities, safety and discipline respectively. To ensure validity of the questionnaire, its draft was presented to the three other experts in the fields of Department of Educational Management. To determine the reliability of the questionnaire, 30 copies were administered to some teachers, outside the sample of the study. The data gathered were analyzed using Chronbach’ Alpha and reliability coefficient of 0.81 was realized. The researcher and four research assistants administered questionnaire to the respondents and also collected students’ results from school principals. Pearson product-moment correlation statistic was used to test the formulated hypotheses at 0.05 level of significance.

Results

H0₁: There is no significant relationship between school-community synergy and effectiveness of public secondary schools in Kwara State, Nigeria.

Table 1

School-community Synergy and Effectiveness of Public Secondary Schools

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
School-community synergy	342	3.72	.07	.620	.006	H ₀₁ Rejected
Effectiveness of Secondary Schools	342	2.66	.53			

Table 2 showed calculated r-value (.620) and the p-value (.006) which is less than the significance level (0.05). Hence, hypothesis one is rejected. This means that there was a significant relationship between school-community synergy and effectiveness of public secondary schools in Kwara State, Nigeria

H0₂: There is no significant relationship between school-community synergy and effectiveness of public secondary schools in Kwara State, Nigeria

Table 2

School-community Synergy on Instructional Activities and Effectiveness of Public Secondary Schools

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
School-community synergy on Instructional Activities	342	3.92	.88	.620	.006	Ho ₂ Rejected
Effectiveness of Secondary Schools	342	2.66	.53			

Table 2 showed calculated r-value (.620) and the p-value (.006) which is less than the significance level (0.05). Hence, hypothesis one is rejected. This means that there was a significant relationship between school-community synergy on instructional activities and effectiveness of public secondary schools in Kwara State, Nigeria.

H0₃: There is no significant relationship between school-community synergy on safety of school facilities and effectiveness of public secondary schools in Kwara State, Nigeria

Table 3

School-community Synergy on Safety of School Facilities and Effectiveness of Public Secondary Schools

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
School-community synergy on Safety of School Facilities	342	3.39	.46	.611.	.015	Ho ₃ Rejected
Effectiveness of Secondary Schools	342	2.66	.53			

Table 3 showed calculated r-value (.620) and the p-value (.015) which is less than the significance level (0.05). Hence, hypothesis three is rejected. This means that there was a significant relationship between school-community synergy on safety of school facilities and effectiveness of public secondary schools in Kwara State, Nigeria.

H04: There is no significant relationship between school-community synergy on safety of school facilities and effectiveness of public secondary schools in Kwara State, Nigeria

Table 4

School-community Synergy on Maintenance of School Discipline and Effectiveness of Public Secondary Schools

Variable	N	\bar{X}	SD	Calculated r-value	p-value	Decision
School-community Synergy on Maintenance of School Discipline	342	3.86	.77	.592	.004	Ho ₄ Rejected
Effectiveness of Secondary Schools	342	2.66	.53			

Table 4 showed calculated r-value (.592) and the p-value (.004) which is less than the significance level (0.05). Hence, hypothesis four is rejected. This means that there was a significant relationship between school-community synergy on maintenance of school discipline and effectiveness of public secondary schools in Kwara State, Nigeria.

Discussion of Findings

The findings of the study revealed that there was a significant relationship between school-community synergy on maintenance of school discipline and effectiveness of public secondary schools in Kwara State. This finding supports the position of Gabriel (2021) that if the schools and the host communities are united and maintain mutual relationship, schools are likely to derive benefits which would help enhance their effectiveness. This finding is also in tandem with the view of Adebayo (2024) that poor collaboration between the schools and communities

where the schools are situated could hinder the realisation of effectiveness. This finding supports the position of Ogundele et al. (2012) that effective school-community synergy is capable of having a significant impact on schools in the areas of provision and maintenance of school facilities, school discipline, teachers' job performance, academic achievement of students and overall success of the schools.

The findings of the study showed that there was a significant relationship between school-community synergy on instructional activities and effectiveness of public secondary schools in Kwara State. This finding agrees with the finding of Gbadamosi (2020) which showed that significant relationship existed between school-community relations on instructional activities and school effectiveness in secondary schools' effectiveness in Agege Local Government, Lagos State. The finding also corroborates the assertion of Shamsudeen (2018) that poor relationship between the school managements and the host communities on instructional activities might be one of the factors responsible for ineffectiveness in public secondary schools in Nigeria. The finding also corroborates the finding of Akanmu (2013) that the ultimate aim of any school is to carry out instructional activities. Hence, for this to be properly achieved, there is need for the communities to be well integrated into the management of the schools.

The findings of the study revealed that there was a significant relationship between school-community synergy on safety of school-facilities and effectiveness of public secondary schools in Kwara State. This finding corroborates the finding of Hambali (2025) which revealed that there was a significant relationship between school-community relation on safety of school facilities and school effectiveness in Ejigbo Local Government Area of Osun State. The finding also agrees with the position of Adeyinka (2020) that if there cordiality between the schools and the communities, school facilities could be exposed to theft and destruction and this could affect the actualisation of school effectiveness. This finding is in tandem with the position of Alaba (2018) that school-community synergy in the aspect of school safety is an important aspect which should not held with levity; if at all the realisation of effectiveness is of concern to the school managers.

The findings of the study showed that there was a significant relationship between school-community synergy on maintenance of school discipline and effectiveness of public secondary schools in Kwara State. The finding supports the finding of Habeeb (2022) which revealed that there was a significant relationship between school-community partnership on discipline and school effectiveness in Sokoto State, Nigeria. This finding agrees with the assertion of Donatus and Udebunu (2017) that ensuring school safety is paramount to the effective management of schools which would eventually lead to the actualisation of the school goals. This finding is also corroborates the position of Shamsudeen (2018) that discipline of teachers and students is very key to the actualisation of effective.

