

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND
TECHNOLOGY COLLEGE OF HUMANITIES AND SOCIAL
SCIENCES**

**ASSESSMENT OF SCHOOL-COMMUNITY RELATIONSHIP AND ITS EFFECTS
ON THE ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOLS AT
DUNKWA-ON- OFFIN MUNICIPALITY**

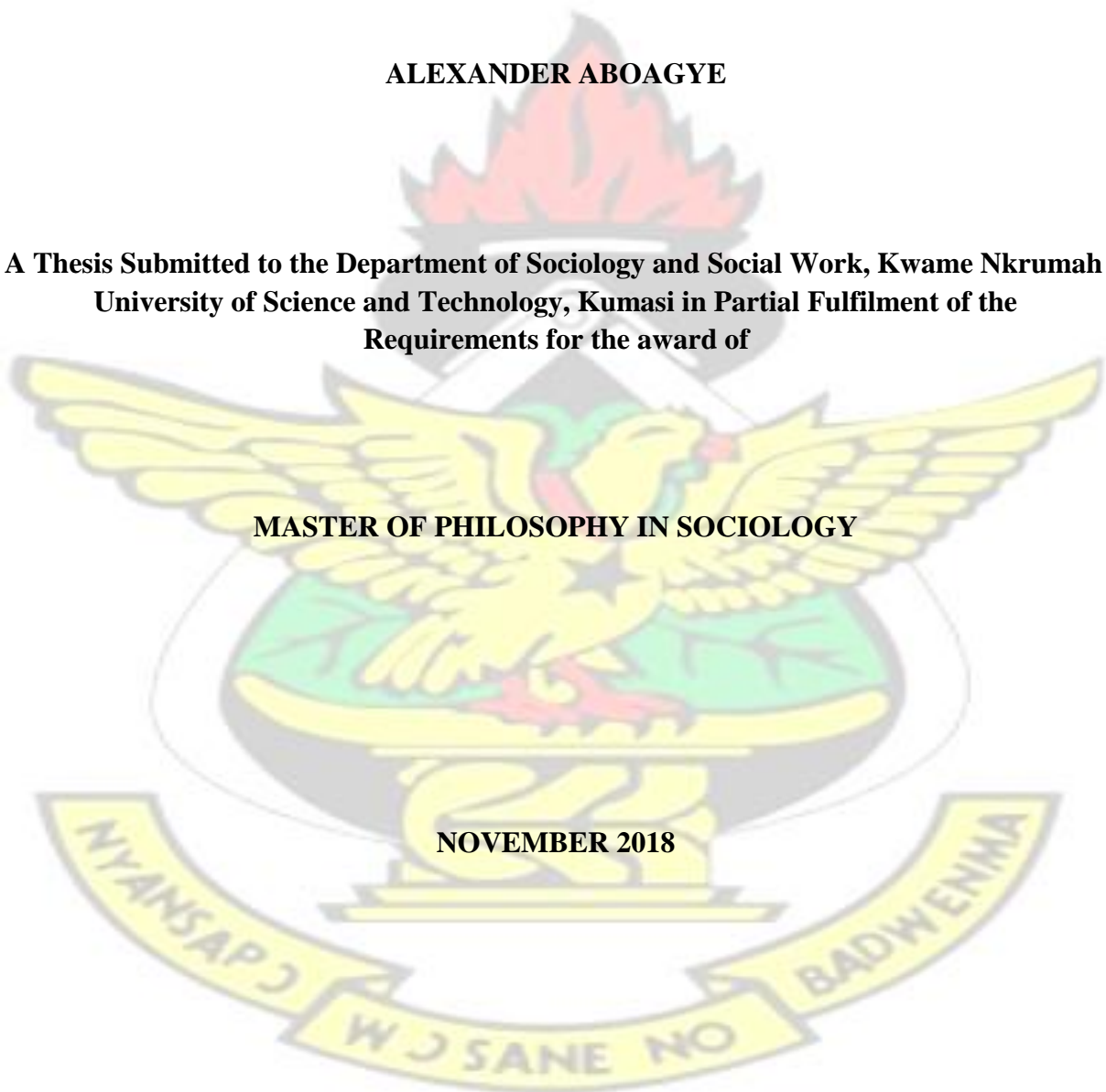
By

ALEXANDER ABOAGYE

**A Thesis Submitted to the Department of Sociology and Social Work, Kwame Nkrumah
University of Science and Technology, Kumasi in Partial Fulfilment of the
Requirements for the award of**

MASTER OF PHILOSOPHY IN SOCIOLOGY

NOVEMBER 2018



KNUST



DECLARATION

I hereby declare that this submission is my own paper towards the Master of Philosophy Degree in Sociology and that, to the best of my knowledge, it contains no materials previously published by another person or material which has been accepted for the award of another degree in the University, except where due acknowledgement has been made in the text.

Alexander Aboagye (PG3886915)

Student's Name and Index Number Signature Date

Certified by:

Dr. Frances Dufie Azumah

Supervisor Signature Date

Certified by:

Dr. Peter Dwumah

Head of Department Signature Date

DEDICATION

To my late Mum, Mary Ayensu for all the love I enjoyed from her.

KNUST



ACKNOWLEDGEMENT

My magnificent appreciation goes to the Almighty God who has kept me alive throughout the period of my thesis. I wish to express my deepest gratitude to my supervisor, Dr. Frances Dufie Azumah of the Department of Sociology and Social Work, KNUST for her direction and guidance throughout this research, her words of encouragement and the technical touch to the study. May the Good Lord bless her and the family.

I am also grateful to the four Junior High Schools at Upper Denkyira Municipality, Dunkwa-on-Offin for giving me the permission to carry out the research in their schools- The head teachers, teachers, pupils- for your co-operation and assistance. To all the other respondents of this study, I am exceedingly grateful because without your support, this study would not have been successful.

Colleagues and friends who supported and encouraged me, I say thank you. In this regard, special mention will be made of Dorcas Dufie Osei Boateng and Peter Akwasi Sarpong.

Finally, as the saying goes, „not unto us, not unto us but to God be the glory and honour“.

ABSTRACT

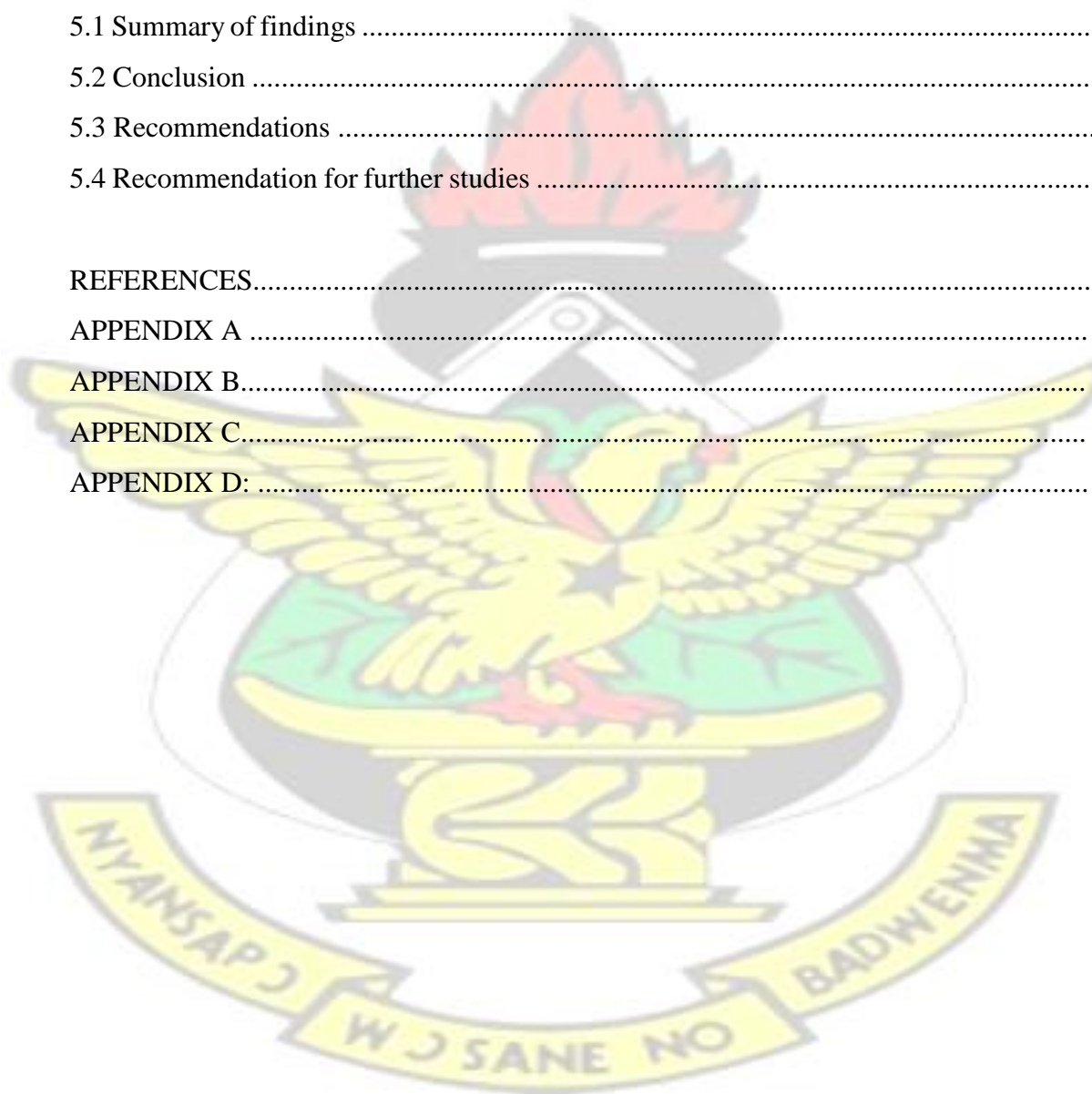
In today's competitive global setting, students' performance is an important element of the school's achievement. This study looked at school-community relationship and its effects on the academic performance of Junior High Schools at Dunkwa-on-Offin. The objectives were to identify the relationship between Dunkwa Junior High School and the community and the factors that account for it, examine the relationship between students' academic performance and community-school co-existence and identify the prudent ways of ensuring peaceful coexistence between the community and the school. The study utilized survey design of 290 respondents in Dunkwa-on-Offin who were sampled using the simple random and purposive sampling techniques. The sample consisted all JHS 1, JHS 2, JHS 3, opinion leaders and members in the community in order to maintain reliability. Questionnaire was the main instrument used to collect the data from the students whilst interview was conducted with parents and school authorities. It was found that as part of good relationship between the schools and community, the community members participate in school programs any time the school invited them such as "my first day at school", "speech and prize giving day", "PTA meetings", "school anniversaries". The study further found that there was a positive relationship between students' academic performance and community-school co-existence. The study revealed that students are able to perform better when the schools and community co-exist peacefully. It was found that through school and community relations both teachers and students are motivated which leads to improvement in students' performance. There were some few factors that hindered peaceful co-existence between the school and community such as truancy/child absenteeism, sexual harassment of students by teachers and poor academic performance. The study therefore recommends that these factors could be addressed by involving parents and opinion leaders in decision making process of the schools to bring peaceful co-existence between the schools and community.

TABLE OF CONTENTS

| | |
|--|-------|
| DECLARATION | i |
| DEDICATION | ii |
| ABSTRACT | iv |
| TABLE OF CONTENTS | v |
| LISTS OF TABLES..... | viii |
| LIST OF FIGURES..... | ix |
| LIST OF ABBREVIATIONS..... | x |
| | |
| CHAPTER ONE - INTRODUCTION | 1-9 |
| 1.0 Background to the study..... | 1 |
| 1.1 Statement of the Problem | 3 |
| 1.2 Leading Research Questions. | 5 |
| 1.3. Objectives of the study | 5 |
| 1.4 Hypothesis..... | 6 |
| 1.5 Justification of the study..... | 6 |
| 1.6 Significance of the study..... | 7 |
| 1.7 Definitions of terms | 8 |
| 1.9 Organization of the study | 9 |
| CHAPTER TWO-LITERATURE REVIEW..... | 10-45 |
| 2.0 Introduction | 10 |
| 2.1 School and Community Resources..... | 10 |
| 2.1.1 School Resources..... | 12 |
| 2.1.2 Community Resources | 16 |
| 2.2 The Importance of School Community Relationship | 19 |
| 2.3 School-Community Relationship and its Effects on the School | 30 |
| 2.3.1 School-Community Relationship and its Effects on Student (Academic Achievement) | 33 |
| 2.4 Relevant Theoretical Perspectives..... | 37 |
| 2.5 Types of School-Community Involvement Activities..... | 38 |
| 2.6 The theory of Overlapping Sphere of Influence | 38 |
| 2.6.1 Parenting | 44 |
| 2.6.2 Communicating | 44 |

| | |
|--|-------|
| 2.6.3 Volunteering | 44 |
| 2.6.4 Learning at Home | 45 |
| 2.6.5 Decision Making..... | 45 |
| 2.6.6 Collaborating with the Community..... | 45 |
| 2.7 Gaps in the Literature..... | 45 |
| 2.8 Conceptual Framework..... | 46 |
| 2.9 Conceptual Framework of School-Community Relationship and its Effects on the Academic Performance of Junior High School Students | 47 |
| | |
| CHAPTER THREE- METHODOLOGY | 46-53 |
| 3.0 Introduction | 48 |
| 3.1 Research Design | 48 |
| 3.2 Population | 49 |
| 3.3 Sample size..... | 49 |
| Table 3.1: A presentation of the sample size | 50 |
| 3.4 Sampling Technique | 50 |
| 3.5 Sources of data..... | 51 |
| 3.6 Survey Instruments (Method of data collection) | 51 |
| 3.7 Validity and reliability..... | 51 |
| 3.8 Methods of Data Process and Analysis..... | 53 |
| 3.9 Ethical Considerations | 54 |
| 3.10 Limitations of the Study..... | 55 |
| | |
| CHAPTER FOUR-DATAPRESENTATION AND ANALYSIS | 54-86 |
| 4.0 Introduction | 56 |
| 4.1 Socio-demographic characteristics of respondents..... | 56 |
| 4.1.1 Sex and age category of the respondents..... | 57 |
| 4.1.2 Level of Education of Respondents | 58 |
| 4.1.3 Teachers and community members“ educational level..... | 58 |
| 4.1.4 Teachers“ Place of Residence | 60 |
| 4.1.5 Status of Teachers in the School | 61 |
| 4.2 Existing Relationship between Junior High School and the Community and the Propelling factors..... | 62 |
| 4.3 The Relationship between Students“ Academic Performance and Community-School | |

| | |
|---|-------|
| Co-Existence | 71 |
| 4.4. Challenges confronting Peaceful Co-Existence between the School and the Community | 79 |
| 4.5 Prudent Ways of Ensuring Peaceful Co-Existence between the Community and the School | 82 |
| 4.6 Hypothesis testing..... | 86 |
| | |
| CHAPTER FIVE-SUMMARY, CONCLUSION AND RECOMMENDATIONS | 86-92 |
| 5.0 Introduction | 89 |
| 5.1 Summary of findings | 89 |
| 5.2 Conclusion | 89 |
| 5.3 Recommendations | 93 |
| 5.4 Recommendation for further studies | 95 |
| | |
| REFERENCES..... | 96 |
| APPENDIX A | 108 |
| APPENDIX B..... | 116 |
| APPENDIX C..... | 120 |
| APPENDIX D: | 123 |



LISTS OF TABLES

| | |
|---|----|
| Table 4.1.1 Sex and age categories..... | 55 |
| Table 4.2 Respondents class | 56 |
| Table 4.3a Level of education (teachers) | 57 |
| Table 4.3b Community members education level..... | 58 |
| Table 4.4 Teachers place of residence | 58 |
| Table 4.5 community involvement in the activities of the school..... | 60 |
| Table 4.6 Whether the school invites community programmes if organizers..... | 61 |
| Table 4.7 Programmes organizers by the school in if the community invited..... | 62 |
| Table 4.8 Whether the community has executed some programmes in the school..... | 67 |
| Table 4.9 Items provided by the community to the schools..... | 67 |
| Table 4.10 Students academic performance ranking..... | 70 |
| Table 4.11 What contributed to the performance of the students? | 72 |
| Table 4.12 Community contributed to the progress of the school..... | 73 |
| Table 4.13 Effects of school community relationship on students’ academic performance.. | 76 |
| Table 4.14 Conflicts between the school and community | 77 |
| Table 4.15 Factors that hinder peaceful co-existence between the school and the community..... | 78 |
| Table 4.16 Ways to ensure peaceful co-existence between the school and the community.. | 80 |
| Table 4.17 Peaceful co-existence between your school and the community would lead to improved students’ academic performance..... | 81 |
| Table 4.18 Ways by which peaceful co-existence between the school and the community can lead to improve students’ academic performance..... | 82 |
| Table 4.19 Hypothesis results on school-community coexistence and academic performance..... | 84 |

LIST OF FIGURES

Figure 2.1 Conceptual Framework of School-Community Relationship and its Effects on the Academic Performance of Junior High School Students.....45

Figure 4.1 status in students (teachers).....59

KNUST



LIST OF ABBREVIATIONS

AE: Adult Education

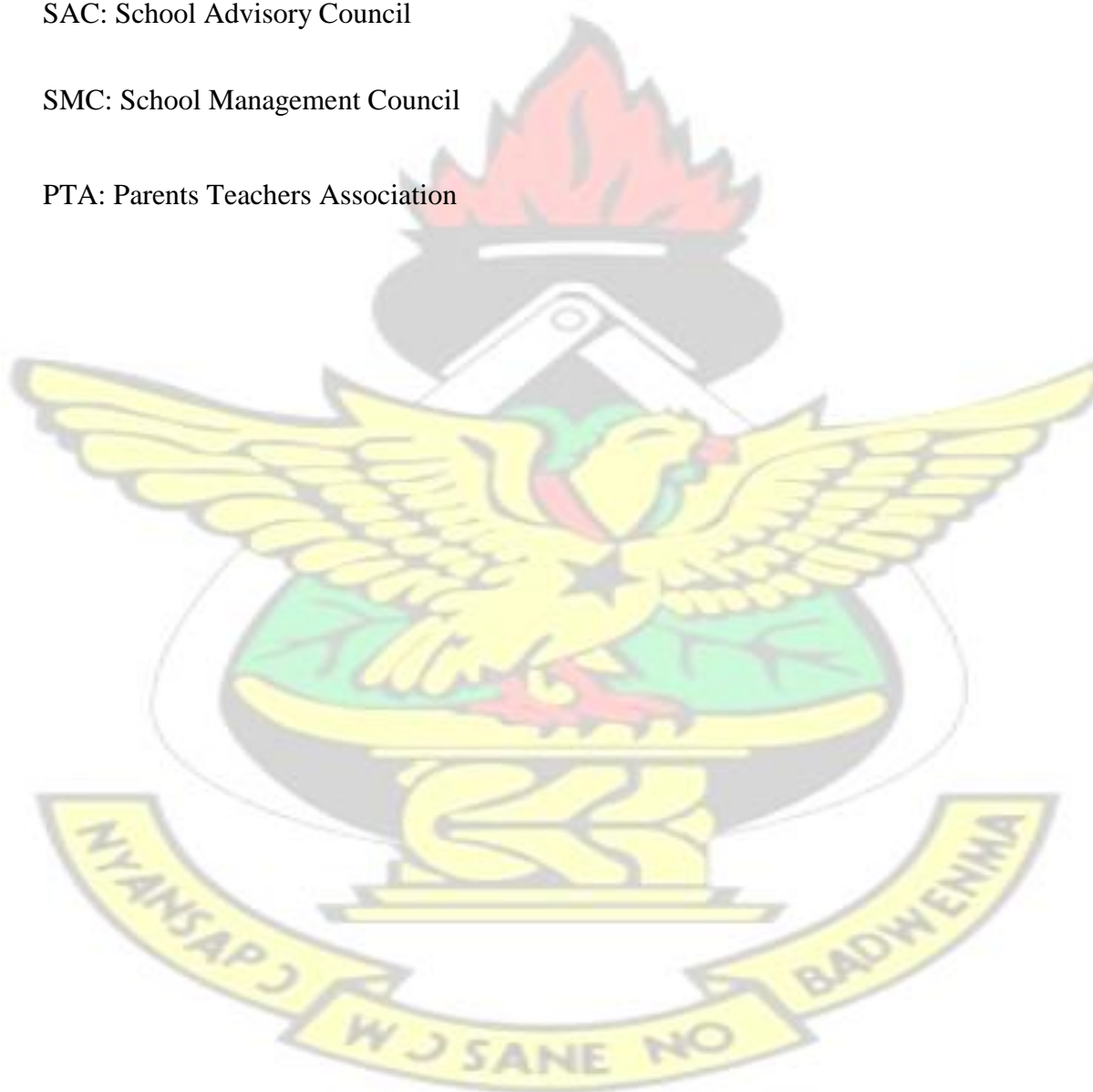
CBO: Community Based Organization

MSBETF: Michigan State of Educational Task Force

SAC: School Advisory Council

SMC: School Management Council

PTA: Parents Teachers Association



CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Education is the backbone of the development of every nation (Murad, 2015). As a result, issues concerning education are of prime interest not only to educators and parents but also to governments and all stakeholders (Bakwai, 2013). Indeed it is an investment as well as a tool that can be used to achieve rapid economic, social, political, technological, cultural and scientific development of a country (UNESCO, 2015).

