

School-Community Relations And Secondary School Students' Academic Achievement In English Language In Esan West Local Government Area Of Edo State

Idiakhoa Anthonia

Department of Curriculum and Instruction
Faculty of Education
Ambrose Alli University, Ekpoma
Edo State.

Abstract

This study assessed the relationship between school-community relations and students' academic achievement in secondary schools in Esan West Local Government Area of Edo State. Specifically, the study sought to determine the relationship between school-community relations (principal-community, teachers-community and parents-community) and students' academic achievement in secondary schools in Esan West Local Government Area of Edo State. Hence, three hypotheses were formulated and tested. This study adopted the correlational research design. All the 16 principals in the 16 public senior secondary schools representing 100% were drawn for the study. One instrument titled - School-community Relations Survey Questionnaire (SCRSQ) was used to gather data. On the other hand, the data on Students' Achievement in English Language for 2019 school year was collected from the school broadsheet through their relevant school authorities. The reliability index of SCRSQ using the test retest reliability method was 0.78. On the other hand, the data while the second is the Students' Achievement Broadsheet in English Language for the 2019/2020 school year. The data gathered were used to test the hypotheses using the Pearson's Product Moment Correlation coefficient (PPMCC) technique. The entire hypotheses were tested at 0.05 level of significance. Correlation coefficients showed that the school community relation indicators which include: principal- community relations ($r = 0.546, p < 0.05$); teachers- community relations ($r = 0.651, p < 0.05$) and parents-community relations ($r = 0.603, p < 0.05$) all had positive significant relationship with academic achievement of public secondary school students in English Language in secondary schools in Esan West Local Government Area of Edo State at 0.05 level of significance. It was therefore concluded that school community relations promotes students' academic achievement in English Language. It was recommended that principals and teachers should encourage good rapport between them and the community leaders. They should make more efforts to see community involvement in school affairs not as a threat but as one way of enhancing its quality.

Keywords: School-Community Relations, Academic Achievement, English Language, Secondary School.

INTRODUCTION

Secondary education is the education that learners receive after primary, but before tertiary education. It is one aspect of education that concretizes the basic literacy and numeracy skills acquired at the primary level and also help to prepare learners for higher education. Buttressing this, the National Policy on Education stated succinctly that the broad goals of secondary education shall be to prepare the individual for useful living within the society and for higher education [1]. To fast track the achievement of these goals, schools are established as a formal agency of education where students learn about the custom, attitude and ways of doing things in the society. It is an educational institution where innovative ideas and skills are acquired and transferred from one generation to another. Hence, it is a place where the values and skills needed to prepare young citizens for the world of work are taught and learnt.

In other to attain the aforementioned objectives, the curriculum for Senior Secondary Education (Post-Basic Education curriculum), as stated by [1] emphasizes the need for four (4) compulsory cross-cutting subjects – English Language, General Mathematics, Trade and entrepreneurship subjects and Civic education at the junior and senior secondary school level. English language is a language of communication in Nigerian society. It is a language of medium instructions, as a lingua-franca, useful in all facets of lives in Nigeria. English as a second language is useful between the encoder and decoders [2]. It is a language meant for a medium of communication by instructors (teachers) in the school. English is a compulsory subject to be taken to qualify students to enter the universities, and to pass West African Senior Secondary Certificate Examination (WASSCE), National Examination Communication (NECO) and other public examinations. English carries our major instruments

of communication in various ministries, parastatals, universities, business centre, cybercafé, embassies, airports, seaports, and in our major highways [2].

English language among other languages has been recognized as a core and compulsory subject at the Basic and Post-Basic Education level. [3] added that the government recognizes the importance of English Language for enhancing educational attainment as well as for improving communicative competence and ability of citizens. Hence, English language continues to be a medium of instruction for all subjects from primary level to tertiary level in so many countries including Nigeria. It is a medium of instruction, a compulsory and core subject that must be offered and passed at all levels of education in Nigeria's educational system. In addition, English Language is considered a prerequisite for offering other subjects in higher institutions. For instance, students who want to offer courses like Law, Mass Communication and History must pass - English language must pass English Language at credit level in Senior Secondary School Examination to gain admission into any Nigerian tertiary institution. Unfortunately, [4] noted that the academic achievement of students in English Language and Mathematics in the past one decade has been on the decline.