The differences in the effectiveness among public secondary schools in Nigeria might be due to variation in the discipline of teachers and students.

Conclusion

The study concluded that school-community synergy plays a significant role in enhancing effectiveness of public secondary schools. School-community synergy on instructional activities and effectiveness of public secondary schools are significantly related. School-community synergy on maintenance of school safety is a significant tool for achieving effectiveness of public secondary schools. School-community synergy helps in achieving effectiveness of public secondary schools.

Recommendations

The study recommended that:

- i. the school managements should always intensify efforts to build a peaceful and fruitful synergy with the communities where the schools are located, for the purpose of enhancing school effectiveness;
- ii. there is need for the school management to strive in building as a strong synergy with the schools in ensuring effective delivery of instructional activities, so as to facilitate actualisation of school effectiveness;
- iii. the managements should always strive to maintain a virile synergy with the communities, in order to ensure safety of school facilities such as classrooms, furniture and the likes and facilitate realisation of the school effectiveness; and
- iv. there is need for the managements to persistently involve communities in the school administration, so as to make them unwaveringly commit themselves to the maintenance of discipline on school members, for the purpose of achieving effectiveness.

References

- Adebayo, R. I. (2024). Challenges and solutions to education in Nigeria. *American Journal of Education*, 2(2), 61-68.
- Adeyinka A. A. (2020). Current problems of educational development in Nigeria. Retrieved 27th August, 2021 from <http://www.unilorin.edu.ng/journals/education/ije>
- Afni, F. (2015). Effect of training, discipline of work and motivation of employee productivity. *Journal of Business Administration Science*, 1(1), 23-31.
- Akanmu, L. K. (2013). Falling standards of education in Nigeria: empirical evidence in Delta State of Nigeria. *A Journal of Contemporary Research*, 8(3), 1-12.
- Alaba, B. L. (2018). *Problems facing Nigerian educational system*. Diamond Press.

- Ataine, A. J., & Nkedishu, V. C. (2017). Relevance of school-community relations in the development of primary education in Delta State, Nigeria. *Journal of Research in Education and Society*, 8(2), 18-27.
- Bibire, A. (2014). *Community participation in education: Challenges and prospects in Nigeria*. *Journal of Educational Psychology*, 4(1), 56-62.
- Balarabe, K. S. (2022). Assessing the impact of school-community relations on secondary schools' effectiveness in Sokoto State, Nigeria. *Journal of Educational Technology*, 3(1), 45-62.
- Donatus, N, & Udebunu, A. M. (2017). Appraisal of security and safety management in public secondary schools in Enugu State. *Asian Journal of Education*, 3(6), 23-32.
- Ehiane, O. S. (2014). Discipline and academic performance (a study of selected secondary schools in Lagos, Nigeria). *International Journal of Academic Research in Progressive Education and Development*, 3(1), 181-194.
- Ejeh, E. I., Okenjom, G. P., Chizi-Woko, C. N., & Agbo, P. N. (2016). Extent of community participation in funding of secondary school in Abakaliki Education Zone of Ebonyi State. *International Journal of Academic Research in Progressive Education and Development*, 5(3), 32-40.
- Gabriel, D. G. (2021). Educational development in Nigeria: The role of community. *Journal of Education, Practice and Development*, 5(2), 67-73.
- Gbadamosi G. (2018). Impact of school-community relations on secondary schools' effectiveness in Agege Local Government, Lagos State. *Journal of Science Education*, 4(2), 4-12.
- Gyekye, S. A. (2016). Workers' perceptions of workplace safety: An African perspective. *International Journal of Occupational Safety* 12, 31-42.
- Habeeb, L. T. (2022). Relationship between school-community partnership on discipline and school effectiveness in Sokoto State, Nigeria. *Journal of Educational Planning and Administration*, 5(1), 81-89.

- Hernandez, T. J. & Seem, S. R. (2014). A safe school climate: A *Systemic Approach and the School Counselor*. *ASCA, Professional School Counseling*, 7(4), 256-262.
- Lauwo, H, & Mkulu, D. G. (2021). Challenges facing community involvement in ensuring quality education in public secondary schools in Meru District, Arusha Region-Tanzania. *International Journal of English Literature and Social Sciences*, 6(1), 74-84.
- Mangkunegara, A. P. & Octorend, T. R. (2015). Effect of work discipline, work motivation and job satisfaction on employee organizational commitment in the company (Case Study in PT. Dada Indonesia). *Universal Journal of Management*, 3(8), 318-328.
- Okorie, N. C., Ememe O. N., & Egu, R. H. N. (2019). School-community relations in the development of secondary schools: A focus on Aba Educational Zone. *African Journal of Education and Development Studies*, 6(1), 22-38.
- Ogundele, M. O., Oparinde F. O., & Oyewale, M. K. (2012). *Community-school relations and principals' administrative effectiveness of secondary schools in Kwara State*. *Journal of Education, Science and Research*, 2(2), 45-51.
- Olajide, N. D. (2020). Relationship between school-community relations on instructional delivery and school effectiveness in public secondary schools in Kogi West Senatorial District, Kogi State. *African Journal of Education*, 5(1), 71-78.
- Shamsudeen, L. Y. (2018). Role of the community in enhancing sustainable school effectiveness in Nigeria. *Asian Journal of Education*, 3(4), 56-63.
- Sunday, R. T. (2019). Relationship between school-community relations and school effectiveness in Mopamoro Local Government, Kogi State. *Heck Journal of Education*, 3(4), 45-54.