The school as an open social organization thrives very well on the effective interrelationship between it and its relevant community (Ojo, 2008) . What happens in the school affects the community and vice versa. This means the community builds its schools and the school builds its communities (Sidhu, 2007). Therefore the school-community interdependence cannot be undermined. The two work for one another and they have direct impact on one another (Bakwai, 2013).

This makes the school-community relationship very important because the school cannot exist in isolation but in co-operation with the community in which they find themselves (Ihebereme, 2008). When used by educators, the term school-community typically refers to the various individuals, groups, businesses, and institutions that are interested in the welfare and vitality of a public school and its community that is, the neighbourhoods and municipalities served by the school (Parmer et al. 2009).

School-community relationship refers to that cordial and effective cooperation and collaboration that should exist between the school and the community in which the school finds itself (Ihebereme, 2008). They forge a kind of partnership where both collaborate, share ideas, information and responsibilities for the best interest of the children (Barrett, Anderson & North,

2013). Both are responsible for the development of values, attitudes and habits as the children grow to become better citizens of a nation. In other words, when the community and the school collectively agree upon the goals in children's education, everyone benefits (Bakwai, 2013).

The term encompasses; the school administrators, teachers and other staff who work in the school; the students who attend the school and their parents and families; local residents and the organizations that have a stake in the school's success, such as School Management Council (SMC), Parents Teachers Associations (PTA), Municipal/ District Assembly, Chiefs, Queen mothers and Elders, Unit Committee members, NGOs, to name but a few (Abbott, 2014).

It is worth noting that generally and in Ghana, there is some appreciable level of cooperation and collaboration between every school and its immediate community. Oparinda & Oyewale, (2012) indicated that school-community relationship have significant impact on the provision and maintenance of school facilities, school discipline, teachers job performance, academic achievement of students and overall success of the schools. The schools offer the kind of education to the children, which will enable them to take on responsibilities and to contribute to the overall development of the community (Nickola, 2013).

Again Bakwai (2013), indicated that there is access to school facilities such as hosting of sports activities and durbars by the community members at the school premise; the school gives parents meaningful roles in the school decision-making process such as the formation of PTA and SMC; the school again creates friendly environment and gives warm reception to parents who wish to discuss a problem with the school about their children. Furthermore, Anamuah-Mensah et al. (2004) contend that most parents make the efforts to provide the basic necessities of life such as health, food, clothing, and shelter. Community volunteerism such as communal labour helps students to learn and experience community service. The Municipal

Assembly helps to create the enabling environment with the provisions of facilities such as tables and chairs, washrooms, toilet, teachers' bungalow to mention but a few.

These and many other areas of collaboration between the school and the community could also be found at Dunkwa-on-Offin Municipality. In light of this, the study comprehensively investigates the interrelationship between junior high schools in Dunkwa-on-Offin Municipality and their surrounding communities. The study focused on examining the supporting mechanism the community have for the school and vice versa to enhance effective school-community relationship and ultimately the effect on students' academic performance.

1.1 Statement of the Problem

Academic performance, which is measured by examination grades/tests, is one of the means of assessing whether teaching and learning have taken place in the school set up (Baker, 2010). Again, schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance (Oredein, 2016). However, this all-important goal of education has become difficult to achieve. All over the country, there is a general perception that academic standard in Ghanaian junior high schools seem to have fallen drastically (Asare, 2015).

It has also been observed that the school-community relationship in all the four JHS under study at Dunkwa is nothing to write home about. However, some challenges are militating against effective school-community relationship at the municipality. Among these are high rate of teacher absenteeism compelling parents and some community members to confront teachers and even at times report such conducts to the municipal education Director (Bessa, 2016). Again, some teachers have been seen manhandling and maltreating students to the displeasure of parents and community members (Peshawar, 2010). Some teachers even go to the extent of impregnating female students (Houston, 2017) as reported by Joy FM Ibrahim

(2017) that a study conducted in Central Region of Ghana indicated that teachers impregnated 301 JHS students out of 12,048 students. Poor academic performance by students brings conflicts between the school and the community. Again, there is also breakdown of discipline, high school dropout, teenage pregnancy, low infrastructural development and many more. Parents and teachers in the Municipality are in total agreement that the huge investment in education is not yielding the desired dividend (Affrey, 2012)

Furthermore, according to Afari (2016), some parents, due to poverty, encourage their children to engage in child labour through „galamsey“ activities or illegal mining to the detriment of their education. Again, some parents pull their children from the classroom in order to accompany them to the farm igniting confrontation with school authority especially teachers (Amoah, 2015). Statistics from a study conducted in 2015 indicates that about 1.9 million children in Ghana between the ages of five to seventeen years are engaged in child labour (Amoah, 2015). Parents easily pick quarrel with teachers who they felt are mishandling their wards coupled with attacks on teachers from „Town Boys“ accusing them of snatching their girlfriends (Petty, 2011).

Lack of motivation of teachers and provision of certain facilities like teachers“ bungalow, washroom, toilet and many more by community do not encourage effective relationship between the school and the community (Nyakundi, 2013).

In the light of the above stated problems existing between the school-community interrelationships, this study seeks to examine the impact of school-community relationship on pupil“s academic performance in four junior high schools within the Dunkwa-on-offin municipality, having in mind certain intervening variables such as discipline, teacher motivation, durbars, student determination and hard work.

1.2 Leading Research Questions.

In order to achieve the purpose of the study, the following research questions were comprehensively formulated:

1. What is the existing relationship between Dunkwa Junior High Schools and the community and what factors account for it?
2. What is the relationship between students' academic performance and school-community co-existence
3. What are the prudent ways of ensuring peaceful co-existence between the community and the school?

1.3. Objectives of the study

The main objective of the study was assessing how the quality of the existing school community relationship is effecting academic performance of JHS students at Dunkwa Municipality.

The specific objectives were:

1. To identify the existing relationship between Dunkwa Junior High Schools and the community and the factors that account for it
2. To examine the relationship between students' academic performance and community-school co-existence
3. To identify the prudent ways of ensuring peaceful co-existence between the community and the school

1.4 Hypothesis

The following formulated hypothesis answered the objectives

H₀: There is no significant relationship between peaceful school-community coexistence and academic performance.

H₁: There is a significant relationship between peaceful school-community coexistence and academic performance.

1.5 Justification of the study

All over the country, there is a general perception that the academic performance of JHS students has fallen drastically. Indeed, the academic performance of the four Junior high schools at Dunkwa-On-Offin is no exception. In 2013, Upper Denkyira east was among 16 out of 17 Districts in Central region comprising 1,359 schools that scored 0% in the BECE results (GNA, 20th Sept, 2013). Parents, teachers and government all agree that their huge investment in children's education is not yielding the desired results (King & Martin, 2002). It has been a great concern to stakeholders in the education sector prompting them to trace the causes of these poor performances. It even becomes more complicated when attempts are made to put the blame on teachers or parents or students (Bakwai, 2013). The question therefore is what is the real cause of the fallen standard and poor academic performance of students of JHS in the four junior high schools in Dunkwa?

The basic question is, does the academic performance of students have a direct link with school community relationship? Does the community provide the needed help and support to the school to enhance teaching and learning? It is on the basis of this that it has become necessary to assess school community relationship and its effects on the four junior high schools at Dunkwa-On-Offin Municipality.

The researcher discovered in reviewing related literature that most of the studies done on this topic concerned themselves with the school-community relationship and its effects on secondary schools and not the junior high schools (Bakwai, 2013)

Another gap discovered in the literature to justify this study was that no study has been done on this topic in Upper Denkyira East Municipality. Finally, throughout the literature, the

student-factor was left out in the discussion as if effective school-community alone can lead to improved students' academic performance.

1.6 Significance of the study

A lot of studies have been conducted on school community relationship and its effects on JHS in Ghana (Mingle, 2015) but very little studies have been done at Dunkwa-On-Offin Municipality on this subject. This study enabled the researcher to make recommendations to stakeholders in education, policy makers, parents, traditional and opinion leaders (Mintah, 2014). Government and for that matter Ministry of Education will develop policies and strategies to improve the quality of education in general and specifically, the academic performance of students in JHS (Deen, 2011) . It will also assist school authorities and community leaders to modify and increase the structures of relationship and collaboration to facilitate teaching and learning. To parents, the study will make them conscious of the significance of school-community relationship and how it affects the academic performance of their children. However, to schools it will inform them on the vital factors in the family and school-community relationship so as to be able to deal with or pay more attention to those factors, which may affect undesirably the students' academic performance. The research will also be a source of reference for other researchers intending to study school community relationship and academic performance of JHS students at Dunkwa-On-Offin municipality.

1.7 Definitions of terms

It is necessary to define certain key concepts that have been employed in the study in order to clarify the context within which they are being used.

- I. School: The school is a social institution set up by the society to serve its ends (Oxford Living Dictionary, 2016). It is a place where men and women of tomorrow are trained and disciplined in certain forms of activities. School in the study referred to the four junior high schools at Dunkwa-on-Offin Municipality under study.

- II. Community: This is the neighbourhood or catchment area of a school. It includes a state, local government, District, town or village where a school is located (Bakwai, 2013). Community as used in the research is Dunkwa-on-Offin.
- III. School Community relationship: It is a way through which the school and the community are interconnected for mutual benefits. It is a give and take relationship between the school and the community (Bakwai, 2013). This is a two-way symbiotic arrangement through which the school and the community co-operate with each other for the realization of goals of the community and vice versa (Abu-Hilal 2000). It is the degree of understanding and goodwill, which exists between the school and the community (Okorie, Ememe & Egu, 2009). In the study, it was the interrelationship and interaction that exist between the four JHS and Dunkwa-on-Offin Municipality.

1.8 Scope of the study

Contextually, the study seeks to investigate school-community relationship and its effect on academic performance of four Junior High Schools at Upper Denkyira East Municipality with its capital as Dunkwa-On-Offin.

Geographically, this study was conducted at Dunkwa-on-Offin in the following schools:

Catholic Boys JHS located at a suburb at Dunkwa known as Oteng Crescent, which has an estimated population of 2,880 people and also with a total school population of 197 students and 10 teachers. The second school is Catholic Girls School located at Dodge City, a suburb of Dunkwa with an estimated population of 2,500 people. Here too, the school has a student population of 178 and 9 teachers. The next school under study is St Peter's JHS located at Abankesieso with an estimated population of 6,800 people and the total school population of

St Peter's JHS stands at 264 with 17 teachers. The last school under study is Asikuma Catholic JHS. Asikuma has an estimated population of 4,200 while the school has a population of 161 with 8 teachers.

1.9 Organization of the study

This study is organized into five chapters. It begins with chapter one which presents the introduction and provides the background to the study. The chapter one also discusses the statement of problem, leading research questions, objectives of the study, hypotheses, justification of the study, significance, definition of terms, and scope of the study as well as the organization of the study. Chapter two deals with the literature review. Various writings by earlier researchers and scholars on school-community relationship and its effects on junior high schools, pupils and community related variables. It also includes the theoretical perspectives and conceptual frameworks.

Chapter three deals with the research methodology, which includes research design, population, sampling technique, sources of data, unit of analysis, method of data collection, ethical concerns, data processing and handling procedure. Chapter four is presentation and analysis of data and finally chapter five deals with summary of findings, conclusion and recommendations for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents different opinions and studies of authorities in the area of schoolcommunity relationship and its effects on the school. This will be achieved by undertaking a critical review of related literature, theoretical review and conceptual framework. Although little research has been done in an area of community's involvement in junior high school, the literature as reviewed here examines the many factors that may contribute to schoolcommunity relationship in general and its effects on the school. This study employs both empirical and methodological review.

This section is subdivided into four. It begins with some definitions and examinations of school and community in order to put the study in perspective. Section two identifies school and community resources that can be used to encourage school-community relationship. Section three establishes the importance of school-community relationship, and finally section four will deal with the effects of school community-relationship on the school, student and the community.

2.1.1 Definitions of Key Words- What is a school?

According to Wigdortz (2014), to understand education, one must look beyond the classroom work itself and the interaction between teachers and pupils to a larger world where different interest groups compete with each other in terms of ideology, finances and power. One must critically examine the complex web of school process, the way in which school cultures are created and maintained

Gomes (2013) maintains that the school that an individual attends shapes not only his or her chances of job placement but also his or her perception, attitudes and behaviours. He went on

to define the school as a unity of interacting personalities of all who meet in the school, bound together in an organic relation. The life of the whole is in all its parts, yet the whole could not exist without any of its parts. The school is thus a social organism.

“School is a special environment, where certain quality of life and certain types of activities and occupations are provided with the object of securing the child’s development along desirable lines” (John Dewey, 1907) similarly Ross (2012), maintains that “schools are institutions developed by civilized man for the purpose of aiding in the preparation of the young to be well adjusted and efficient members of the society”.

The school as defined by Mishra (2009), is a formal agency of education which plays a major role in moulding the ideas, habits and attitudes of a child with a view to produce well balanced personalities: physically strong, culturally sound and socially efficient. The school is a social institution set up by the society to serve it needs. It is a place where men and women of tomorrow are trained and disciplined in certain forms of activities. To him, the school is not a mere brick and mortar structures housing a miscellany of pupils and teachers, not a market place where heterogeneous crowd gathers with diverse objectives, not a rigorous reformatory centre where juvenile suspects are kept under vigilant watch but a spiritual organism with distinctive characteristics of its own.

With the definitions above, one can say that the school is a social institution, a vibrant community centre where teaching and learning take place resting on the goodwill of public, teachers and pupils for the training of future leaders.

2.1.2 What is a Community?

According to Diaz (2000), sociology has developed the idea of community in two directions; Firstly, as a type of relationship, a sense of identity, commonality, or spirit among a group of people and secondly, as a local system or a set of social relations in a particular bounded area.

Based on this broad perspective, certain individuals have attempted to give working definition to community most of which are based on the area of interest and specialization.

Sussman (2014), “community is said to exist when interaction between individuals has the purpose of meeting individual needs and obtaining group goals”. Social interaction, structures for the gratification of physical, social and physical needs, and limited geographical areas are some of the features basic to her definition of community. Bell and Newby (1975) see community as a “set of interrelationships among social institutions in a locality”. Also, similar to this definition is that of Kolaja (2003) who says “community is a number of families residing in a relatively small area within which they have developed a more or less complete socio-cultural definitions inbred with collective identifications and by means of which they resolve problems arising from the sharing of an area”. According to Dale (1990), “community is a body of people living in the same locality....Alternatively, a sense of identity and belonging shared among people living in the same locality....Also, the set of social relations found in a particular bounded area”.

Here too, one can conveniently see the community as a social group or a collection of people within a specific geographical environment who share certain interests and have a sense of belonging to a group.

2.1 School and Community Resources

2.1.1 School Resources

To begin with, it has to be established that for school-community relationship to exist and more so, for it to have the necessary effects, both the school and the community should have certain resources available to each other. According to Bakwai (2013), among the resources available to the school to enhance school community relationship is the usage of teachers and school facilities by the community. Bakwai (2013) expanded this further to the effect that the schools

could offer academic training to community members who are non-literates through Adult education (AE) and computer training.

Gratz (2006), in discussing this same issue indicated that parents have an enormous influence on their children's education for several reasons, but most importantly for their role as first teachers for their children. According to Shann (1999), students are influenced by teachers and model the social interactions they display. Shann found that students work harder and adjust their behaviours and attitudes for teachers who care for them in order not to lose their friendship with such teachers. As Sclafani (1984) writes, "The influence of teachers is actually reciprocal and to some extent dependent on what your child brings to the classroom".

Therefore whatever children learn from their parents in the early years of their lives impact them for life. Research by Hall and Chaw (2007), shows that parents with personal and educational background have better attitude to their children's education as compared to parents lacking this background. Many less educated parents simply have more unmanaged stress in their lives, and this stress interferes with the ability and opportunity to interact with their child (Gratz, 2006).

Blanks (2013), maintains that schools can provide training and information to help families understand their children's development and to support the changes they undergo. It goes without saying that the education of parents and community members by the school is of paramount interest to stakeholders in education.

Another resource of the school that can enhance school-community relationship is the development of school-initiated projects such as farming Bakwai (2013), which will attract the attention and the support of the community. In their quest to be self-reliant and to inculcate this same spirit in school children, a lot of schools undertake projects such as farming (Foeken, 2007). Here the spirit of volunteerism among the community members is tested.

“Volunteering is generally considered an altruistic activity where an individual or group provides services for no financial gain” (Retrieved from Wikipedia 8th Feb 2017). According to Kirloy (2009), community volunteering is about helping people so that they can help themselves, it is a life changing experience. Volunteering with children and educating young people in local community to do same is a way of giving them resources to escape poverty since most of them will grow to initiate their own projects and thus become self-employed (Kahne ,2004). Paul, Scott, MacCallum and Walker (2015) assert that schools are increasingly expecting students to participate in activities referred to as “student volunteering” or „community service“ such as clean up exercise, tree planting, beautification of the community and many more.

Communication channels available to the school help greatly in establishing a healthy schoolcommunity relationship (Ponder, 2010). According to Business Dictionary (2004), communication channel is a medium through which information or message is transmitted to its intended audience. Schools can provide information to help families understand their children“s development and to support the changes they undergo.

Schools must reach out to families with information about school programs and students“ progress such as report cards and selection of schools into higher grades (Davis, 2000).

Letters and praises to parents about children“s outstanding performances build confidence and strengthen determination to continue the good work. According to Al-Hassan (2009), Communication with the community must be understandable such as using simple language. The school should create friendly atmosphere and give warm reception to parents. Does anyone notice you when you enter the school premise?

In a similar contribution, Shiau (1999) said the right communication channel is as important as the message itself. For instance if the parents of the students do not use internet or social media,

online and social media channels are not appropriate for spreading communication messages to such group.

The school also assists in disseminating vital information to the public. A lot of messages reach the community through the schools, particularly in our villages. Pawlas (2005), Mitrofanova (2011) and Bakwai (2013) held the view that schools pass vital information to the community and it is normally done through letters to parents and guardians, news released and newsletters. This sharing of information creates better school-community relationship, which ultimately improves teaching and learning and general development of education particularly in the JHS level.