Buttressing this assertion, [5] submitted that the Chief Examiner for 2010, May/June West Africa Senior School Certificate Examination (WASSCE) reported a poor performance of students in English language. The report had it that students failed because of the following deficiencies; weakness in skills of writing, construction of loose sentences, transliteration from the mother tongue and abuse of the basic rules of grammar. Many candidates scored zero under mechanical accuracy aspect of the essay. Candidates' errors were listed under wrong spellings, wrong usage of concord, tense usage and wrong construction of verb. [6] noted that this situation remained the same as the 2012, 2013 and 2014 November/December WASSCE also recorded mass failure in English Language. The Chief Examiner attributed this abysmal performance of students to: ignorance of the proper use of punctuation marks, use of capital letters and small letters; inability of students to appropriately use present and past tenses, wrong expressions, poor use of parts of speech and their functions in sentences and so on. He attributed this abysmal output (academic achievement of students) to inadequate school-community relations.

School community is a term coined from two distinct terms – school and community. The former (school) belongs to the formal system of education for teaching - learning purposes. The school refers to an institutionalized form of education, which comprises hierarchically organized set of activities carried out in

a designated teaching and learning environment. On the other hand, [7] stated that community is everybody, adults, children, social and non-social persons, social institutions, structures living in a certain territory where all share a mode of life but not all are conscious of its organizations or groups. It is the environment of the school where formal education takes place including bodies like the principals, teachers, students, parents, Board of Governors, and specific groups that have some interest in what goes on in the school which all gear towards school progression, growth and development.

School-community relationship is a term that is used to describe the nature of association between the school and the host communities. It can be seen as the presence of interactive relationship among teachers, principals, and the community where the school is located. It is the co-ordination of the efforts of people in the community and those in the school towards the achievement of the broad and specific goals of education. It involves the inter-linkage association and cooperation between a school and the host community [8]. It is also concerned with bringing together human resources in the community and school for effective and functional school administration.

From the foregoing, it is evident that school-community relations refer to the various individuals, groups, businesses and institutions that are interested in the welfare and vitality of a school and form the neighbourhood served by the school. It also encompasses the school administrators, teachers and staff members who work in a school; the students who attend the school and their parents and families; and local residents and organizations that have a stake in the school's success, such as school board members, city officials, and elected representatives; businesses, organizations, and cultural institutions; and related organizations and groups such as parent-teacher associations, booster clubs, charitable foundations, and voluntary school improvement committees. [9] added that school-community relations can be measured in three interconnected levels namely: principal-community relations, teacher-community relations and parents –community relations among others.

Principal-community relations, teacher-community relations and parents –community relations all border on the activities of principal(s), teachers and parents in relation to significant others such as the host community - public, the ministry of education, community elders and neighbouring schools that are geared towards promoting educational growth respectively. Since schools are established for serving societal needs; it is expected that principal(s), teachers and parents maintain a good relationship

between the school and the community it is meant to serve.

Discussing the benefits of school-community relations to learners' achievement, [8] noted that appropriate school-community relations in the form of principal-community relations, teacher-community relations and parents –community relations are important to make the school get the needed moral, material, physical and financial support to promote teaching and learning in language related subjects. Hence, one may rightly say that school-community relations may have some influence on teachers' job performance and learners' academic achievement in English Language. To promote learners' academic achievement in schools in Edo State, it is pertinent to determine the relationship between school-community relations and students' academic achievement in schools.

Overwhelming number of students in Nigeria are being educated in deteriorating public school facilities not conducive to increasing academic achievement in English Language. In the absence of appropriate and safe educational facilities with which Nigerian students can access the tools to confidently pursue their education, it may seem unreasonable to expect tremendous gains in areas of students' academic achievement in English Language. The academic achievement of students in English Language in public schools in Nigeria has continuously been declining over the years and this may be as a result of inadequate facilities. Lamenting on this, [10] noted that most secondary schools in our society today lack adequate instructional facilities for teaching of important subject like English Language and Mathematics. This decadent situation permeates all levels of the country's educational system (primary, secondary and tertiary institutions).

The reports given at the end of every year on students' achievement at the Junior and Senior Secondary Certificate Examinations have shown high failure rate. For, instance, the report on the May/June series of examinations conducted by West African Examinations Council (WAEC) between 2011 and 2014 showed that the trend of failure have not improved. [10] reported that in 2011, 30.70% of the students who sat for the WAEC examination had credit pass in five subjects including Mathematics and English Language while in 2012, 38.81% of the students' who sat for the WAEC examination had credit pass in five subjects including Mathematics and English Language. Furthermore, they stated that in 2013, 36.57% of the students who sat for the WAEC examination had credit passes in five subjects including Mathematics and English Language and in 2014, 31.28% of the students who sat for the WAEC examination had credit pass in five subjects including Mathematics and English Language. The situation

becomes worrisome as parents and stakeholders have from time to time questioned the efficacy of certain school practices in Edo State. This declining performance has been attributed to poor school-community relations.

Recent studies have been conducted on relationship between school-community relations and academic achievement of learners. [11] Investigated principal-community relations and students' academic achievement of secondary school in Awgu I Zone of Enugu state. The results revealed that principal-community relations such as identifying with social life of the students, giving the student home work through the school, ensuring that proper comments are made in the students' performance reports by the school significantly influence students' academic achievement in secondary schools in Awgu I Zone of Enugu State. [12] investigated the relevance of principalcommunity relationship on students' academic achievement in Azare metropolis of Bauchi State, Nigeria. It was also found that the school on the other hand, has resources which it uses to improve school-community relationship and ultimately develops education which, include classrooms, play grounds, halls, surroundings, information dissemination to community and making itself available for consultations. The result further showed that principal-community relations significantly affect students' academic achievement in Azare metropolis of Bauchi state, Nigeria

The school and community are inseparable and their good relationship improves the quality of education given to the pupils. For the school to perform its role effectively, there is a need for good school-community relationship. There are many areas in which school-community relationship exist which aid in the development of education, particularly primary type. The function of community towards maintaining and supporting its relationship with school and which ultimately lead to the development of education cannot be overemphasized. It is a known fact that there can never be a school where there is no community.

Studies on teachers-community relations in Nigeria and other nations abound in literature. The relationship between school-community relations and student's academic performance in secondary schools were carried out in Aba South District and Uyo Senatorial District of Akwa Ibom State by scholars. The result showed that teachers-community relation of giving counseling to students, and donation of books to the library by the community influences students' academic achievement in secondary schools in Aba South District, Nigeria [13, 14].

Studies on parents-community relations and students' academic achievement have been investigated in literature. [15] investigated the influence of school-community relationship on students' academic achievement. The result showed that parents-community relations communication and assisting learning at home influence students' academic achievement.[16] investigated parents-community relations and students' academic achievement in secondary schools in Anambra State. The result showed that there is a significant relationship between parents-community relations and students' academic achievement in secondary schools in Anambra State. [17] investigated the influence of parents-community relations on the academic achievement of secondary school students in Lagos state and Oyo state, Ibadan, Nigeria. The findings showed that the parents who were interviewed and compared to each other were involved in parenting, followed by communication, and then by assisting learning at home. The result further showed that parent-community-relation influences students' academic achievement among secondary school students in Lagos state and Oyo state, Ibadan, Nigeria.

In spite of what is known about the school-community- students' academic achievement nexus in the East and Northern Nigeria, it is not to the researchers' knowledge that any study has been carried out on the relationship between school-community relations and secondary schools students' academic achievement in Esan West Local Government Area of Edo State. There is therefore a gap in knowledge. Hence, this study was carried out to fill this gap by investigating relations and students' academic achievement in secondary schools in Esan West Local Government Area of Edo State.