According to Bilboa et al., (2001), schools should organize Parents-Teachers Associations (PTAs) and other school-community associations like School Management Council (SMC) with the officers coming from both their membership. Here, there is collaboration between the school and the community, which leads to massive infrastructural development and smooth running of the school. Schools can give parents meaningful roles in the school decision-making process. Such engagement should be opened to all and not only to those who have time and energy to spend on the school affairs.

Radd (1993) found out in his study that PTAs have always been associated with school improvement and development. He pointed out that the PTA played a vital role in the longterm educational outcomes for children. Macray (1986) further illustrated that the quality of education could be improved with PTA providing valuable resources to schools, awarding grants for teachers, scholarship for students, supporting brilliant but needy students, holding students award programmes and sponsoring social functions to recognize the good works of teachers. Joubert (2008) also pointed out that outstanding school children as well as supporting

community members should be honoured. This serves as a motivation for both parties to continue their commendable practice.

Similar to the above view is the one expressed by Vogl (2002), to the effect that the school should organize alumni activities to encourage and get on board the old students to assist in achieving the aim of the school.

2.1.2 Community Resources

According to Gestwicki (2015), using community resources be it human, material, financial and other forms to support the school enhance not only teaching and learning but also help strengthen the ties between the school and the community and builds good school-community relationships. England (2012) indicated that community resource is anything that has the potential to improve the quality of life in a community. Traditional community resources start with organizations and agencies that focus on helping people, such as support groups and poverty reduction groups but the definition of community resources is much broader. It includes public services, such as libraries and post office: gathering places such as community centres and churches: and businesses that serve the community by providing jobs and easy access to necessary products. Individuals who work to improve community life by helping others are also community resources.

Okorie, (2009) observed that the school depends on the community for a number of resources, such as land, water, human resources (skilled and unskilled labourers). In setting up a school, it is the community, which first provides lands for such project knowing very well that they stand to benefit from it. Schneewind (2006) maintained that the community voluntarily provide both skilled and unskilled labour especially in putting up and maintaining the school structures. They also provide security known ordinarily as “watchman”.

The community again, provides the school with facilities such as washroom, toilet, libraries, teaching and learning materials, computer laboratories, teachers' bungalows and more (Glen, 2000). The community should establish good interaction between them and the school. Similar to this is the view held by Shumaker (2016) that parents and by extension the community should be actively involved in the education of their children by teaching and assisting them in doing their homework.

According to Bakwai (2013), Blank (2010) and Dortch (2013) the community can support the school with crucial financial support in addressing academic and non-academic problems confronting the school. Blank (2010), explained that schools are built on the simple logic that schools and community are mutually dependent and that strong and purposeful partnership between them are essential to students' academic success. The need to give financial support to the school, according to Pearson (2010), is more crucial because the success of the school is the success of the community. He maintained that when students and their schools experience a closer connection to their community and benefit from more financial support, they succeed.

Furthermore, another resource of the community that can be used to enhance school – community relationship is the use of competent educated locals as “Guest Teachers”.

According to Wikipedia, “Guest Teacher or Substitute teacher is a person who teaches a school class when the regular teacher is unavailable, due to for instance, illness, personal leave or other reasons”.

According to Hammond (2001), such educated locals and professionals such as artists, actors, business people, professors, researchers, doctors, lawyers, veterinarians, community activists, reporters, and many others share not only their knowledge but also experience with the students. Here, the human resource base of the community is fully utilized by the school, which

goes a long way to affect positively the academics of the students and also effectively maximize the opportunities for students and school systems (Kabene, 2006).

Similarly, Barge (2015) contends that many advocates of educational reforms are calling for increased use of competent local teachers and community personnel as a means of making academic subjects more relevant to the students' everyday experiences. Community experiences, she said, are more necessary to provide students with the skills and knowledge required for self-sufficiency and independence in an adult world. Among the most articulate of community personnel involvement in education are career educators and social scientists who see the role of education as not just preparation and acquisition of more certificates or credentials, but as preparation for one's life roles as citizens, family member, worker and a fulfilled individual (Davis, 2000).

Bilboa et al. (2011), similar to the above argument indicated that the school and the community are the mainsprings of effective and powerful forces that can create wholesome climate for mutual gains and betterment. Parents are the best first teachers in the home. They are responsible for the development of values, attitudes and habits that will be needed as their children associate with classmates in the school. The members of the community, in addition to the parents and relatives are highly motivated to participate in the parent-teacher activities and projects. The community assist to keep the school's surroundings very clean and comfortable for the children. They continued that the Municipal or District Assemblies should provide help in improving the physical facilities of the school. Again, the community can serve as rich sources of instructional materials. Professionals and practitioners from the community can be invited as resources speakers during observance of significant school rites.

Kretzmann and Mcknight (1993) also maintain that in establishing a healthy schoolcommunity relationship, the community should make available their rich experience, skills, expertise and

culture to the children to tap from. The community should involve the schools in events such as festivals to help build the experience of the students. They should establish and be actively involved in Parents Teachers Associations (PTA) and School Management Council (SMC). They should report any act of insubordination engaged in by students such as absenteeism to school authority. The home environment should encourage learning. Parents should show interest in their children's education and discuss school matters with them.

Carlson (2015), in discussing the basic needs of every students indicated that, parents should talk to their children about books and stories they have read to inculcate the spirit of reading in them. Parents must provide the basic necessities of life such as health, safety, food, shelter, and clothing and maintain discipline at home. Resources of the community that can enhance school community relationship as the Municipal and District Assemblies, office of education, public social services, Police and Fire Services Departments, Recreation Centres, public libraries, Child Advocacy Centres, Neighbourhood Watch/Patrol Teams, TV and radio stations, and many more(Kretzmann, 1993).

2.2 The Importance of School-Community Relationship

School as a social institution and agent of socialization needs to have a good relationship with its immediate and far communities. Symbiotic relationship always exists between the school and the community which lead to success of the two (Sa'ad & Sadiq, 2014). School community relationship again, is a two-way symbiotic arrangement through which the school and the community cooperate with each other for realization of goals of the community and vice versa (Bakwai, 2013).

Therefore, a school is a mini society that needs a good relationship with the community for it to function effectively. On the other hand, the community also needs the school for its survival and progress. Madumere (2004) was of the view that school as a social system means that the

school is part and parcel of a society. He added that the sociologist sees the school as belonging to the community that builds it. It is in the light of the above relationship that mutually exists between the school and the community that we set out to discuss the importance of this relationship.

Gital (2009) stipulates that generally, community has a vital interest in what the schools do and how they do it. The schools always reflect and promote community's values and interest. Sadker (2008) was of the view that the community transmits its culture and view to the world through the school within it. It should be noted that community's values, ideas, norms and beliefs are to be perpetuated by the school being a social institution and at the same time, by the pupils in the school who come from the community (Aminu, 2006).

Mitrofanova (2014) and Bibire (2014) also were of the view that by working closely together, schools and communities meet their mutual goals of provision and management of education as well as teaching, learning and enforcement of process. This is a kind of relationship in which both the school and the community contribute directly to the strengthening and development of each other and can provide a firm foundation for both educational renewal and community regeneration. This can only be possible when they mutually agree, collaborate and relate well with each other.

According to Mahuta (2007), the school as a social institution is regarded as centre of knowledge and it possesses the power to mould and shape the character of individuals in the community. For the school to perform its role effectively there is the need for a good schoolcommunity relationship. 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 never be school where there is no community.

The communities normally provide lands in which the schools are built as well as providing children enrolment. Nasiru (2008) and Gital (2009) were of the view that community provides school with the land to be established, fund it, provide facilities to it and help greatly in the improvement of the performance of pupils and general development of education. Generally, the school utilizes the community resources for teaching and learning purposes and at the same time derives its curriculum from the community based on the needs and the skills for the development of the community (Mahuta,2007).

Oparinda and Oyewale (2012) also indicated that school-community relationship have significant impact on the provision and maintenance of school facilities, school discipline, teachers job performance, academic achievement of students and overall success of the schools. The community maintains its relationship with the school by providing resource mobilization. This is mostly done through the School Management Councils (SMC) and Parents Teachers Associations (PTA). When there is any urgent need by the school, the community mobilizes resources from its members. It is through this kind of relationship that community members donate a lot of materials to their immediate school, like furniture, teaching materials including textbooks, chalk, desk, computers and many more.

According to Mahuta (2007), school community relationship has long been recognized a strong tie for the smooth running of the school in the community. He identified the role of the school as follows; the school is a community-learning centre, a place that serves as a custodian of the traditional values of the community. Therefore the school should endeavour to establish social organizations like Virgins Clubs, Cultural Troupes and allow members of the community to actively participate in and sponsor such the organizations in the school. The school should allow for the existence of social clubs that are attractive and creative to the students, parents and community members (Brown, 2004). Therefore school community relationship is of great

importance to the survival, continuity and progress of both the school and the community in which the school finds itself.

Furthermore, most people would agree that it is considerably easier for children to develop and learn with the support of strong families who in turn enjoy the support of individuals and institutions in their surrounding communities. However, the increase in single-parenting and dual-income families coupled with the gradual disappearance of village-like communities into urban centres, leaves a growing number of children and families isolated from helping relationships, peer and emotional support and access to referral services (Weiss, Woodrum, Lopez, & Kraemer, 1993). Therefore the partnership between the school and the community becomes even more imperative to address this phenomenon so that teachers and school authorities can perform parental roles to fill in the vacuum created.

According to Bakwai (2013), when families, schools and community institutions like local businesses, community colleges and health agencies collectively agree upon their goals and decide on how to achieve them, everyone benefits. Schools enjoy the informed support of families and community members, families get opportunities to contribute to their children's education, and communities look forward to an educated responsible workforce. Benefits also accrue to the staff of schools and community agencies as well: they can observe boosts in morale, heightened engagement in their work, and a feeling that their work will yield the needed results.

Researchers and practitioners have documented for some time now, how schools and communities working towards common goals can be beneficial to each of them. Communities can provide schools with a context and environment that can complement and reinforce the values, culture, norms and learning process. The schools also provide students ready to take

up responsibilities and contribute to the growth and development of the community (Ada, 2010).

Communities again also can furnish schools, and for that matter students, with crucial financial support systems as well as the social and cultural values necessary for success and survival in contemporary society (Miller, 1991). Also, communities have the potential to extend a variety of opportunities to students and to their families in the area of social, cultural and vocational skills (Hull, 1994).

Similar to the above is the arguments of Hull (2004), that Schools, in turn, offer communities a focal point of educational services for children. Symbolically, many communities see the school as the last enduring public institutions. Instructions include lessons in the social and cultural skills in addition to the mainstream courses. Schools frequently provide employment for community residents and, in some cases, offer community services. Most importantly, schools have the potential to build well-educated citizens ready to take on responsibilities as contributing community members (Ada, 2010).

By working together, schools, families and communities can prepare for a more promising future (Litow, 2013). In urban communities where struggling against violence, unemployment, social vices, and deteriorating institutions are the order of the day, school community relationship offer hope for those who may have given up on the social institutions in their neighbourhood and cities. Rural communities searching for opportunities to revitalize themselves in a technologically sophisticated society can discover ways to bring themselves into the information age by intertwining school and community improvement initiatives like computer lessons organized by the school for school and community members (Sigsworth, 1997).

Again effective school community relationship raises student persistence and achievement

(Nieto, 2004). Nieto (2004) contends that students' achievement is positively associated with parent involvement in school, and school that encourage high level of parent involvement outperform their counterparts where there are lower levels of involvement.

According to Mishra (2007), school as a training centre helps develop pupils into efficient social being and to train them to further educate the backward and non-progressing members of the society. The students are prepared to launch a vigorous and systematic crusade against social evils, anti-social habits and unhygienic habits. School interacts with people of the community and is linked with the larger society. The school according to Mishra (2007) is a special environment where a certain quality of life, types of activities and occupations are provided with the object of securing child's development along desirable lines.

The function of the traditional school was to transmit to the school, culture and heritage of the community. Its role was too academic in nature (Ekwelem, 2011). The modern sociological view of education implies that the school should constantly draw upon social life and activities for its subjects matter, the students or the learners. There must be a conscious and continuous intercourse, a free give and take between the little world of the school and bigger one outside (Singer, 2008). The school has to arrange for the students opportunities to participate in social services, health campaigns, developments plans and other public activities. The divorce between school and community is likely to make teaching artificial (Sidhu, 1996).

The school is not a place where only the children are educated but also the whole community. The school building, furniture, equipment, human resources, etc. are public property. They should be unhesitatingly place at the disposal of the community after school hours. Teachers should also come forward and place their knowledge and experience at the disposal of community and assume the role of guides and leaders of the social group. The school library and places of recreation can especially be of significant to the community (Ihebereme, 2008).

Additionally, the school helps to arrange public lectures, exhibitions, fairs, tournaments, symposia, discussion, recreational programmes and other social functions that involve students and the community as a whole (Bakwai, 2013). The programme of adult education can also be co-ordinated with the school. The school grounds may be thrown open to the other children of the locality who have no other place for playing (Bakwai, 2013). The school will serve as society in miniature – a small but ideal community. It will be a model for the society around. It will be the peoples’ school, but at the same time it will give new direction to the people and community. It will act as a watchdog against social degeneration. By enhancing its own status and contribution, it will enhance the status of the community as a whole (Sidhu, 2007).

In their study, Agabi, Orubite, Hart & Egbezor (2005) outlined very important areas where community had identified itself in the development of the school to include; donation of land for building the school and funding and accommodations to teachers.

These researchers again concluded that communities play active role in ensuring the academic performance and provisions of amenities in schools because they do not only serve as a check on teachers and teachers and students but also provide material and financial support to the school. They recommended that, communities should be made to be more actively involved in other areas of schools’ activities, like enforcement of discipline, and that members of the community should be more committed to the affairs of the school and show same by constantly monitoring the academic activities in the school (Agabi, Orubite, Hart & Egbezor, 2005)

In the researches by Nakpodia (2013) conducted in different communities in Nigeria, they all concluded that government in Nigeria has been unable to single-handedly provide qualitative education to all those who demanded it due to its financial implications. It therefore has to invite the people to participate actively in running secondary schools especially in the area of providing supporting educational services (Nakpodia, 2013). For goals and objectives of the

school systems to be achieved, funds and facilities are required for the various activities, mobilizing people to contribute their quota towards the provision of basic education.

Development of education therefore has to be considered as a joint venture between parents and government, particularly now that the latter welcomes and encourages such gesture (Ozturgut, 2015). Therefore government will receive no more requests from parents asking to build more schools because they have already felt that they are responsible for their own community. They will therefore play a more important role after having acquired a better knowledge of education and of their own community problems (Bissoli, 2015).

Similarly, Fuller (2011), found out in his study that Parents' participation in school activities help parents to have a more positive view of the school; children have better attendant records, better behaviour and high academic achievement. Parents need to be supportive by involving themselves in school programmes and activities such as Parent-Teacher Association (PTA) meetings, athletic event, plays, parties and other related engagements. Despite all the benefits associated with such involvement, many parents do not regard engagement in school programmes with all seriousness (Okubanjo, 2006).

Furthermore, the Michigan State Board of Education Task Force (MSBETF) in (2002) conducted a research on integrating communities and schools to further highlight the importance of school community relationships involving five schools in five selected communities conducted In the USA (Gire and Moyer, 2002). The primary purpose of the study is to create a connected community so that all students achieve high academic excellence by making collaborative use of the efforts and resources of all community and stakeholders in education especially school authority and government.

It is the hope of the group that Communities and school will benefit from their findings as they shape policy, reach for and find solutions and build strong relationship. This will enhance

collaboration between communities and schools, bring communities and school together and bring together teaching and learning with community support.

However, the integration of communities and schools sought by the task force go beyond solely planning out school and community to be truly supportive or reciprocal integration; support for the school and school providing a sort of sustenance for the community. Among the important recommendation of the report is that which advocate for continued used of fund from other state agencies to support school and community integration, and encourage the provision of funding to support the community driven initiatives.

Effective school community relationship raises student persistence and achievement (Eccles & Harold, 1996; Nieto, 2004). Nieto (2004) contends that students' achievement is positively associated with parent involvement in school, and school that encourage high level of parent involvement outperform their counterparts where there are lower levels of involvement.

The Michigan State University (2002) in the study discussed above, came out with the following findings as the importance of parents' involvement in school as follows:

1. When parents are enabled to become effective partners in their child's education, performance in schools where children are failing improves dramatically.
2. Schools that collaborate well with families and parents: Outperform identical programmes without parent and family involvement; have improved teachers morale and higher rating of teachers by parents; and have more support from families and a better reputation in the community.
3. When parent are involved, students achieve more regardless of social- economic status, ethnical/racial background or the parents' education level; Students exhibit more positive attitude as well as decreased violence and antisocial behaviour .

4. Parental involvement early in the educational process results in more powerful effects.
5. Different types of parent/family involvement produce different gains: when parent collaborate with the teacher, educators hold higher expectation of students and higher opinions of the parents; children from diverse cultural backgrounds tend to do better because parents and professionals are bridging the gap between the culture at home and the learning institution.
6. When parents are fully involved in their children's education- full partnerships with the school, for instance in the area of decision making, students achievement, especially disadvantaged children, not only improves, but can also reach levels that are standard for middle –class children; the children who are far behind in terms of academic performance, make the greatest gains.

According to Bakwai (2013), a study by Idadho Falls School District 91 in USA, consisting of 10,742 students from 18 different schools on the importance of school community came out with the following findings:

1. It helps parents and other citizens recognize their responsibility for the quality of education provided by their schools.
2. It fosters community understanding of the need for constructive change and solicit community advice on how to achieve stated school goals.
3. It involves community members in the work of the schools and the solving of school problems.
4. It helps identify non-parent groups such as senior citizens and promote the involvement of these persons in school activities and programmes.

5. It helps earn the goodwill, respect and confidence of the community with regard to school staff and services.
6. It promotes a genuine spirit of cooperation between the school and the community and sets up channels of sharing the leadership in improving community life.
7. It helps develop community understanding of all aspects of school operation; it ascertains community attitudes towards issues in school; it helps discover the community aspirations for the education of their children.
8. It helps secure adequate financial support for a sound programme.

Hughes (2007) also indicated that alliance between the school and the community can also have benefits for families and educators that go beyond academics. Benefits can come in the form of material and human resources such as monetary donations or volunteer time. Community members mutually reap benefits from maintaining a strong relationship with surrounding schools, one of them is a furniture workforce that is more productive and actively contributes to society by offering employment since is in high demand by the schools (Kelso, 2014)

Community involvement is vital for effective school functioning, the continued ability of the governments to compete in a global economy, individual student success, and the health and development of the community all depend to a large extent on the effective relationship between the school and the community. Involvement by the community leads to a more productive workforce, growth in social capital and continued community development (Sanders, 2003).

There are many reasons for developing school, family and community partnerships. Partnerships, and for that matter, relationship between the school and the community, can improve school programs and school climate, provide family services and support, increase

parents' skills and leadership, connect families with others in the school and in the community and help teachers with their work (Epstein, 1995). However, the main reason to create such partnerships is to help all youngsters succeed in school and in later life. When parents, teachers, students and others view one another as partners in education, a caring community forms around students and begins its work (Bakwai, 2013).

Sharratt and Fullan (2012) basing themselves on Epstein (1995) indicated that with frequent interactions and communication among schools, families and communities, more students are more likely to receive common messages and pieces of advice from various people about the importance of school, of working, thinking creatively, of helping one another and staying in school

2.3 School-Community Relationship and its Effects on the School

Education is essential for the development of society (Manuel, 2015). The more educated the people of a society are, the more civilized and well-disciplined the society might be (Manuel, 2015). Mainly, family has responsibility to socialize children for making them productive members of the society. The more the parent involve in the process of imparting education to their children, the more the children might excel in their academic career and to become productive and responsible members of the society (Bakwai, 2013).

It has been assumed that academic achievement of students and the smooth running of the school may not only depend on the quality of schools, administrators and the teachers, rather the extent of parental involvement determines the growth and success of the school and academic achievement of their kids (Rafiq, Fatima and Khan, 2013). The focus of this session is to examine the effects of school-community relationship on the school and students with special attention on the academic achievements of students.

A school-community is a learning environment where teamwork is prevalent, diversity is incorporated and individuals care about, trust and respect each other. Community members share vision for the future of the school, a common sense of purpose, and a common set of values.

Rovai, Wighting and Lucking (2004) theorize that the sense of community in an educational setting includes two underlying dimensions, which one can label social community and learning community. Social community represents the feelings of the community of students regarding their spirit, cohesion, trust, safety, interactivity, interdependent and sense of belonging. Learning community consists of the feelings of community members regarding the degree to which they share group norms and values and the extent to which their educational goal and expectations are satisfied by group membership.

Mitchell and Sackney, (2000) define a learning community as „a group of people who take an active, reflective, collaborative, learning-oriented and growth-promoting approach towards the mysteries, problems and perplexities of teaching and learning“. Tinto (1997) maintains that students require academic, social and personal support and connected to other parts of the students' total school experience. Beneficial educational outcomes are also supported by Astin's (1984) Theory of Involvement, which suggests that students learn more when they are more involved both the academic and social aspects of the school experience. Consequently, learning has important social and cognitive dimensions and occurs most effectively when the school provides a positive social environment with a strong sense of community. A study conducted employing the case study approach where interviews were conducted to elicit information to understand the complex social occurrence. This study involved the community, school administrators, and the students. Secondly, documents were collected monthly from school advisory (SAC) meetings to understand the relationship between the school and some of its community partners in detail. From the readings, the author highlighted the following

According to Henderson and Mapp (2002), a healthy school and the community relationship can lead to positive change in the school. Specifically, he enumerated five contributions that partnerships with the community make to schools. They are: a) upgrades school facilities b) improved school leadership and staffing, c) higher-quality learning program for students, d) new resources and programs to improve teaching and curriculum, e) new funding for afterschool programs and family supports. Positive change in policy, practise and resources which are often the result when communities are organize in support of schools and hold them accountable for student achievement.

School and community relationship can have a positive effect on smooth running of the school, student attendance and dropout prevention. Epstein and Sheldon (2002) conducted a survey study of administrations from eighteen schools that were part of the national network of partnership schools in USA. Surveys were used to ascertain the school attendance goal, previous attendance percentages, and family and community partnership practices that related to attendance. The results showed that using a comprehensive approach to improving attendance that focused on involving the community led to increased attendance rates as well as decrease in dropout rates. Specifically, giving students awards, which are often funded by community partners, was especially effective in achieving attendance goals and academic excellence.

Similarly, a study by Abraham and Ememe (2012), in Aba South District in Nigeria consisting of 8 JHS in 3 communities came with the findings that reveal that communities employ and serve as teachers, give scholarship packages and counselling to students. These findings support that of Igwe (2000) who indicated that school-community relationship benefits the school in providing houses for teachers, land for building school facilities, maintenance of facilities, provision of materials and furniture.

Again, in keeping with these findings, Emenalo (2010) observed that communities through their unions engage in the building of schools to make education assessable to the rural dwellers. In support of the above argument, Okorie, Ememe, and Egu (2009) also made similar observation that communities have been keen to organize local vigilante groups to protect school property. Range (2000) maintain that the school depends on the community for a number of things such as water, land, skilled and unskilled labour, accommodation for staff and sponsorship in times of financial need.

According to Mgbodile (2003), schools draw upon the rich culture, tradition and other resources in the wider community, which increase the educational opportunities of children. He continued by saying, the school needs the continuous support of the community in order to carry out its functions of finance, human and material resource

2.3.1 School-Community Relationship and its Effects on Student (Academic Achievement)

Academic achievement can be measured in a number of different ways. According to the Centre for American Progress (2006), over 50 different measures of student performance exist in the United States. Each State chooses its own standardized test to measure achievement and individual school divisions may measure students using grade point averages and performance on school-designed tests. Alternative means of assessment such as portfolio review are used in some States.

This wide variation across the nation may make it difficult for parents and teachers to engage accurately how well their children are learning in comparison to their peers. While much of the literature points to the notion of increased academic achievement being associated with sense of community involvement (Whitting, 2006), few studies have directly explored this type of relationship. Furthermore, a review of the literature revealed no published studies that utilized

standardized measures to compare sense of community and academic achievement among high school students.

Based on previous research by Whitting (2006), it was hypothesized that parents who have a positive attitude towards their child's education, school and teachers are able to positively influence their child academic performance by two mechanisms: (a) by being engaged with the child to increase the child's self-perception of cognitive competence and (b) by being engaged with the teacher and school to promote a stronger and more positive students-teacher relationship (Bandura, 1977).

In addition, a child's increased perception of cognitive competence is consistently related to higher academic performance (Chapman, Skinner & Baltes, 1990). Based on previous findings, Gonzalez-DeHass et al., (2005) suggest that perceived cognitive competence be examined to explain the relation between parent involvement and a child's academic performance.

Wang and Boyd, (2000) similarly contend that schools are more successful when there is a strong relationship between a school and the surrounding community and Strong relationship between a school and the neighbouring community can lead to improved academic achievement of students. As the age accountability continues to grow it is important to link community partnerships with indicators of school success.

Again, research supports the idea that academic achievement can be positively influenced through strong partnerships with the community. Collaboration between schools and the community leads to students who are more successful in school, continue their education and enjoy school (Henderson & Mapp, 2002).

Sheldon (2003), conducted research that examined the relationship between quality schoolcommunity relationship and student performance using state mandated assessments as indicators of student performance. Eighty-two secondary schools located in an urban area were

examined. Schools that were deliberately trying to improve school-family- community relationships by increased communication, collaboration, partnership, giving of financial support between the school and the community showed a higher number of students who were performing on level or above compared to those where relationships were not being nurtured.

The study Sheldon (2003) showed that the effort a school makes to maintain a healthy relationship with the community is important. Obstacles often exist in the home and the community that can lead to students struggling in school. A school's commitment to working with the community to improve student achievement is important in developing successful partnerships.

Again, when schools work in relationship with the community, students benefit by receiving extra support that leads to improved academic achievement (Bryan, 2005). Strengthening school-community relationship can lead to an increase in cultural capital for struggling families and leads to higher student success. Strong partnerships lead to relationship and networks of trust that are formed between families and community especially effective in achieving attendant goals.

Examining school community relationship from the perspective of the community members, Adger (2001) found that relationship can be categorized into three: ethnic organisation which served as culture brokers for the school, special purposed Community Based Organizations (CBOs) having one program with a specific desired outcome or goal, and multipurpose CBOs which provide several services focusing on various academic and social issues. In all, their Programs focused on academic achievement as well as student attitude towards school and academic goal setting.

Evidence of the program success was also examined from the partner's perspective. Successful programs tended to attribute their accomplishments to the availability of adequate resources,

flexibility in services, meeting the needs of the student, families and school personnel, and periodic evaluation of program outcomes. The value of community's relationship with the school lies in the support that they provide to ensure academic achievement. The study revealed that schools where the community got actively involved in their administration, performed better academically (Adger, 2001)

Available literature by Sheldon (2003), Eptsein (2002) and Adger (2001) support the connotation that increasing the capacity of community involvement in the school can lead to positive outcome in collaboration with students, educators, families and the community. Increased student achievement, higher attendance rate, lower dropout rates and increased knowledge and attainment of community resources for families were some of the positive outcomes of school and community relationships seen in the literature. A strong relationship between the school and the community is mutually beneficial. It is important to nurture relationship between schools and the community in order to have truly successful partnerships that benefit the stakeholders who are involved. The conclusion drawn in the literature was mainly based on survey research.

Adger (2001) utilised survey research although Adger did combine it with some interviews. Sheldon correlated survey results with student achievement scores from standardized test. Standardized test do not give a full picture of student success and can even be considered abusive (Janesick, 2007). Future research should examine other indicators of success as well as longitudinal data in order to reveal whether or not particular indicators such as attendance rate and language acquisition were maintained over time.

Parental involvement in a child's education along with environmental and economic factors may affect child development in areas such as cognition, language and social skills. Numerous studies in this area have demonstrated the importance of family interaction and involvement in the year prior to entering school (Bergsten 1998, Hill 2001 & Wyan, 2002). Research finding

have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). Academic failure has been linked with risk behaviour and negative outcomes such as substance abuse, delinquency and behavioural and emotional problems which arise when parents do not get involved in the education of their children. (Annunziata, Houge, Faw & Liddle, 2006).

2.4 Relevant Theoretical Perspectives

“The way schools care about children is reflected in the way schools care about children's families” (Epstein, 2010). This set the tone for a thorough discussion of the theory adapted for this study. If educators and school authorities view children simply as students, they are likely to see the family as separate from school. That is, the family is expected to do its job and leave the education of children to the schools. However, if educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development (Owings, 2014). Parents recognize their shared interest in the training and responsibilities for children, and they work together with the school to create better programs and opportunities for students.

2.5 Types of School-Community Involvement Activities

The work of John, Kretzmann and Mcknight throws more light on mutually beneficial relationship between schools and communities. This review explored the activities collaboratively undertaken by both the school and the community. A review of other scholars' works evidenced the extent of work so far. Shafiqul (2015) employing the case study approach, semi-structured interview guide explained the information using concepts and perspectives derived from human capital and social capital theories. Implying that, human and social capital of family and community play a significant role in the creation of the human and social capital of the children (quality education). One of the goals of partnership research has been to identify

the actions that schools, families, and communities engage in when they focus on students learning.

2.6 The theory of Overlapping Sphere of Influence

This theory propounded by Joyce Epstein has three qualities; internal model of interaction, external model of interaction". Very evident in Ghanaian society, some parents say „ I really need to be with this happening in school in order to help my child"" (Epstein, 2001). Phrases such as these form the basis of the theory of overlapping spheres of influence by Joyce Epstein (2001) & (2002) which has been adopted by the researcher to better explain the phenomenon of school-community influence and its effects on academic performance.

This theory posits that, there are three main contexts in which students learn and grow; family, the school and the community. Arguable, these elements appear explicably intertwined and hence can be addressed both holistically and separately. Even though this study is about school-community relationship, in adopting this theory, the researcher posits that both community and family are not mutually exclusive since the two facets complement or overlaps in function.

The external model of interactions of the three sphere of influence argue that, there are some functions that schools, families, and communities perform independently. Variably, there are peculiar functions where they conduct jointly to influence children's learning and development. The internal model of interaction of the three spheres of influence shows where and how complex and essential interpersonal relations and patterns of influence occur between individuals at home, at school and in the community. These social relationships may be erected and studied at an institutional level for instance, when a parent and a teacher meet in conference or talk by phone. Connections between educators or parents and community groups, agencies and services can also be represented and studied within the model (Epstein, 2002).

The model of school, family, and community relationship position the students at the centre.

Undisputedly, students remain the major actors in education. The upsurge of the students' development and success in school remains the primary focus of the stakeholders of education. School, families and community partnerships cannot simply produce successful students. Rather, the concerted efforts of their actions may be designed to engage, guide, energize and motivate students to produce their own success. In brief, if children feel cared for and are encouraged to work hard in the role of student, they are more likely to improve in every facet of their life (Epstein, 2001).

Paradoxically, studies indicate that students are also crucial for the success of school, family and community partnerships (Hogue, 2012; Sanders, 2012). Students are often their parents' main source of information about schools (Warren, 2016; Wahba, 2012). More importantly, an improved student is not only useful to himself but to the society of which parents are a part. As we gain more insight into the role of students in partnerships, we are developing a more complete understanding of how schools, families and communities function in concert to improve performance of students in every facet of their life (Epstein, 2001). The theory further explains that in a partnership, teachers and administrators create more family-like schools. A family-like school recognises each child individually and makes each child feel special and included. Family-like school welcomes all families, not just those that are easy to reach. In a partnership, parents create more school-like families. A school-like family recognizes that each child is also a student. Families reinforce the importance of school, homework and activities that build student skills and feelings of success.

Communities including groups of parents work together, create school like opportunities, events and programs that reinforce, recognize and reward students for good progress, creativity, contributions and excellence. Communities also create family-like settings, services and events to enable families to better support their children. Community minded families and students help their neighbourhoods and other families. The concept of school community relationship

is re-emerging. It refers to a place where programs and services for students, parents, and others are offered before, during and after the regular school day.

School and community talk about programs and services that are family-friendly – meaning that they take into account the needs and realities of family life, and are feasible to conduct, and are equitable towards all families. When all these concepts combine, children experience learning communities or caring communities (Brandt, 2007).

Once people hear about such concepts as family-like schools or school-like families, they remember positive examples of schools, teachers and places in the community that were „like family“ to them. They may remember how a teacher paid individual attention to them, recognized their uniqueness, or praised them for real progress, just as a parent might. They might recall things at home that were „just like school“ and supported their work as a student or they might remember community activities that made them feel smart or good about themselves and their families. They will recall that parents, siblings and other family members engaged in and enjoyed educational activities and took pride in the good schoolwork or homework that they did, just as a teacher might.

The second components of the partnership model, illustrates the interpersonal relationships and patterns of influence that are most important in a child’s education. According to the model, there are two types of interactions, those within organisations and those between organizations. Additionally, there are various levels of interactions. Standard, organizational interactions occur between families and schools.

This kind of interaction includes communication in the form of newsletters and reports about the school’s activities and performance, specific, individual interactions are those between parents and teachers. Conversations at a parent-teacher conference fall into this category. At

the centre of this half of the model is the child, who interacts with schools and the family. The child is both changed by the interactions and produces change in others (Epstein, 2001).

The key concept that underlies both parts of the partnership model is that all stakeholders in a child's education have mutual interests and influences. The primary shared interest is a caring concern that the child be successful. Additionally, the model suggests that stakeholders shared interests and influences can be promoted by the policies, actions, beliefs, attitudes and values of the stakeholders. While this might seem like common sense, the model differs from earlier theories on school-family relationships.

In particular, the partnerships model revises earlier conceptualizations that viewed families and schools as existing in separate spheres, which entailed that they have separate responsibilities. It also revises conceptions of the school-family relationships as one that must be sequential. In a sequential relationship, parents are expected to have more of a role than schools and vice versa, in certain periods of a child's life. While the partnership model acknowledges that schools and families often do have more or less influence at certain ages, the model also suggests that one or more of the stakeholders (Epstein, 2001) can increase the overlap between families and schools with concerted effort

In conclusion, this theory addresses three phenomenal perspectives in school-community relationship. The theory highlights the intrinsic assumptions underlying school-community coexistence. The argument of the theory is that, in an event where there is peace and harmony of existence between two or more parties, each party influences the other. However, there are instances of misunderstandings as they coexist, that should not mar the peace they enjoy. Typically, it is very evidential that when teachers accept students as their own and correct their wrong doings, the students also see the teachers as their parents and heed to their corrections. This in the end helps the students to excel in academics, which invariably translates into

community development as the students are employed and give back to society. The theory again advances the positive outcome inherent in the rapport between teachers and students. Attention is also given to teacher-parent relationship and its positive tendencies should the relationship yield to the outlined conditions advanced by the theory. In this instance, the theory juxtaposed the relationship to siblings of the same parent where the children earnestly seek each other's welfare. A vibrant and cordial relationship between the teacher and the parent translates into holistic development of both parties economically, socially and religiously which further leads to the total development of the community. Lastly, the peaceful coexistence between the parties translates into infrastructural development of the school as opinion leaders, old students are attracted by the good students' performance. This in most cases motivates the community to provide for the school challenges facing the school such library, stationary, further and classroom.

Six general types of involvement has been identified: Joyce Epstein of Johns Hopkins University based on the above, developed a framework for defining six different types of parental involvement. Her framework explains six (6) types of involvement and outlines school-family-community partnerships. It provides strategies for each of the type of involvement described, as well as challenges that may be faced, and new ways to think about what parent involvement means (Epstein, 2001)

According Quiocho and Daoud (2006), by understanding how parents can become involved, school communities can start planning to ensure parent participation and support. Schools can involve parents in a number of different ways, and combinations of the types of parent involvement described by Epstein may prove to be highly beneficial to school communities. Each type of involvement described by Epstein can be used at any time. However, it is important to start coordinating parent involvement at the beginning stages of the school

community process. Every stage of involvement can be used throughout the project to keep children, parents and teachers and the community connected.

The framework of six types of involvement helps educators develop more comprehensive programs for school-family-community partnerships. Although all schools may use the framework of six types of involvement as a guide, each school must choose practices that will help achieve goals and meet the needs of its students and families. Research recognises parent involvement as an important factor in the quality of a child's education. Joyce Epstein's school-family-community partnership model is an influential model in parent involvement research. The model redefines the relationship between schools, families and communities as one of overlapping spheres of influence that share a concern about the success of the child.

As a framework for increasing parental participation in education, the model recognises six types of educational involvement and encourages schools to develop activities that engage schools, families and communities within the six types. The model has been influential in shaping social policy regarding parent involvement in education.

Keywords: action team, action plan, educational quality, Epstein, Joyce, family-like schools, parental involvement, partnership model, school –family relationships, school-like families

2.6.1 Parenting

Parenting in the works of Bornstein (2001), includes all the activities that parents engage in to raise happy, healthy children who become capable students. Unlike teachers whose influence on a child is relatively limited, parents maintain a life- long commitment to their children. Activities that support this type of involvement provide information to parents about their child's development, health safety or home conditions that can support students learning.

2.6.2 Communicating

Families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and educational history. Maguire and Pitceathly (2002) argue that a school website is an additional mode of communication with parents and families. From positive involvement perspective, communication must be two-way-from schools to parents and from parents to schools-to be most effective.

2.6.3 Volunteering

Individuals volunteer three basic ways in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or assistants. Second, they may volunteer for the school, for instance, fundraising for an event or promoting a school in the community. Finally, they may volunteer as a member of an audience, attending school programs or performances.

2.6.4 Learning at Home

When parents help their children with homework or take them to a museum, they are participating in type 4 involvements. These activities produce a school-like family and encourage parents to interact with school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework.

2.6.5 Decision Making

Parents participate in decision-making when they become part of school governance committees or join organizations, such as the parents/teachers association (PTA). Other decision-making activities include taking on leadership roles that involve disseminating information to other parents.

2.6.6 Collaborating with the Community

There is coordination of resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. Enable all to contribute service to the community.

2.7 Gaps in the Literature

The study sought to investigate the issue of school-community relationship and its effects on the academic performance of junior high schools at Dunkwa-on-Offin Municipality. In both the methodological and empirical review, several themes espousing academic performance and existing relationships were reviewed and their corresponding methodologies were highlighted. Gaps identified in the review included the marginalization of students in the quest to ensure peaceful coexistence between the community and the school in the works of other scholars. Students' wellbeing, which appears the fundamental element in this exercise, is placed at the periphery of the three parties according to the review. The students are the future leaders so to speak. Hence, efforts geared towards establishing cordial relationship between community and the school should position students at centre stage of every discussion and program aimed at improving the community. In other words, the writings of scholars dwelt so much on the community and the management of the school neglecting the students.

2.8 Conceptual Framework

A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought (Mugenda and Mugenda, 2003). The conceptual framework outlined below shows the relationship between school-community interrelation activities and their impact on School. A general conceptualization diagram as shown illustrates that School-Community Interrelationship Activities are independent variables and academic performance is the dependent variable. In furtherance, the diagram presents to readers the existing dynamics between schools and communities. The expected relationship is influenced

by several factors highlighted in the diagram. The study concludes that a smooth relationship between the schools and the community results impressive academic performance, enough funds to run the school and adequate infrastructural development. In the absence of cordial relationship between the two factions, there is evidence of school drop out in the community, child labour and truancy among the children in the community. For the positive aspect of the coexistence to manifest, factors such as partnership, effective communication, collaboration, volunteering and financial support should be mediating for the expected positive elements to be evidential.