Research Hypotheses

The following research hypotheses were formulated and tested in this study:

- a) There is no significant relationship between principal-community relations and students' academic achievement in English Language in secondary schools in Esan West Local Government Area of Edo State
- b) There is no significant relationship between teacher-community relations and students' academic achievement in English Language in secondary schools in Esan West Local Government Area of Edo State
- c) There is no significant relationship between parent-community relations and students' academic achievement in English Language in secondary schools in Esan West Local Government Area of Edo State.

METHODS

This study adopted the correlational research design. The population of this study comprised all the sixteen principals in the 16 senior secondary schools in Esan West Local Government Area. The entire population was drawn as sample for the study. Hence, no sampling technique was employed for the study.

The data for this study were gathered through an instrument titled: School-community Relations Questionnaire (SCRQ). The questionnaire (SCRQ) consisted of Sections A and B. Section A contained items that elicit demographic information such as: the name of school and Local Government Area where the school is situated. Section B contained items that elicit information on the school-community relations (principal, teachers and parents-community relations) in secondary schools. Section B was divided into three parts, 1, 2 and 3. Part 1 contained five items (items 1-5) on principal-community relations. Part 2 contained five items (items 6-10) on teacher-community relations while Part 3 contained five items (items 11 to 15) on parent-community relations. The 15-items were rated on a modified four point likert of: Strongly Agree (SA) -4, Agree (A) - 3, Disagree (D) -2 and Strongly Disagree (SD) - 1.

Data on the academic achievement of students for the 2019 school year was collected directly from the principals of the secondary schools sampled. The overall percentage score of Senior Secondary School Two (SSS II) students in English Language in the third term was used to measure academic achievement of the students. The achievement of students in English Language as conventionally reported in the school grading level: 70-100% (Excellent) represents A grade (4), 60-69% (Very Good) represent B grade (3), 50-59% (Good) represent C grade (2), 49-40% (Pass) represents D grade (1) and below 40% (Fail) represents F grade (0). To match the four -point rating of school facilities, the overall score or grade of each student was rated as: 60 - 100% (Pass) - 4; 50 - 59% (Average) - 3; 45- 49% (Poor) - 2; 44% and below (Fail) -1.

The researcher ensured the content validity of the instrument by presenting a draft copy of the questionnaire to two experts in Measurement and Evaluation from the University of Benin, Edo State. Their suggestions and corrections on use of tenses, vocabulary and length of item statements were effected in the final draft copy before reproducing copies of the questionnaire for administration ensured by Internal consistency of the questionnaire (SCRQ) was ensured using the test-retest reliability analysis. The reliability coefficient of 0.78 was obtained thereafter the analysis.

The researcher went to schools to obtain data with the questionnaire for school-community relation and examination results. A letter to respondents was attached to explain the purpose of the research exercise to principals. Copies of the questionnaires were filled by school principals and retrieved on spot by the researcher to enhance the return rate while data on students' academic achievement in English Language was collected from the school broadsheet as provided by the principal of the schools. Hence, even the sections that bordered on teachers and parents-community relations were as well filled by school principals. The data collected were analysed

using the Pearson's Product Moment Correlation coefficient (PPMCC) technique. The analysis was carried out at 0.05 level of significance.

RESULTS

The results of the analysis are presented below:

Research Hypothesis 1: There is no significant relationship between principal-community relations and students' academic achievement in English Language in secondary schools in Esan West Local Government Area of Edo State.

Table 1: Relationship between Principal-Community Relations and Students' English Language Achievement in Secondary Schools in Esan West Local Government Area of Edo State

Variables	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Principal-community	1.77	.429	.546*	0.000	Null hypothesis rejected (p<0.05)
Students' academic achievement	2.28	.642			

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 showed that the Pearson correlation coefficient of 0.546 of the relationship between principal-community relation and students' academic achievement was significant (p<0.05). This indicated that there was a positive and significant relationship between principal-community relation and students' academic achievement in English Language in

secondary schools in Esan West Local Government Area of Edo State.