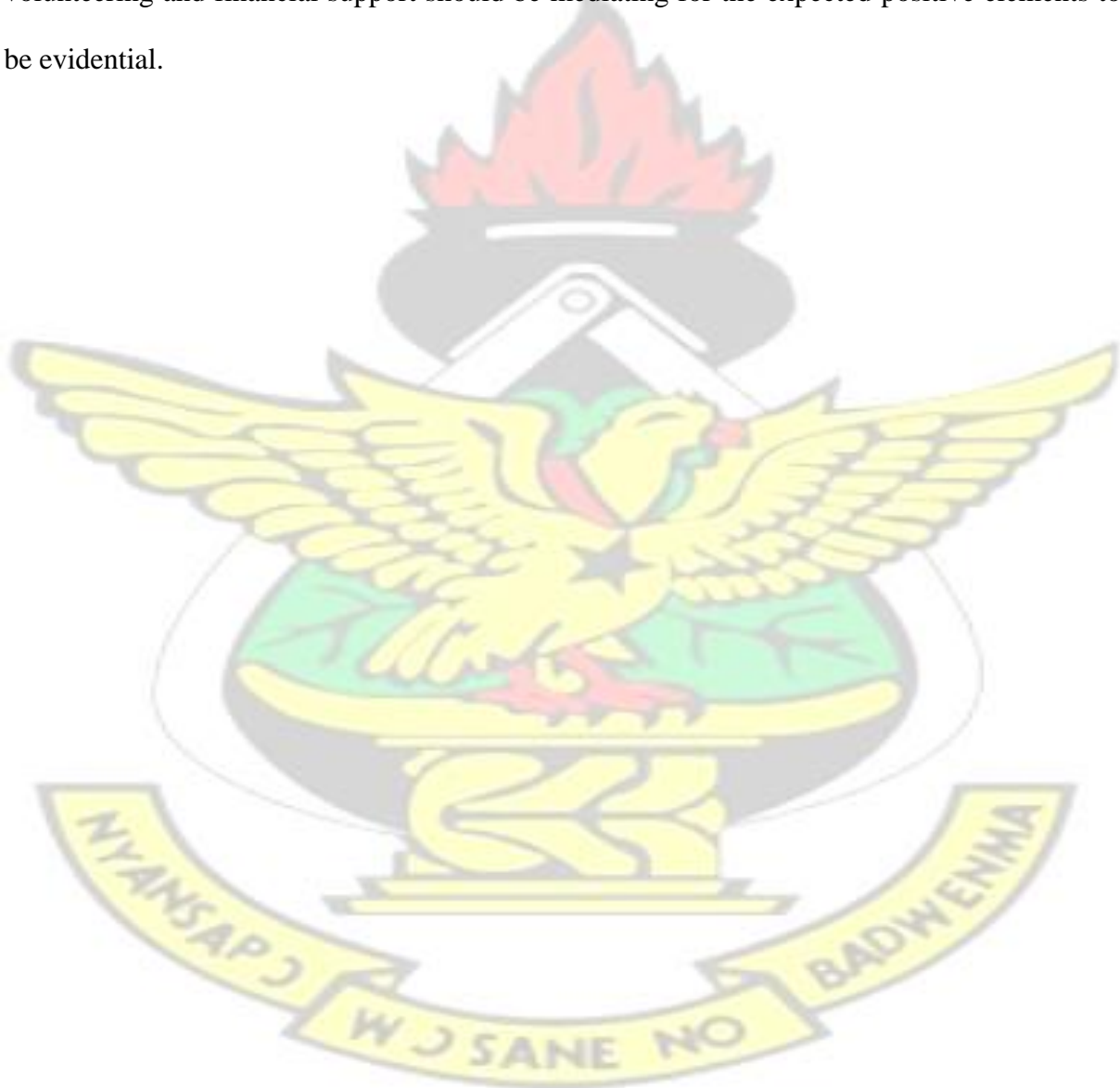
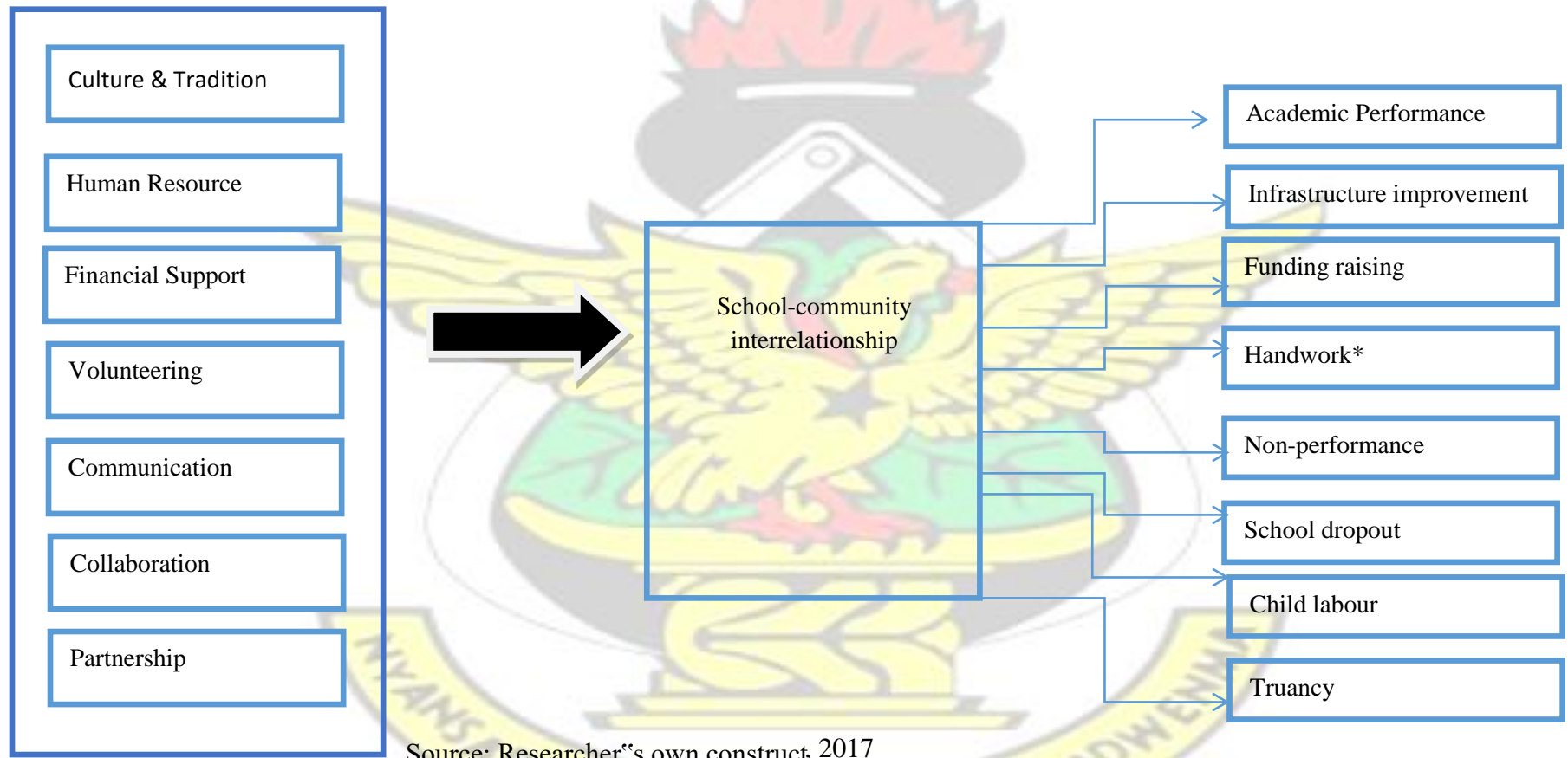


Figure 2.1 Conceptual Framework of School-Community Relationship and its Effects on the Academic Performance of Junior High School Students

School-Community Interrelationship Activities

Impact of School-Community Interrelation on School



Source: Researcher's own construct 2017

47 KNUST



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was employed to carry out the study.

Myers (2009) defines research methodology as a strategy of enquiry which spans from the fundamental assumptions to research design and data collection. The chapter describes the research design, sample frame, sampling technique, sample size, method of data collection and data analysis that was used. It also presents how reliability and validity of the data collected were ensured.

3.1 Research Design

Mouton (1996) describes research design as the master plan of a research that gives direction on how the study is to be carried out. Yin (2003) also refers to a research design as an action plan for getting from here to there, where „here“ may be defined as the preliminary set of questions to be answered and „there“ is some set of conclusions.

Creswell (2009) maintained that there are three basic research approaches available to carry out social research depending on the type of data; these are the qualitative, quantitative and the mixed method. This study adopted the mixed method approach. Creswell (2003) refers to a mixed method approach as one in which the researcher aimed to base knowledge claims on practical grounds (e.g. problem-centered, consequence-oriented and pluralistic). It employs techniques of inquiry that comprise gathering data either concurrently or sequentially to best understand research problems. The data collection also involves both numeric information as well as text information so that the final data obtained will be both qualitative and quantitative information (Creswell, 2009). The mixed method approach was appropriate for this study and both numeric and text information were solicited from respondents.

Mouly (1970) categorized research design into three namely, survey, historical and experimental designs. This study adopted the survey research design to carry out its investigations. Survey design was more appropriate for the study because the design collected data, which describes and interprets what exists at present. Data from survey describes the relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt, and trends that are developing. These are what this study sought to do. Also Creswell (2009) posits that the survey research design is always appropriate if cross-sectional data are collected from a sample, since survey helps in generalizing findings to a group with more credibility and accuracy. This made survey more appropriate for this study since cross-sectional data were collected from sampled respondents, from which the findings were generalised to the entire population.

3.2 Population

Research Population is generally a large collection of individuals or objects that is the focus of a scientific inquiry (Hassan, 2012). The population for the study constituted junior high school children currently enrolled in four junior high schools in the Dunkwa-On-Offin Municipality, all teachers in these junior high schools and opinion leaders in the community who the researcher purposively considered to have important information to the realisation of the purpose of this study.

3.3 Sample size

The study focuses on three categories of cases, the first category consists of the school pupils in the selected junior high schools. An empirical survey by the researcher indicates that, the selected four junior high schools have a population of 810 pupils. The second category of cases consists of teachers in the selected junior high schools that are estimated to be about 44 in number. Finally, the last category of case consists of ten (10) purposively selected community members who are stakeholders in education of pupils in the selected junior high schools.

The sample size was selected through the use of the sample size formular, $n = \frac{N}{1+N(e)^2}$; where n = sample size; N = sample frame and e = error of acceptance which is 0.05 for this study, (Yamane, 1970; cited from Ahuja, 2001:186). This was done in order to have a fair representation of the respondents particularly the students.

Calculation for the sample of students from the four schools

$$n = \frac{810}{(1+810)0.05^2} = \frac{810}{3.021} = 267.723$$

Table 3.1: A presentation of the sample size

| Cases | Population | Sample |
|-----------------|------------|---------------------|
| Students | 810 | 268 (simple random) |
| Teachers | 44 | 12 (purposive) |
| Opinion leaders | 35 | 10 (purposive) |
| Total sample | | 290 |

Hence, the total sample size for the study is 290

3.4 Sampling Technique

Sampling techniques demonstrate all the stages and the processes included in selecting the respondents. Twumasi (1986) maintained that the first step in the selection of a sample is to consider sampling technique. The study adopted simple random and purposive sampling techniques in selecting respondents to participate in the study.

A purposive sampling is a non-probability sampling method that is based on discriminating characteristics of a population and the objective of the study. Purposive sampling technique was used in selecting the cases that participated in the study.

Purposive sampling technique was more appropriate in selecting the teachers because they were not normally distributed but concentrated in the selected schools. Likewise, the opinion leaders in the community were purposively selected owing to the fact that they are the preserve of particular information relevant to the study. Finally, to include students from all the schools in the sample, the simple random sampling was applied using the lottery method to select the

required number of students of the study population hence purposive sampling becomes more convenient to use. In doing so, care was taken to ensure that students were selected from all the schools under study.

3.5 Sources of data

Both primary and secondary sources of data were used for the study. The primary source constituted the data collected from the respondents while the secondary data included previous works in relation to school community relationship and its effects on JHS. Sources of secondary information included published and unpublished dissertations and theses, journals, and books.

3.6 Survey Instruments (Method of data collection)

Questionnaires and interview guide were the instruments employed for data collection of the study. Questionnaires were administered purposively to pupils and teachers of the four selected junior high schools whiles interview were conducted with opinion leaders and other stakeholders in the community such as parents, chiefs or members of the local traditional council as well as politicians such as assembly members. The questionnaires were self-administered to minimize errors in the process of entering information onto them.

3.7 Validity and reliability

Cohen et al (2000), posit that validity refers to the extent to which the research instrument records what is intended to record. Validity is actually concern with the accuracy of measurement. Validity is defined as the degree to which a measuring instrument measures what it is designed to measure (Neuman, 2006).

On the other hand, reliability of an instrument is concern with the consistency of the instrument. Thus reliability refers to the extent to which an instrument measures the same way each time it is used under same conditions with same objects. According to Neuman (2004), reliability is the dependability or consistency of the measure of a variable. In order to ensure validity and

reliability of research instrument, Burns (2000), stated that „research has a great investment in validity and reliability“.

Both validity and reliability are essential component of any research whether quantitative or qualitative in nature and are the two most important and fundamental characteristics of any measurement procedure. Besides, it is prudent for testing validity and reliability of research instrument used in collecting data for the study. In research the term reliability means „repeatability „or „consistency“. A measure would be considered reliable if it will give us the same result repeatedly (assuming that what will be measured will not be changed).). To find out the validity of items and the instrument used, the following questions were examined:

- Whether the questions were related to the research questions
- Whether they contained all the research questions (comprehensiveness)
- Whether they would solicit the appropriate responses
- If instruction or directions were clear
- Whether the vocabulary or sentence structure were up to standard
- Whether any of the items were ambiguous and misleading.

The validity of this research has been enhanced through the consideration of divergent and alternative explanations. Thus the perspectives and opinions of those expressing different views were included in the data analysis to enrich the analysis (Mays and Pope, 2000). Validity and reliability were also enhanced through respondent validation (Mays and Pope, 2000) where the views of opinion leaders were exposed to aspects of the researcher’s interpretations for further clarification and discussion.

3.8 Methods of Data Process and Analysis

Data processing is perhaps one of the most important stages in every research work. Once data was collected from the field, the researcher had to put the data into shape for analysis. In data processing four main areas need to be looked at. These included data editing, coding, entry and data cleaning. The first stage in the data process was data editing. This was done to detect and eliminate all errors in completing the questionnaire and interview by the respondents to ensure accuracy and uniformity during the interpretation of data.

Questionnaires and interview that were completed were edited to ensure uniformity of data. The second stage was coding of the data that was collected from the field. This helped in the classifying of the responses into meaningful categories. Close ended-questions and close ended interview responses were coded. The open-ended questionnaire and interviews responses were put into similar and meaningful categories in order to simplify the information into a more limited attributes for proper analysis. For questionnaire data, each category was given numeric code that was transferred into the Statistical Package for Social Science (SPSS). After coding, the data were entered into computer software called Statistical Package for Social Sciences (SPSS). At this stage the codes were transferred from the questionnaires into the computer using the SPSS data matrix. Each variable category was given a code. Depending on the number of categories, the code started from 1, 2, 3, 4, 5, etc.

Each numeric code stands for a possible response or category. The variables were entered into the SPSS with their code for the categories as well. Then, the respondents' responses were entered. The last stage in the data processing was the data cleaning. This was the final stage of data processing, the main purpose was to eliminate errors which occurred due to incorrect coding and entry of data into the SPSS. The researcher checked to ensure that the actual variables and their categories' code were entered into SPSS. This was followed by editing of charts and tables generated by the SPSS for analysis

The method of data analysis followed closely from the research design. Both quantitative and qualitative methods were adopted in the analysis. Appropriate cleaning and variables transformation were done before generating frequencies and charts. Basic descriptive statistics were used in analysing the quantitative data for all the objectives.

The qualitative data that were gathered from the interviews were summarized to achieve the research objectives. The responses were interpreted and transform in ways without changing the context.

Mixed method approach was used in analysing all the study objectives. In analysing the results for each objective, the researcher first of all provided quantitative data provided in tables. The researcher then explored the qualitative data to identify ideas and concepts that share similar views with the quantitative data. The interview responses were provided to support each objective where applicable. The results were provided in areas that best suit the quantitative results presented in the tables.

3.9 Ethical Considerations

Ethics are the investigation of what is appropriate and of good conduct (Reese and Fremouw, 1984). For social scientist, ethics include the duties that researchers bear towards the individuals who take interest in research.

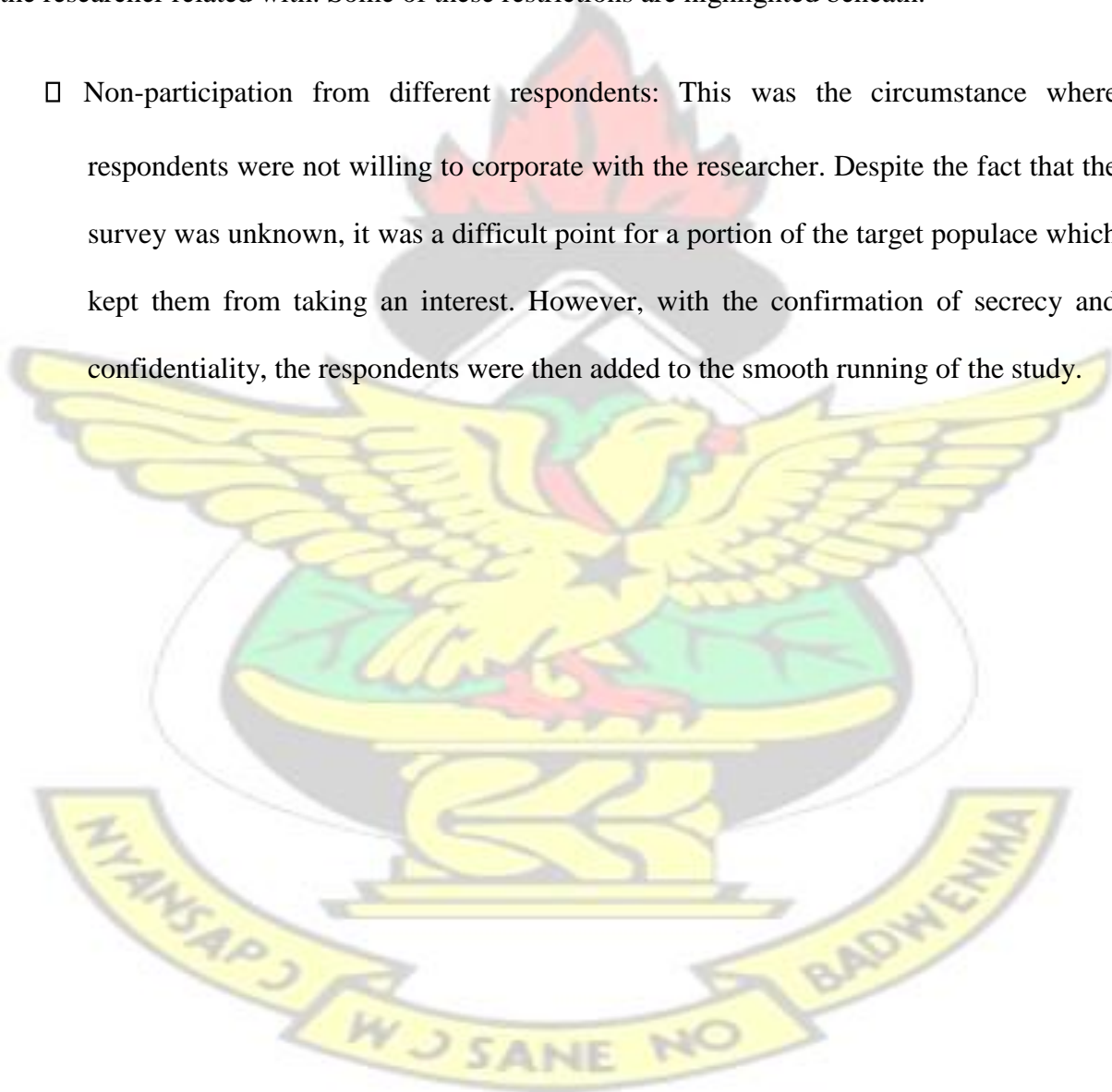
The primary areas of ethical issues that the researcher considered were the informed consent, invasion of privacy and confidentiality. Before commencement to the field, an introductory letter was given to the Head of the various JHS to seek approval to carry out the study. The school authorities then allowed the pupil to partake in the study. During the field study, respondents who willingly participated and informed of all possible risks and were made to understand that the study was intended to assess school-community relationship and its effects on academic performance. The consent of the respondents whether to participate voluntarily or not was sought before the data collection exercise. Issues of ethical concerns on privacy and confidentiality were likewise observed. Confidentiality is the removal from the research data

any elements that might reveal the respondents' identities whereas anonymity, means withholding the names of respondents (Berg, 2004). The pupils were guaranteed of anonymity and privacy of their information given.

3.10 Limitations of the Study

Over the period of this study the researcher experienced some limitations. Some of these restrictions originated from the area of the study, the work itself and even the general population the researcher related with. Some of these restrictions are highlighted beneath.

- Non-participation from different respondents: This was the circumstance where respondents were not willing to cooperate with the researcher. Despite the fact that the survey was unknown, it was a difficult point for a portion of the target populace which kept them from taking an interest. However, with the confirmation of secrecy and confidentiality, the respondents were then added to the smooth running of the study.



KNUST

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the field data with discussions. The researcher adopted the mixed method approach where data were collected mainly through the use of questionnaire and interviews. The results include responses from teachers and students from Junior High Schools at Dunkwa-On-Offin Municipality and some opinion leaders. In all two hundred and ninety (290) respondents were selected comprising two hundred and sixty-eight (268) students, twelve (12) teachers and ten (10) opinion leaders in the Dunkwa-On-Offin Municipality. The chapter has been structured under the following sub-headings: Sociodemographic profile of the respondents, the existing relationship between Dunkwa Junior High Schools and the community and the factors that account for it, the relationship between students' academic performance and community-school co-existence, the prudent ways of ensuring peaceful co-existence between the community and the school, the hindrances to peaceful co-existence between the school and the community.

4.1 Socio-demographic characteristics of respondents

The study first examined the sociodemographic characteristics of the respondents. This was done to provide readers with basic information on respondents' sex, age group, the classes that the students involved in the study were, the community members and teachers educational level. It also looked at the teachers' status and their place of residence within the study area. Information on these socio-demographic variables was essential to the study it sought to examine community-school relationship in Dunkwa-on-Offin Municipality. For example residential pattern of respondents was useful as it helps in providing information on whether the respondents reside in the community and have adequate knowledge on the school-community relationship.

4.1.1 Sex and age category of the respondents

The study looked at the sex and age category of the students respondents. This was done to provide information on the dominant sex and age group that most of the respondents fall within in the study area. The results presented in table 4.1 showed that most of the respondents (students) were males and were within the age group of 14-17 years school.

Table 4.1 Sex and age distribution of the respondents (students)

| Variables | Sex of respondents | |
|----------------|--------------------|-----------------|
| | Male | Female |
| Age | | |
| 12-13 years | 64(23.8) | 27(10.1) |
| 14-15 years | 67(25.0) | 42(15.7) |
| Above 15 years | 47(17.6) | 21(7.8) |
| Total | 178(66.4) | 90(33.6) |

Source: Field data, 2017

From the results presented in table 4.1, the study found that 64 respondents representing 23.8% were male within the age group of 12-13 years compared to 27 female respondents who were within the age group. It was also found that 67(25%) of the respondents were male within the age group of 14-15 years and 42(15.7%) of the respondents were female within the age group

of 14-15 years. Lastly, the study recorded 47(17.6%) of male respondents who were above 15 years compared to 21(7.8%) of female respondents within the age group of 15 years and above.

The study results showed that most of the respondents (students) were between the age range of 14 years and above. This was good for the study as the respondents' age ranges showed that most of the respondents were matured to provide information regarding schoolcommunity relationship in the Dunkwa-On-Offin Municipality.

4.1.2 Level of Education of Respondents

The study further provides information on the respondents' level of education in terms of the class that most of them were at the time of study. The results are presented in table 4.2. The study results showed that most of the respondents were in Junior High School form two (2).

This data on respondents' class was useful as it helps the researcher and readers to know how long respondents (Students) have been in the school and how they could tell with regards to school-community relationship from their experience as students in the schools from the time they first entered the schools.

Table 4.2 Level of Education of Respondents

| Responses | Frequency | Percent |
|--------------|------------|--------------|
| JHS 1 | 45 | 16.8 |
| JHS 2 | 131 | 48.9 |
| JHS 3 | 92 | 34.3 |
| Total | 268 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.1, out of the total 268 students respondents selected for the study, 45(16.8%) were in JHS form one (1), 131(48.9%) of them were in JHS form two (2) and 92(34.3%) of the respondents were in JHS form three (3). As depicted in table 4.2, the study found that most of the respondents were in form two (2) 48.9%, followed by 34.3% and lastly 16.8%. The study results showed that majority of the respondents had spent more than one year in the schools. This implied that most of the respondents (students) could tell much above the school-community relationship.

4.1.3 Teachers and community members' educational level

The study also provided brief information on the respondents' educational level. The teachers and community members' educational level were presented in table 4.3a and b respectively.

Table 4.3a Level of education of teachers

| Responses | Frequency | Percent |
|-----------------------|------------------|----------------|
| Diploma | 7 | 58.3 |
| High National Diploma | 2 | 16.7 |
| First Degree | 3 | 25.0 |
| Total | 12 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.3a, most of the teachers had diploma certificate. Out of 12 teachers selected for the study, 7(58.3%) of them (teachers) had Diploma, 2(16.7%) of the teachers had High National Diploma and 3(25%) of the teachers had university degree in education. From the results, majority of the teachers in the school had Diploma. Majority of the respondents (teachers) indicated that they have completed teacher training colleges. The study results showed that most of the teachers in the schools were trained teachers. As trained and professional teachers, the respondents could tell how important school-community relationship is in regards to students' academic performance in the schools.

The study also looked at the educational level of the community members involved in the study. The results presented in table 4.3B showed that most of the community members had secondary school education. Out of ten (10) opinion leaders from the community, 50% of them had secondary school education, 10% had basic education, 30% of them had been to school up to the tertiary level and 10% of the opinion leaders in the community had postgraduate degrees. The study results showed that none of the opinion leaders was uneducated. It was found that the communities take education seriously and had educated people on its leadership positions.

Table 4.3b Level of Education of Community Members

| Responses | Frequency | Percent |
|------------------|------------------|----------------|
| Basic education | 1 | 10.0 |
| Secondary school | 5 | 50.0 |
| First degree | 3 | 30.0 |
| Master | 1 | 10.0 |
| Total | 10 | 100.0 |

Source: Field data, 2017

The results presented in table 4.3B showed that most of the opinion leaders in the community had been to school with some having masters’ degree. It was found out that the opinion leaders were educated and could have better knowledge on the importance of formal education and the need for the school and community to coordinate well to bring about effective teaching and learning in the schools.

4.1.4 Teachers’ Place of Residence

The study provides information on the teachers’ residential area. This was to find out from teachers where they stay within the community at Dunkwa-On-Offin Municipality. The respondents’ views are presented in table 4.4 below;

Table 4.4 Teachers’ Place of Residence

| Responses | Frequency | Percent |
|--------------------|------------------|----------------|
| Dunkwa Township | 11 | 91.7 |
| Outskirt of Dunkwa | 1 | 8.3 |
| Total | 12 | 100.0 |

Source: Field data, 2017

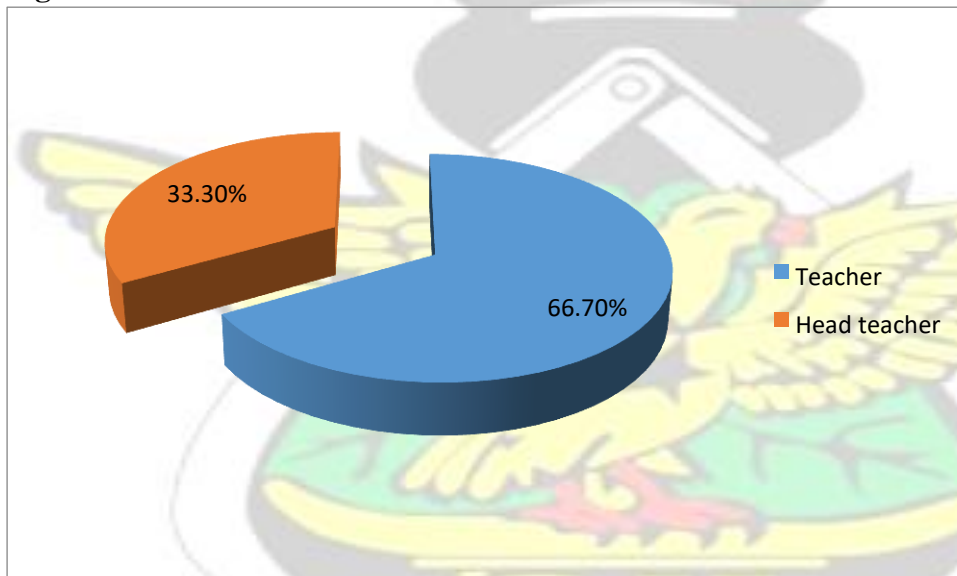
The study results provided in table 4.4 show that majority of the teachers were staying within the Dunkwa Township. It was found that almost all the teachers interviewed, 11 out of 12 (91.7%) were staying within the Dunkwa Township with only 1 (8.3%) of the teacher staying at outskirts of the Dunkwa Township. The only teacher that stayed outside the Dunkwa

Township had family resident in a nearby community and has to travel every day to teach in the school at Dunkwa Township. The fact that majority of the respondents stay within the Dunkwa Township implied that the teachers would have much knowledge on schoolcommunity relationship as the teachers stay and spend their time within the community and school. It also means that the teachers were privilege to know things that the community was doing for the schools and vice versa.

4.1.5 Status of Teachers in the School

The study sought from teachers regarding their status within the school. The results in figure 4.1 below;

Figure 4.1 Status of Teachers in the School



Source: Field data, 2017

As evident in presented in figure 4.1, the study found that 33.3% of the respondents were head teachers in the schools and 66.7% of the respondents were teachers in the schools. The study recorded responses from both teachers and head teachers in the schools. This implied that the teachers' views on the school-community relationship included the perspective of both teachers and head teachers. This was good for the study because the results were not biased toward either teachers or head teachers' perspective regarding the schools and community relationship but it was a holistic view on the part of school authorities in the study area.

4.2 Existing Relationship between Junior High School and the Community and the Propelling factors

One major objective of the study was to examine the existing relationship between schools and the communities within Dunkwa-On- Offin Municipality. Previous studies have shown that relationship that exist between school and communities was essential in teaching and learning (Baker, 2010; Owusu-Ansah, 2014 and Asare, 2015). For instance Nyakundi (2013) noted that when there is cordial relationship between a school and the community in which the school is located, the community can provide educational facilities that can support and bring about effective teaching and learning environment. For this reason, the study sought from respondents regarding the relationship that exist between the school and the community and the factors that account for such relationship.

Table 4.5 Is the Community involved in the activities of the school?

| Respondents | Students | | Teacher | | Opinion leaders | |
|--------------|------------|--------------|-----------|--------------|-----------------|--------------|
| | N | % | N | % | N | % |
| Yes | 169 | 63.1 | 8 | 66.7 | 9 | 90.0 |
| No | 84 | 31.3 | 3 | 25.0 | 0 | 0 |
| Cannot tell | 15 | 5.6 | 1 | 8.3 | 1 | 10.0 |
| Total | 268 | 100.0 | 12 | 100.0 | 10 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.5, the study found that most of the respondents agreed that the communities within Dunkwa-On- Offin Municipality are largely involved in activities of the schools. Among all the three categories of respondents selected for the respondents, the study recorded a high proportion of respondents indicating that the communities are usually involved in schools' activities in the study area. It was found that 63.1% of the students agreed compared to 31.3% of disagreed. Also, 66.7% of the teachers indicated that the communities are involved in schools' activities compared to only 25% teachers who disagreed. The same could be said regarding the community members' views

where majority of the opinion leaders (90%) agreed that the communities are involved in schools' activities compared to 10% of them who could not tell.

The study results showed that there was a good relationship between the schools and the community in terms of the community involvement in the schools' activities. The study results confirmed the views of Nyakundi (2013) that a good relationship between school and community enable the community members to participate in the activities going on in schools that will lead to effective learning.

The study results further confirmed the views of Bisoli (2015), that community members are always involved in schools' activities as a way to provided their support for the betterment of schools within the community. The study results showed that community members are involved in school activities which was good for the schools in the study area.

Table 4.6 Does the school invite the community to programs its organizes?

| Respondents | Students | | Teacher | | Opinion leaders | |
|--------------|------------|--------------|-----------|--------------|-----------------|--------------|
| | N | % | N | % | N | % |
| Yes | 182 | 67.9 | 9 | 75.0 | 7 | 70.0 |
| No | 63 | 23.5 | 2 | 16.7 | 1 | 10 |
| Cannot tell | 23 | 8.6 | 1 | 8.3 | 2 | 20.0 |
| Total | 268 | 100.0 | 12 | 100.0 | 10 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.6, the study found that 67.9% of the students agreed that the schools invite community members to programs that the schools organize compared to 23.5% of the students who disagreed that the schools do not invite community members to programs. On the side of the teachers, 75% of them responded in affirmative that the schools invite community members to program. Equally, 70% of the opinion leaders agreed that the schools invite them to their programs.

The study results showed that there was a good relationship between the schools and the community as most of the respondents within all the three categories agreed that the schools

give out invitations to community members when they have programs that required community participation. A study by Peshawar (2010), suggested that schools should always invite community to their programs to promote good school-community relationship. In a study by Cary et al (2008), it was found that schools made all effort to invite community members to the activities they undertake that may require support from the community. The study results were in line with previous studies results on how schools try to invite community members in their activities to gain support from the communities.

Table 4.7 Program(s) organized by the school in which the community was invited

| School programs | Students | | Teachers | |
|-----------------------------|------------|--------------|----------|--------------|
| | N | % | N | % |
| My First day at School | 33 | 12.3 | - | - |
| Speech and Prize Giving Day | 51 | 19.0 | 1 | 11.1 |
| PTA meetings | 85 | 31.7 | 7 | 77.8 |
| School Anniversaries | 13 | 4.8 | 1 | 11.1 |
| Students with no idea | 86 | 32.0 | | |
| Total | 268 | 100.0 | 9 | 100.0 |

Source: Field data, 2017

Out of the total of 268 students' population selected for the study 182 students indicated that the schools invite the community to its programmes while 86 did not have any idea as to whether or not the schools invite the community to its programmes. Out of the 182 respondents who stated that the schools invite the community to programmes, 33(18.15) indicate that the community is invited during my first day at school programmes, 51(28%) said that the schools invite the community during speech and prize giving day, 85(46.8%) of the respondents stated that the community is invited during PTAs meetings and 13(7.1%) of the students stated that the school is invited during school anniversaries. The teachers further confirmed the students' views by indicating that the schools invite the community to its programmes. It was found that most of the students and the teachers shared similar views in respect to the fact that PTAs

meetings was the common school programme that the schools constantly invite the community to participate.

The opinion leaders confirmed this in an interview that they attend PTAs meeting at least once in a year to help deliberate on issues that can help teaching and learning in the schools. One opinion leaders narrated;

The schools communicate to me any time they have programmes; I was once a PTA chairman and I constantly attend meetings. There are other programmes that we take part in for instance when they are having speech and prizes (Respondent 1 [Parents]; 10-05-2017).

According to respondents, the programmes that the schools invite community members to participate in includes; PTAs meeting; which ranked first, speech and prize giving day was second most common programmes that the school invite the community to, followed by “my first day” at school and school anniversaries. The fact that schools invite the community to its programmes showed that there was good relationship between the school and community within the study area. According to Sidhu (2007), involving community in school activities help the school to benefit from the community in terms of the community building classroom for the school and other aids that promote good teaching and learning environment in schools.

The study results further confirmed the views of Brandt (2007) that, one occasion that school and community members meet together was during PTA meetings. This event ensure that parents meet with teachers to share their views on how best to run the affairs of schools. This study results add to the literature on the importance of PTA meetings as it provides the parents with the opportunity to contribute to the development of schools their children attend.

Table 4.8 does the community executed projects in the schools?

| Respondents | Students | | Teachers | |
|-------------|----------|------|----------|-------|
| | N | % | N | % |
| Yes | 212 | 79.1 | 12 | 100.0 |
| No | 19 | 7.1 | - | - |

| | | | | |
|------------|------------|--------------|-----------|--------------|
| Can't tell | 37 | 13.8 | - | - |
| Total | 268 | 100.0 | 12 | 100.0 |

Source: Field data, 2017

The study sought from respondents whether the community has provided the schools with some help. Out of the students population of 268, 212(79.1%) of them stated that the community has provided the schools with projects. Only 19(7.1%) and 37(13.8%) of the respondents indicated otherwise and could not tell if the schools have benefited from the projects provided by the community respectively. All the teachers responded in affirmative to the fact that the community provides the schools with some projects.

In an interview with some opinion leaders, it was further revealed that the community provided a lot of projects to the schools. One elderly respondent stated that during PTAs meetings the parents within the community make suggestions that help the schools. The respondents further added that the community contributes in building staff accommodation for the school.

I personally made a contribution for the construction of two-bedroom self-contain accommodation for teachers in our community. The community for the past years have been providing chairs and tables. So, I think the community is providing projects and facilities that can help the schools in this community (Respondent 2; [Opinion leader]; 10-05-2017).

From the respondents' views, it was found that the community provides projects for the schools in the Dunkwa-On-Offin Municipality.

Respondents indicated that the community has been helping the schools by providing them with a number of projects. The results provided in table 4.9 show some of the items and projects provided by the community to the school in the Dunkwa-On-Offin Municipality.

As presented in Picture 4.1, the study identified that parents have constructed two bedroom apartment for teachers in the community.

Picture 4.1 Eight-bedroom apartment for teachers donated by PTA



Source Field data, 2017

The study found that community members have contributed through PTA in providing accommodation for teachers in the schools. The study result was a confirmation of the views of Ampofo and Osei-Owusu (2015) that most PTAs have over the years made significant contribution in providing accommodation for teachers who do not come from communities in which they teach. From the results presented the school have positive relationship with the community and that has yielded positive impact.

The study result presented in Picture 4.2 also show that the school-community relationship has also contributed in providing books to the school library. The opinion leaders and community members also provided chairs to the schools.

Picture 4.2 Books provided by PTA to the school library



Source Field data, 2017

The study found that the school as well benefited from the community members and through PTA in the form of books provided by the PTA to the schools. As presented in the Picture 4.2, the study found that most of the schools library books were provided by the community members through PTA contributions.