Research Hypothesis 2: There is no significant relationship between teachers-community relations and students' academic achievement in English Language in secondary schools in Esan West Local Government Area of Edo State

Table 2: Relationship between Teacher-Community relations and Students' English Language achievement in secondary schools in Esan West Local Government Area of Edo State

Variables	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Teachers-community relations	1.93	.446	.651*	0.000	Null hypothesis rejected (p<0.05)
Students' academic achievement	2.28	.642			

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 showed that the Pearson correlation coefficient of 0.651 of the relationship between teachers-community relations and students' academic achievement was significant (p<0.05). Therefore, this indicated that there was a positive and significant relationship between teachers-community relation and students' academic achievement in English

Language in secondary schools in Esan West Local Government Area of Edo State.

Research Hypothesis 3: There is no significant relationship between parents-community relations and students' academic achievement in English Language in secondary schools in Esan West Local Government Area of Edo State

Table 3: Relationship between Parents-Community Relations and Students' English Language Achievement in Secondary Schools in Esan West Local Government Area of Edo State

Variables	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Parents-community relation	1.93	.420	.603*	0.000	Null hypothesis rejected (p<0.05)
students' academic achievement	2.28	.642			

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 showed that the Pearson correlation coefficient of 0.603 of the relationship between parents-community relation and students' academic achievement was significant ($p < 0.05$). Therefore, this indicated that there was a positive and significant relationship between parents-community relation and students' academic achievement in English Language in secondary schools in Esan West Local Government Area of Edo State.

DISCUSSION

The result showed that there was a positive and significant relationship between principal-community relation and students' academic achievement in secondary schools in Esan West Local Government Area of Edo State ($r = 0.546$, $p < 0.05$). The result agrees with that of [11] who found that principal-community relations such as identifying with social life of the students, giving the student home work through the school, ensuring that proper comments are made in the students' performance reports by the school significantly influences students' academic achievement in secondary school in Awgu 1 Zone of Enugu state. The result also agrees with that of [12] who revealed that principal-community relations significantly affect students' academic achievement in Azare metropolis of Bauchi state, Nigeria.

The result showed that there was a positive and significant relationship between teachers-community relation and students' academic achievement in secondary schools in Esan West Local Government Area of Edo State ($r = 0.651$, $p < 0.05$). The result agrees with that of [14] who found that teachers-community relation significantly influences students' academic achievement. The result further agrees with that of [13] who found that teachers-community relation giving counseling to students; donating books to the library influences students' academic achievement in secondary schools in Aba South District, Nigeria.

The result showed that there was a positive and significant relationship between parents-community relation and students' academic achievement in secondary schools in Esan West Local Government Area of Edo State ($r = 0.603$, $p < 0.05$), the result agrees with that of [16] who found that parents-community relations communication and assisting learning at home influences students' academic achievement. The result is also in line with that of [16] who found that there is a significant relationship between parents-community relations and students' academic achievement in secondary schools in Anambra State. It also corroborates that of [17] who stated that parent-community-relation influences students' academic achievement among secondary school students in Lagos state and Oyo state, Ibadan, Nigeria.

CONCLUSION

The role of school-community cannot be over-emphasized in the school system. Principal, teacher and parent-community relations had positive relationship with academic achievement of public secondary school students in English Language in secondary schools in Esan West Local Government Area of Edo State.

RECOMMENDATIONS

Based on the findings, the following recommendations were made:

- 1) Principals and teachers should encourage good rapport between them and the community leaders. They should make more efforts to see community involvement in school affairs not as threat but as one way of enhancing its quality.
- 2) School staff and community representatives should hold regular school-community meetings where issues and strategies for effective community involvement in secondary education, would be discussed. This might make community members to feel that they are part of the school system, as such might be committed to its success.
- 3) Workshops or some type of thorough and intensive training is essential in order to equip community members with the necessary skills and knowledge of current educational affairs in school-community relationship. The school principals should therefore, liaise with community rulers and organize internal frequent workshops, targeting community members, their leaders, learners, and teachers. This will be geared towards promoting language teaching and learning in schools.
- 4) The school administrators- principals and head teachers must make themselves accessible to parents and members of the public. He could also demonstrate active interest in the community life by promoting the involvement and participations of the school in suitable social activities and extra-mural programmes