Table 4.9 Does the community provide the following items to the school?

| Items provided by community to schools | Students | | Teachers | |
|--|----------|-----|----------|----|
| | Yes | No | Yes | No |
| Car/Bus | 34 | 234 | 3 | 9 |
| Students" desks/chair | 251 | 17 | 11 | 1 |

| | | | | |
|-------------------------------|-----|-----|----|---|
| Stationary | 248 | 20 | 8 | 4 |
| Classroom | 121 | 147 | 6 | 6 |
| Toilet | 176 | 92 | 5 | 7 |
| Teachers bungalow | 212 | 56 | 4 | 8 |
| Teachers motivational package | 167 | 101 | 7 | 3 |
| Computers | 189 | 79 | 10 | 2 |

Source: Field data, 2017

From the study results presented in table 4.9, it was found that the community was doing its best in providing some items to the schools in the Dunkwa-On-Offin Municipality. Although, most respondents felt that these items were not sufficient enough, others felt that at least the community was doing well in some areas but poorly in others. For instance, the respondents agreed that that community was providing the schools with chairs and tables but was not doing much when it comes to provision of car/bus to the school. Equally, both students and teachers felt that the community was performing well in providing motivation for students.

Picture 4.3, Female teacher happily staying in PTA provided Bungalow



Source Field data, 2017

The study found that teachers who stay in the bungalow provided by the community members were more focused in their work than being worried about accommodation. One female teacher stated;

I am glad I stay here. When I first had my posting to this community, accommodation was my biggest challenge. Thanks to the PTA and the community leaders for thinking about us. Staying here is good because I am close to the school and come to school early to teach. It makes me perform better and put more effort in teaching the children. (Respondents 13 Female Teacher, 11-05-17).

The study results confirmed the views of Gestwicki (2015) that teachers are able to perform and give their best when they are motivated enough through non-financial reward from the community in which they teach.

The study found that teachers were motivated by the community through classes' fees that the students contribute either weekly or daily. It was however, found that most of the respondents were not satisfied with student's motivation in the schools by the community. Both teachers and students argued that the community should provide more cars/buses, students' desks/chairs, stationaries, classrooms, toilets, teacher's bungalows, teacher's motivational packages and students' motivational packages to promote effective teaching and learning environment in the Dunkwa-On-Offin Municipality.

The study again found that the schools benefited in the forms of computers provided to them by opinion leaders in the community. The teachers were of the views that most students now know some part of computers and can use computers to perform some basic roles due to the effort of opinion leaders in the community who provided them with computers. The head teachers cited that most of their children can now perform better in ICT at the BECE since they are taken through practical work rather than theory. They indicated that the computer plays a significant

role in the pupil studies and has helped bring about improvement in their studies in the field of ICT.

The study finding was in line with views of Fuller (2011) that when community members provide schools with teaching and learning materials, it enhances teaching and learning which can improve upon students' performance.

4.3 The Relationship between Students' Academic Performance and Community-School Co-Existence

The study sought from respondents regarding the effectiveness of school-community relationship and how it affects students' academic performance. According to Henderson & Mapp (2002) when there is healthy relationship between the school and the community it leads to positive change in the students' performance in the school. Good school-community relationship yield five positive outcomes which include upgrades in school facilities, improved school leadership and staffing, a higher-quality learning program, new resources and programs to improve teaching and the curriculum and new funding for after-school programs and family supports. Positive school-community relationship is a practice that offers that communities opportunity to support schools and hold them accountable for student achievement.

Table 4.10 Students' Academic Performance Ranking

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| Poor | 25 | 9.3 |
| Moderate | 74 | 27.6 |
| Good | 93 | 34.7 |
| Very good | 64 | 23.9 |
| Excellent | 12 | 4.5 |
| Total | 268 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.10, the study found that most of the respondents indicated that the students' academic performance in the schools was good. Out of total 268 students contacted, 93(34.7%) stated that students, academic performance ranking in the schools was good, only 25(9.3%) of the respondents felt that the ranking was poor among students.

Picture 4.5 Best student presenting a speech during speech and prize giving day



Source Field data, 2017

The picture in 4.5 shows the best student in JHS 3 giving a speech during speech and prize giving day in the presence of his parents. The study found that the community and school have good relationship and the schools invite parents during speech and prizes giving days in which

best students are made to present speeches in the presence of their parents. This motivates the students to perform well in school and also serve as encourage for parents to invest in their children education.

The interview results from the parents supported the students' views. Most opinion leaders stated that children were not performing badly as compared to academic results from other public schools. They however, indicated that there was room for improve in students' performance. One opinion leader noted;

“The students are doing better now, since the last PTA meeting in which parents were encouraged to make their students study after school at home, the students now appear serious at home and I think that will reflect in their final grades”

(Respondent 5 [Opinion Leader]; 10-05-17).

The teachers on the other hand were of the view that students' academic performance in the schools was not bad. It was observed by one opinion leader that at least most students qualified to enter senior high school this year, which was an improvement from the previous years. From the results presented, it was inferred that the students' academic performance from schools was good.

The study inquired from respondents school-community relational factors that contribute to students' performance in the schools. From the results presented in table 4.11, the study found that the following factors account from improvement in students' performance. Among the factors were: awards which formed 31%, 22.4% of the respondents indicating punishment, 7.8% of the respondents stated hard work and discipline from both teachers and students, 30.6% of the respondents were of the view that enough teaching and learning materials have contributed to better performance of students, and 8.2% of the respondents considered teachers commitment and seriousness toward teaching and learning as factors for improving students' academic performance in schools.

Table 4.11 Contributions to the performance of the students

| Responses | Frequency | Percent |
|--|-----------|---------|
| Awards | 83 | 31.0 |
| Punishment | 60 | 22.4 |
| Hard work and discipline | 21 | 7.8 |
| Enough teaching and learning materials | 82 | 30.6 |
| Teachers commitment and seriousness toward teaching and learning | 22 | 8.2 |
| Total | 268 | 100.0 |

Source: Field data, 2017

Picture 4.6 student being award for best performance by opinion leader



Source Field data, 2017

In picture 4.6, the study shows that community members contribute in providing awards to best students as way to motivate students in the schools to perform better. The students' views were equally shared by both the teachers and opinion leaders. According to the opinion leaders and

teachers, the institution of award during speech and prizes giving days encourage students to take their studies seriously as most students always wish to win a prize during these awards. Also, the effort from teachers, parents and the students themselves has also helped in the improvement of students' performance. In view of the respondents' argument, school-community relationship has positive effects on students' academic performance in school.

Table 4.12 Community Contribution to the Progress of the School

| Responses | Frequency | Percent |
|---|-----------|---------|
| Organization of PTAs meetings | 82 | 30.5 |
| By monitoring teachers and instituting programs that would help improve academic work | 43 | 16.0 |
| The community and school should come together to perform specific task | 30 | 11.2 |
| Buying books, tables, and others teaching and learning materials for the school | 51 | 19.0 |
| Building class rooms for the school | 24 | 9.0 |
| Providing accommodation for teachers | 20 | 7.5 |
| Provide incentives for teachers | 18 | 6.8 |
| Total | 268 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.12, the study found that most of the respondents argued that effective school-community relationship would influence the community to make significant contribution to the school.

--Picture 4.7 PTA meeting as way effective school community relationship



Source Field data, 2017.
specific task, buying books, tables, and others teaching and learning materials for the school,

building class rooms for the school, providing accommodation for teachers and providing incentives for teachers.

Among all these contributions, most respondents (30.6%) were of the view that through PTA meetings, parents can collaborate with school authorities in providing the schools with many incentives such as tables, books, class room block, buses, and other incentives for teachers. In the views of parents and opinion leaders, the study found that the community has important

roles to play in the success of the school and also to aid in students' performance. One opinion leader added;

“When we meet at PTA we make contribution to the development of the schools.

If the schools are developed and the students are performing well, it is good for all of us. They are our children and we will like to see them perform better to have better future. They are our future and we will do all our possible best for them, so we contribute to the progress of the schools” (opinion leader 7; 10-05-17).

This finding confirmed the views of Gibbert, Ruigrok and Wicki (2008) that PTA meetings help parents make contribution to the betterment of schools that their children attend. From the study results, it was found that both the parents as well as teachers agreed to the fact that there exist a good relationship between the schools and the community. It was also found that the community has contributed in many ways to ensure the progress of academic performance of students in the schools.

From the results illustrated in table 4.13, the study found that 7(2.6%) of the respondents stated that effective school-community relationship increase teachers' morale to teach in the schools, 9(3.4%) of the respondents argued that school-community relationship serves as motivation for teachers, 68(25.4%) of the respondents stated that one effect of schoolcommunity relationship was that it makes the teachers put in more effort in teaching the students when parents show commitment to teachers welfare, 140(52.25%) of the respondents felt that school-community relationship makes it possible for students to be well monitored at home and 44(16.45%) of the respondents felt that the school can meet some necessary and basic teaching and learning, materials without relying on government if the community has good relationship with the schools.

Table 4.13 Effect of School-Community Relationship on Students' Academic Performance

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| | | |

| | | |
|--|-----|-------|
| Increase the teachers morale | 7 | 2.6 |
| Serves as motivation for teachers | 9 | 3.4 |
| Teachers will put in more effort when parents show commitment to teachers welfare | 68 | 25.4 |
| Students will be well monitor at home | 140 | 52.2 |
| The school can meet some necessary and basic teaching and learning, material without relying on government | 44 | 16.4 |
| Total | 268 | 100.0 |

Source: Field data, 2017

From the views of the respondents, there are positive benefits of school-community relationship. At least if for nothing at all, the schools stand to benefit from the help the community members provide to the school such as; monitoring students at home, buying books, chairs, and contributing money for schools programs that will help in students' performance.

4.4. Challenges confronting Peaceful Co-Existence between the School and the Community

It is generally agreed that the community has a vital interest in what the schools do and how they do it. The school and the teachers do things to reflect and promote community interest. Schools are built to develop the human resources within the community (Sadker, 2008). It was of the view that the community transmits its culture and view to the world through the school within it. It should be noted that community's values, ideas, norms and beliefs are to be perpetuated by the school being a social institution and at the same time, by the pupils in the school who come from the community (Aminu, 2006). However, for these to happen, there is the need for peaceful co-existence between the schools and communities. For some reason, there seem to be a disjoint between community and schools, which exist to protect community's interest and ensure the continuity of community's values.

Table 4.14 Is there any Conflict between the school and the community?

| Responses | Frequency | Percent |
|------------|-----------|---------|
| Yes | 84 | 31.3 |
| No | 140 | 52.3 |
| Can't tell | 44 | 16.4 |
| Total | 268 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.14, the study found that 140(52.2%) of the respondents argued that there is no conflict between the schools and community in the study area, 84(31.3%) of the respondents felt that there exist some conflict between the schools and community and 44(16.4%) of the respondents stated that they did not know if there exist a conflict between the school and community.

As depicted in table 4.14, majority of the respondents agreed that there was no conflict between the school and community. This implied that there is peaceful co-existence between the school and community. The results also implied that there is good relationship between the schools and community in the study area. However, some few respondents pointed out that there exists some conflict between the school and the community. Although, this was in the minority side, it could not be over looked. Factors such as truancy, teachers absenteeism, poor academic performance by students, sexual harassment of students by teachers resulted in conflicts between the school and the community. According to the teachers, most of them felt that the schools have a good relationship with the community. This view was also supported by the opinion leaders and parents involved in the study. They were of the view that the parents attend PTA meeting and make contribution to the school during programs such as examination or printing fees, special levy and contribution for purchasing of teaching and materials needed by the schools. One opinion added:

I contribute my children PTA levy and I pay for my children printing fees. Those fees are used by the schools to develop the schools and improve upon teaching and learning (Opinion leader 9; 10-05-17).

The study results showed that although there may be some element of conflict between the schools and community, majority of the respondents consider those as normal, hence, majority of the respondents see the school and community relationship as a healthy one. It must therefore be emphasized that there is peaceful co-existence between the school and community in the study area.

Table 4.15 Factors that hinder Peaceful Co-existence between School and the Community

| Responses | Means score | Ranks |
|---|-------------|-----------------|
| Truancy/child absenteeism | 4.78 | 1 st |
| Teacher absenteeism | 4.23 | 4 th |
| Disciplining students | 3.85 | 5 th |
| Sexual harassment of students by teachers | 4.75 | 2 nd |
| Poor academic performance | 4.34 | 3 rd |

Source: Field data, 2017

For the few respondents who argued that there is some element of conflict between the school and community, the study further sought for their views regarding the factors that could account for conflict between the schools and community. The respondents' views are presented in table 4.15 above;

According to respondents, the number one factor that account for conflict between schools and community conflict was truancy/child absenteeism with a mean score of 4.78. This was followed by sexual harassment of students by teachers which recorded a mean score of 4.75. The third factor that account for conflict between the school and community was poor academic

performance. The least among the factors under the scale was disciplining students with a mean score of 3.85.

The respondents who felt that there was conflict between the school and community stated that unless the school and the community jointly work on areas such as truancy/child absenteeism, teacher absenteeism, disciplining students, sexual harassment of students by teachers and poor academic performance the two entities will not be able to effectively exist together peacefully. It was argued that some community members will continue to have problems with school authorities and teachers until these concerns are addressed.

4.5 Prudent Ways of Ensuring Peaceful Co-Existence between the Community and the School

The school and community relationship has long been recognized as a strong tie for the smooth running of the school in the community. The community serves as a custodian of the traditional values of the community. Schools cannot exist in isolation from the community. There is therefore the need for peaceful co-existence between school and community as the community provides the school with human capital and also the school train students to become responsible leaders/members of the community.

Table 4.16 Ways to ensure Peaceful Co-existence between the School and the Community

| Responses | Frequency | Percent |
|--|-----------|---------|
| By involving the community elders in decision making | 45 | 16.8 |
| Parents constantly visit the school | 53 | 19.8 |
| Having a strong PTAs and SMC meetings | 25 | 9.3 |
| Respect between parents and teachers | 90 | 33.6 |
| Obey rules and regulations of the community | 55 | 20.5 |
| Total | 268 | 100.0 |

Source: Field data, 2017

From the results presented in table 4.16, the study found that some of the ways to ensure peaceful co-existence between the school and community is by involving the community elders in decision making. It was found that 16.8% of the respondents argued in favour of this strategy as a way to ensuring peaceful co-existence between the school and community. The study further found that 19.8% of the respondents felt that parents should constantly visit the school to strengthen the relationship between the school and community. Some felt that if parents visit the schools, there will be peaceful co-existence between the schools and the community. Most of the respondents however, argued that respect between parents and teachers can bring about peaceful co-existence between the school and community. Other factors cited by respondents as ways to ensure peaceful co-existence between school and community were; having a strong PTAs and SMC meetings and obey rules and regulations of the community.

The teachers, parents and opinion leader also argued that if parents show some respect for the teachers and vice versa, the school and community will co-exist peacefully. It was argued that some parents do not respect the teachers. On the other hand, parents at times perceive teachers as not showing respect to parents. This two sided blame do not bring peace between the school and community. One teacher stated;

“When we ask parents to pay for printing fees, some parents did not want to pay, and they at times come to the school to insult teachers in the presence of the students which is a sign of disrespect to teachers” (Teacher; 10-05-17).

The study found that respect for each other, between parents and teachers was needed for peaceful co-existence between school and community.

Table 4.17 does peaceful Co-existence between your School and the Community lead to Improved Academic Performance?

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| | | |

| | | |
|------------|-----|-------|
| Yes | 232 | 86.7 |
| No | 13 | 4.9 |
| Can't tell | 23 | 8.4 |
| Total | 268 | 100.0 |

Source: Field data, 2017

The results in table 4.17 show that 232(86.7%) of the respondents agreed that peaceful coexistence between your school and the community would lead to improved students' academic performance. Only 13(4.9%) of the respondent did not think so and 23(8.6%) of the respondents indicated that they cannot tell. From the results presented in able 4.17, the study found that majority of the respondents agreed that peaceful co-existence between schools and the communities would lead to improved students' academic performance. This implied that the schools and community must put up measures to ensure peaceful co-existence between the school and community.

According the opinion leaders and parents, it was found that peaceful co-existence between the schools and community was needed to promote effective teaching and learning. Most respondents felt that if there is peaceful relationship between the school and community, the school can get support from the community. For this reason, a peaceful relationship between the school and community was needed for improvement of students' performance in schools. One opinion had this to share "even in our families, if there is no peace, how do we live with our spouse and children? The community and school need to have a peaceful relationship for the community." The respondents' views showed that peaceful co-existence is important for improved students' academic performance.

Table 4.18 Ways by which Peaceful Co-existence between School and Community can improve Student's Academic Performance

| Responses | Frequency | Percent |
|-----------|-----------|---------|
|-----------|-----------|---------|

| | | |
|--|-----|-------|
| When there is peaceful co-existence in the school, teachers can teach well | 78 | 29.1 |
| It will create peaceful environment both at home and in school | 68 | 25.4 |
| Inviting parents to school programs | 21 | 7.8 |
| Liaising with the community in the activities of the school | 81 | 30.2 |
| Opinion leaders paying regular visit to the school | 20 | 7.5 |
| Total | 268 | 100.0 |

Source: Field data, 2017

The study sought from respondents concerning ways that peaceful co-existence between the school and community can lead to improved students' academic performance. From the results presented in table 4.18, the study found that 78(29.1%) of the respondents stated that when there is peaceful co-existence in the school, teachers can teach well, 68(25.4%) of the respondents were of the views that it will create peaceful environment both at home and in school for students to learn. The respondents further acknowledged that peaceful co-existence between school and community will enable school to invite parents to school programs. The study also found that 81(30.2%) of the respondents said that it will make it possible to Liaise with the community in the activities of the school and 20(7.5%) of the felt peaceful coexistence between the school and community will help opinion leaders to pay regular visit to the school and make useful contribution toward the progress of the school.

4.6 Hypothesis testing

The study was conducted to test the hypothesis that school-community relationship has effect on academic performance. To effectively test the research hypothesis, the Chi-Square test was used as the main statistical tools. The researcher formulated the following null and alternative hypothesis using p-value generated from the SPSS version 16:

H₀: There is no significant relationship between peaceful school-community coexistence and academic performance.

H₁: There is a significant relationship between peaceful school-community coexistence and academic performance.

The research considered p-value less than 0.05 as showing a significant relationship between school-community relationship and academic and p-value greater than 0.05 as the opposite. The researcher used a confidence level of 95%, which implied that the study result was 95% correct. However, there might be 5% margin of error in the study results. The data in table 4.19 showed that hypothesis results.