REFERENCES

- [1] Federal Republic of Nigeria. National Policy on Education (6th Edition). Abuja: NERDC press. (2013).
- [2] Oribabor, O.A. Factors affecting the poor performance of students in English Language. *Journal of Literature, Languages and Linguistics - An Open Access International Journal*, 4: 65-69. (2014).
- [3] Rafiu, J. & Nwalo, K.I.N. Effect of English Language proficiency on students' performance in cataloguing and classification courses in polytechnic - based library schools in Nigeria. *International Journal of Library and Information Science*. 8 (6): 54-61. (2016).

- [4] Akinfe, E., Olofinniyi, O. E., & Fashiku, C. O. Teachers' quality as correlates of students' academic performance academic achievement in Mathematics in senior secondary schools of Ondo state, Nigeria. *Online Journal of Education Research*, 1(6): 108-114.(2012).
- [5] Fakeye, D. O. Teachers' qualification and subject mastery as predictors of achievement in English language. *Global Journal of Human Social Science*. 12 (3), 2-4. (2012).
- [6] Adeyemi, A. M. & Adeyemi S.B. Institutional factors as predictors of students' academic achievement in Colleges of Education in South-Western Nigeria, *International Journal of Educational Administration and Policy Studies*. 6 (8), 141-153.(2014).
- [7] Adeogun, A. A. Instructional resources and school effectiveness in private and public secondary schools in Lagos State in Ojo, E., Nwagwu N., Ogunsaju, S., Ajayi K & Otobo, D. (eds), *Lagos Journal of Educational Administration and Planning*, 1 (1), 201-205.(2014).
- [8] Okam, C. C. & Bozimo, G. O. Forging an effective school-community relationship in implementing the curricular issues intrinsic in Nigeria' Universal Basic education at the primary school level. *Nigerian Journal of Curriculum Studies*. 8(11), 232-239.(2015).
- [9] Adams, K. S., & Christenson, S. L. Trust and the family-school relationship: Examination on parent-teacher differences in elementary and secondary grades. *Journal of School Psychology*, 38(5), 477-497.(2016).
- [10] Akomolafe, C. O. & Adesua, V. O. The impact of physical facilities on students' level of motivation and Academic Performance academic achievement in senior secondary schools in South West Nigeria. *Journal of Education and Practice*, 7(4) 38-42.(2016).
- [11] Nnebedum, C. R. Principal-community relations and students' academic performance academic achievement of secondary school in Awgu I Zone of Enugu state. An unpublished M.Sc thesis submitted to the University of Nigeria, Nsukka.(2017).
- [12] Tata, U. S. & Abdullahi, M. S. The relevance of principal community relationship on students' academic performance academic achievement in Azare metropolis of Bauchi state, Nigeria *IOSR Journal of Research & Method in Education (IOSR-JRME)* 4(6),23-29.(2017).
- [13] Abraham, N. M. & Ememe, O. N. Teachers' school-community relations as a key students' academic performance academic achievement of secondary schools in Aba South District, Nigeria. *Journal of Curriculum and Teaching*, 1(2), 1-12.(2016).
- [14] Ngozika, A. O. & Maxwell, M. E. Relationship between teachers-community and academic performance academic achievement of Biology students' in Public Secondary Schools in Uyo Senatorial District of Akwa Ibom State. *International Journal of Education and Practice*. 3(8), 241-249(2017).
- [15] Nick, N. W. The influence of parents-community relationship on students' academic performance academic achievement in secondary schools in Nigeria. *International Journal of Scientific and Research Publications*, 7(3), 23-35.(2016).
- [16] Anakee, G. Parents-community relations and students' academic performance academic achievement in secondary schools in Anambra State. An Unpublished B.Ed project, Nnamdi Azikiwe University, Awka. (2016).
- [17] Umeana, F. P. The influence of parents – community relations on the academic performance of secondary school students in Lagos state and Oyo state, Ibadan, Nigeria. An unpublished M.Sc. thesis submitted Michigan State University.(2015).