Table 4.19 Hypothesis results on school-community coexistence and academic performance.

| Items | Students' academic performance | | | |
|-------------------------------|--------------------------------|-----|-----------------|---------|
| | Yes | No | Chi-square test | P-value |
| Car/Bus | 34 | 234 | 12.948 | 0.341 |
| Students' desks/chair | 251 | 17 | 10.543 | 0.000 |
| Stationary | 248 | 20 | 10.428 | 0.001 |
| Classroom | 121 | 147 | 8.721 | 0.017 |
| Teachers bungalow | 212 | 56 | 10.105 | 0.013 |
| Teachers motivational package | 167 | 101 | 9.016 | 0.028 |
| Computers | 189 | 79 | 9.894 | 0.010 |

Source: Field data, 2017

From the results presented in Table 4.19, the study found that most of the respondents agreed that the school-community relationship in the area has helped the school to acquired students' desks/chairs, stationary, classroom, teachers' bungalow, computers and some motivational packages for the teachers. Using the researcher's hypothesis to determine the relationship

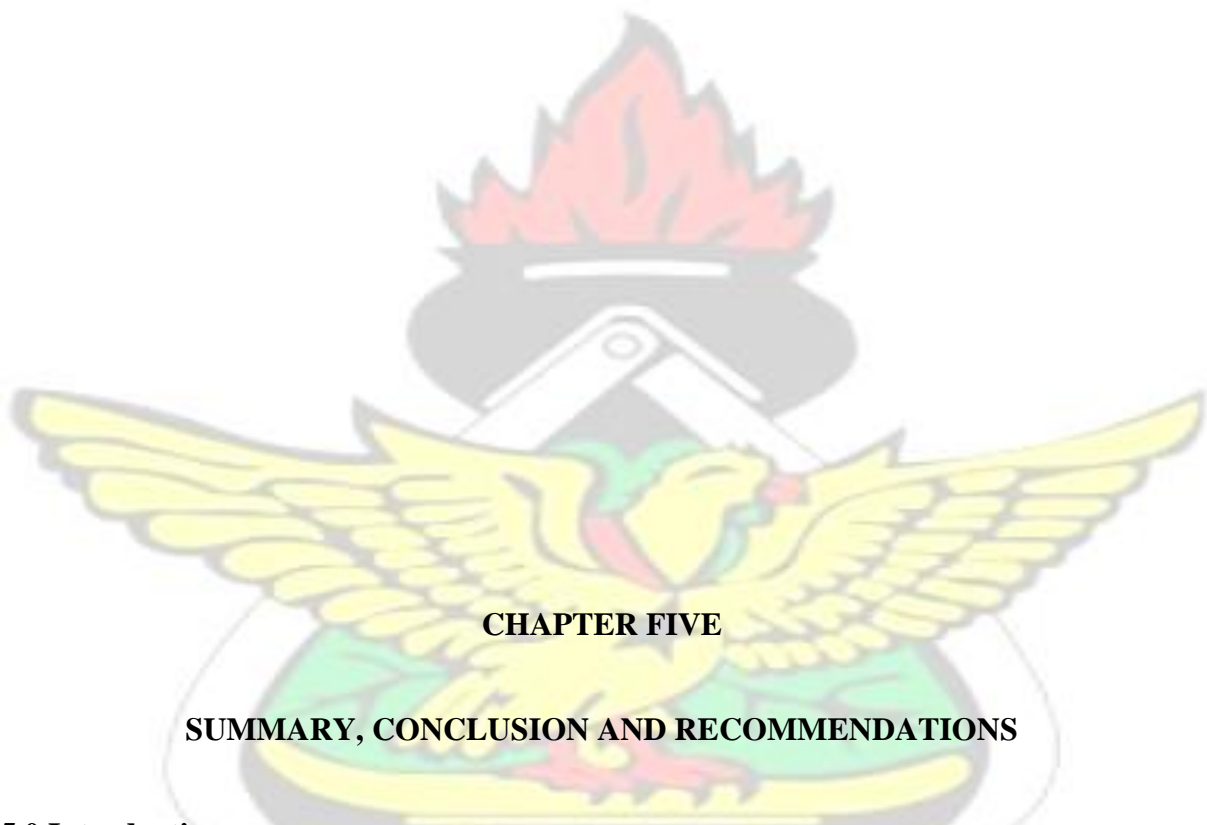
between peaceful school-community coexistence and academic performance, the Chi-square test for independence analysis results as depicted in Table 4.19 indicates a statistically significant relationship between some variables (indicators) used as a result of peaceful school-community relations such as community providing school with; students' desks/chair, stationary, classroom, teachers bungalow and teachers motivational package, computers against students' performance.

The study recorded X^2 scores of 12.948 and p-value of 0.341 for provision of a car/bus for schools by the community and students' performance. The $p\text{-value} > 0.05$ means that there is not statistical significance between community providing bus/car to schools and students' academic performance. The study revealed statistical significance for indicators such as; desks/chair ($X^2 = 10.543$, $p\text{-value} = 0.000$), stationary ($X^2 = 10.428$, $p\text{-value} = 0.001$), classroom ($X^2 = 8.721$, $p\text{-value} = 0.017$), teachers' bungalow ($X^2 = 10.105$, $p\text{-value} = 0.013$), teachers motivational package ($X^2 = 9.016$, $p\text{-value} = 0.028$) and computer ($X^2 = 9.894$, $p\text{-value} = 0.010$). The study implied that peaceful school-community relationship that leads to the community supporting the schools in terms of provision of items such as desks/chair, stationary, classroom, teachers bungalow and teachers motivational package, computers have significance influence on students' academic performance.

The study results were similar to previous studies that established that a good and effective school-community relationship enable schools to benefit from the community in the provision of teaching and learning materials that support effective learning and improve academic performance. A study by Asare (2015) emphasises on the importance of the community to support school authorities in providing text-books, and motivational for teachers in schools. In a similar matter Dimbisso (2009) noted that schools that have support from parents in providing teaching and learning materials are able to meet the school needs of the children. Hallet et al. (2009) also added that students' performance can be improved if they schools have necessary

logistic such as books, chairs, library, classroom and others support in the form of motivation for teachers from PTA. That students' academic performance is a shared responsibility between community members (parents) and school authority.

KNUST



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides summary of the major findings revealed by the study. It draws conclusions based on the results and offers some recommendations to improve upon school and community relationship. The study involved students, teachers and parents and opinion leaders. The data were collected mainly through the use of questionnaire with some few interviews administered to opinion leaders. The study looked at the existing relationship between Dunkwa Junior High Schools and the community and the factors that account for it, the relationship between students' academic performance and community-school coexistence, the prudent ways

of ensuring peaceful co-existence between the community and the school, the hindrances to peaceful co-existence between the school and the community.

5.1 Summary of findings

The study first looked the respondents' background. Concerning the students' age, the results of the study showed that most of the respondents (students) were between the age range of 14 years and 16 years. There were some students within the ages of 17 years and above. The study showed that majority of the respondents (students) had spent at least more than one year in the schools. Majority of the respondents (teachers) indicated that they have completed teacher-training colleges. As such most of the teachers in the schools were trained teachers. The study indicated that all the opinion leaders were educated. It was also found that majority of the teachers stay within the study area.

Investigating on the existing relationship between Junior High Schools and the community as well as the propelling factors, the study found that there exist a good relationship between the community and the selected schools. All the three categories of respondents; teachers, parent and opinion leaders and students agreed that there is a good relationship between the schools and community. Majority of the opinion leaders (90%), teachers, (66.7%) and students (63.1%) agreed that communities are involved in schools' activities compared to few of them who disagreed. It was found that there was a good relationship between the schools and the community in terms of the community involvement in the schools' activities. The study again showed that there was a good relationship between the schools and the community as most of the respondents within all the three categories agreed that the schools give out invitations to community members when they have programs that required community participation.

The teachers further confirmed the students' views by indicating that the schools invite the community to its programmes. It was found that most of the students and the teachers shared

similar views in respect to the fact that PTA meeting was the most common school programme that the schools constantly invite the community to participate.

According to respondents, the programmes that the schools invite community members to participate included; PTAs meeting; which was ranked first, speech and prize giving day was second most common programmes that the school invite the community to, followed by “my first day” at school and school anniversaries. The fact that schools invite the community to its programmes showed that there was good relationship between the school and community within the study area. The study results also showed that the schools within Dunkwa-On-Offin Municipality were involving the community in schools activities.

On the relationship between students’ academic performance and community-school coexistence, the study found that good school-community relationship yield five positive outcomes which include upgrades in school facilities, improved school leadership and staffing in school, a higher-quality learning program, new resources and programs to improve teaching and curriculum and new funding for after-school programs and family supports.

Positive school community relationship is a practice that offers communities opportunity to support schools and hold them accountable for student achievement. The study found that most of the respondents agreed that students’ academic performance could be affected by the school and community relationship. The study found that because the schools and community were having good relationship students’ performance in the schools were good. Most opinion leaders stated that children were not performing badly as compared to other academic results from other public schools. They however, indicated that there was room for improve in students’ performance

According to the respondents, school and community relationship has led to the institution of award during speech and prizes giving days which have all helped the students to take their studies serious as most students always wish to win a prize during these awards. Also, the effort

from teachers, parents and the students themselves has also helped in the improvement of students' performance. In view of the respondents' argument, school-community relationship has positive effects on students' academic performance in school.

The respondents noted that there is positive relationship between students' academic performance and school and community relationship because school- community relationship helps increase the teacher's morale, serves as motivation for teachers. It also makes teachers to put in more effort when parents show commitment to teachers' welfare. Aside this, students are well monitored at home and the school can meet some necessary and basic teaching and learning, material without relying on government through the help of the community. According to respondents, the factor that hinders peaceful co-existence between schools and community was truancy/children absenteeism. Others were sexual harassment of students by teachers. The third factor that account for conflict between the school and community was poor academic performance. Some of the respondents who felt that there was conflict between the school and community stated that unless the school and the community jointly work on areas such as truancy/child absenteeism, teacher absenteeism, disciplining students, sexual harassment of students by teachers and poor academic performance, the two entities will not be able to effectively exist together peacefully. It was argued that some community members will continue to have problems with school authorities and teachers until these concerns are addressed.

The study found that some of the ways to ensure peaceful co-existence between the school and community is by involving the community elders in decision making. The study further found that the respondents felt that parents should constantly visit the school to strengthen the relationship between the school and community. Some felt that if parents visit the schools, there will be peaceful co-existence between the schools and the community. Most of the respondents however, argued that respect between parents and teachers can bring about peaceful co-existence between the school and community. Other factors cited by respondents as ways to

ensure peaceful co-existence between school and community were; having a strong PTAs and SMC meetings and obey rules and regulations of the community.

5.2 Conclusion

The study results adequately satisfied its objectives. In the first place, the study concluded that there exists good relationship between selected junior high schools and the community at Dunkwa Municipality. It concluded that as part of good relationship between the schools and community, the community members participate in school programs anytime the school invite them such as “my first day at school”, “speech and prize giving day”, “PTA meetings”, “school anniversaries”. Aside these, the study concluded that the good relationship between the schools and community made it possible for the community to provide the schools with items such as Car/Bus, Students’ desks/chair, stationary, classroom, toilet facilities, teachers’ bungalow, teachers’ motivational package and students’ motivational package.

The study further concluded that effective school-community relationship led to improved students’ academic performance. The study concluded students are able to perform better when the schools and community co-exist peacefully. It concluded that through school and community relations both teachers and students are motivated hence it leads to improvement in students’ performance. It was also concluded that the relationship between the schools and community makes it possible for the schools to benefit from the community in terms of provision of teaching and learning materials for the school to aid in students’ performance. Although, there were a few factors that hindered peaceful co-existence between the school and community such as truancy/child absenteeism, sexual harassment of students by teachers and poor academic performance. The study concluded that these factors could be addressed by involving parents and opinion leaders in decision making of the schools to bring peaceful co-existence between the schools and community.

5.3 Recommendations

Based on the study findings, the following recommendations were offered; the study recommended that schools should always make it a point to involve parents and community members in all school programs which will require the input of community members. Aside, the school inviting the community, the community should invite the school to the community program. By so doing, the two entities will share strong bond and help each other in the training of the students.

The community should improve upon their level of participation in school programs. They should be represented through PTA to develop program for the school such that invitation from the school will not be seen coming from the school authorities but a joined program for the benefit of the school and community. The community should provide more items to the schools to support what the government does. The items the community previously provided should be improved. By so doing, the relationship between the schools and community will be improved and students' performance will also improve as the respondents indicated that improved relationship between the school and community have positive effects on students' performance.

There should be reciprocal respect between the teacher and community members. It was noted that disrespect between teachers and community members (parents) was one hindrance to peaceful co-existence between the school and community. On this, school and community members should respect each other to bring about peaceful co-existence between the community and schools.

Any levy that the school want the parent to pay; either printing fees or any other levy, community members should be part of the decision and the amount to be paid. Through this process the community members will feel part as the decision and will honour the decision they took part with the schools. The study recommended that parents should constantly visit the schools and knowledge the program line up of the schools. They should seek for information

from schools regarding their children performance and how best parents can help improve students' performance.

The study should have strong PTA and SMC. These two bodies should be central in every decision the school make and should be able to communicate the schools vision back to the large community members to support the school for better management and improved students' performance.

The researcher again recommended that the schools as well should obey rules and regulations of the community. The schools should be ready to take directives from the community leaders and should act according to the rules and regulations set by the community leaders like a ban on drumming.

5.4 Recommendation for further studies

The researcher recommended that further studies should look at the role of community in ensuring students' discipline in schools. Discipline among students is central in students' performance; hence, further researchers should look at how the community members aid school authorities in ensuring discipline among students.

REFERENCES

- Abbott, C. (2014). *Community involvement and students' academic achievement: A metaanalysis. Educational Psychology Review, 13* (1), 1-22.
- Abraham, N. & Ememe, M. (2012). *Effective school-community relations as a key performance indicator for the secondary school administrator in Aba South District, Nigeria.*
- Abu-Hilal, M. M. (2000). *A structural model of attitude towards school subjects, academic aspirations and achievement. Educational Psychology, 20*, 75-84.

- Abuseji, F. A. (2007). *Student and teacher related variables as determinants of secondary school students' academic achievement in chemistry*. *Journal Pendidikan*, 32, 3-18. Retrieved June 2, 2011 from <http://ppkumweb.ukm.my>
- Adam, H. M. & Agab, H. (2012). *Haematological and biochemical indices of Clarias gariepinus collected from River Nile, Sudan*. *Sudan Academy of Sciences Journal*, 2, 67-72.
- Adger, C. T. (2001). *Locating learning in In-Service Education for Pre-school Teachers*.
- Affrey, B. (2012). *The Public School Relation*. New York: Appleton Century Crafts.
- Agabi, O. G., Okorosaye-Orubite, A. K., Ezekiel-Hart, J. & Egbezor, D. E. (2005). *School and Society*. Port Harcourt: Davidstone Publishers.
- Ahuja, G. (2001). *Entrepreneurship in the large corporation: a longitudinal study of how established firms create breakthrough inventions*.
- Akinrotimi, M. K. (2016). *Reforming Teacher Education towards preparing an Effective Preservice Teacher*. *Journal of Education for Teaching*, 31(2), 99-110.
- Akinwande, M. B. & Okunola, M. A. (2015). *Impact of Lagos Eko Secondary Education Project on Academic Performance of Students in West Africa Senior School Certificate Examinations*.
- Aksu, M., Demir, C. E., Daloglu, A., Yildirim, S., & Kiraz, E. (2010). *Who are the future teachers in Turkey? Characteristics of entering student teachers*. *International Journal of Educational Development*, 30(1), 91-101.
- Al-Hassan, M. (2009). *The attitude achievement paradox among black adolescents*. *Sociology of Education*, 63, 44-61.
- Allen-Meares, P. Washington, R. O., & Welsh, B. L. (2000). *Social Work Services in Schools [3rd edn]*. Boston: Allyn & Beacon.
- Aminu, J. (2006). *Quality & Stress in Nigerian Education*. Zaria: University Press.
- Amoah, N. (2015). *Developing and sustaining students' interest in the classroom*. *Journal of Technical and Science Education*, 16(1&2), 138-144.
- Ampofo, E. T., & Osei-Owusu, B. (2015). *Determinants of Academic performance Among Senior High School [SHS] Students in The Ashanti Mampong Municipality of Ghana*. *European Journal of Research and Reflection in Educational Sciences*, 3[3], 34-48.
- Anamuah-Mensah, J., Asabere-Ameyaw, A. & Dennis, S. (2007). *Bridging the gap: linking school and the world of work in Ghana*. *Journal of Career and teaching Education*, 23(1), 133-152.
- Annunziata, D., Hogue, A., Faw, L. & Liddle, H. A. (2006). *Family functioning and school success in at-risk, inner-city adolescents*. *Journal of Youth and Adolescence*, 35, 105-113.

- Asare, N. A. (2015). *Perceptions, Attitudes and Institutional Factors That Influence Academic Performance of Visual Arts Students in Ghana's Senior High School Core Curriculum Subjects*. *Journal of Education and Practice*, 6(21), 39-49.
- Astin, A. W. (1984). *Student Involvement: A Developmental Theory for Higher Education*. *Journal of College Student Personnel*, 25(4), 297-308.
- Bakwai, B. A. L. A. (2013). *Assessment of the role of school community relationship in the development of secondary education in Zamfara state*. *Sokoto Educational Review*, 14(1), 55-62.
- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioural change*. *Psychological Review*, 84, 191-215.
- Bansal, M. (2015). *Sustainable Development in Higher Education Sector: A Gateway to Secure the Future. Cluster Analysis of Young Online Consumers in Indian Context*, 183.
- Barge, T. (2015). *Self-concept of ability and school achievement*. East Lansing: Office of Research and Publications, Michigan State University.
- Barnes, W. (2003). *Teachers' Participation in Community development Activities in Ghana*. Unpublished Dphil thesis, Brighton: University of Sussex.
- Barrett-Pugh, C., Anderson, K. & North, S. (2013). *The changing perspectives of librarians in the Better Beginnings family literacy program*. *The Australian Library Journal*, 62(3), 183-195
- Berg, B. L. (2004). *Qualitative Research methods for the Social Sciences [5th ed]*. Boston: Pearson Education Inc.
- Bergsten, M. C. (1998). *Infancy and early childhood: Opportunities and risks*. *Pennsylvania Partnerships for Children*, Harrisburg, Pennsylvania.
- Blanchflower, D., Freeman, R. (Eds) (1999). *Youth Employment and Joblessness in Advanced Countries*. Cambridge: National Bureau of Economic Research.
- Blanks, F. (2013). *Black children/white children: Competence, socialization and social structure*. New York: New York Free Press.
- Boakye, J. K., Agyeman-Duah, S. J. & Brew-Ward, M. (1997). *Causes of Dropout from Basic Education in Ghana*. Accra: Ministry of Education.
- Bornstein, M. H. (2001). *Parenting: Science and practice*. *Parenting*, 1(2), 1-4.
- Bilboa, A. T. & Mapp, K. L. (2001). *A new wave of evidence: The impact of school, family and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Bisoli, P. (2015). *Revitalizing education in Africa*. Ibadan: Stirling-Horden Publishers.

- Brandt, E. (2007). *Developing communities of practice within and outside higher education institutions. British Journal of Educational Technology*, 39(3), 433-442.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
- Burns, R. B. (2000). *Introduction to Research Methods (1st Ed.)*.
- Carlson, D. (2015). *Student neighbourhoods, schools and test score growth. Sociology of Education*, 88(1), 38-55
- Cary, J. Roseth, W. J., David, T. & Roger, J. (2008). *Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. Psychological Bulletin*, 134(2), 223-246.
- Case, A., Paxson, C. & Ableidinger, J. (2004). *Orphans in Africa: parental death, Poverty and school enrolment. Demography*, 41(3), 483-508.
- Chapman, M., Skinner, E. A. & Baltes, P. B. (1990). *Interpreting correlations between children's perceived control and cognitive performance: Control, agency or means-ends belief? Development Psychology*, 26(2), 246-253.
- Cochran, W. G. (2007). *Sampling techniques. John Wiley & Sons*.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education (5th Ed.)*. London: Routledge Falmer
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative & mixed methods approach (2nd Ed.)*. Thousand Oaks: Sage Publication
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative & mixed methods approach (6th Ed.)*. Los Angeles: Sage Publications
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative & Qualitative Research (5th Ed.)*.
- Darling-Harmond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence. Educational Policy Analysis Archives*, 8 (1), 34-67.
- Darling-Hammond, L. (2010). *Performance Counts: Assessment Systems That Support HighQuality Learning*. Council of Chief State School Officers.
- Davis, S. (2000). *Keeping facilities at Core of Education Plan. School Planning & Management*, 46 (4), 36-38.
- Dimbisso, T. S. (2009). *Understanding Female Students' Academic Performance: An Exploration of the Situation in South Nations Nationalities and Peoples Regional State-Ethiopia. Erasmus University*.
- Driessen, G., Smit, F. & Slegers, P. (2005). *Parental Involvement and Educational Achievement. British Educational Research Journal*, 31, 509-532.

- Eccles, J. S. & Harold, R. D. (1996). *Family involvement in children's and adolescents' schooling*. In Booth, A. & Dunn, F. D. (Eds.). *Family school links: How do they affect educational outcomes*, 3-34.
- Edwards, J. E. (2002). *The validation study of the Joseph self-concept scale for children*. *Dissertation abstracts international: The Sciences and Engineering*, 62.
- Ekwelem, V. O. (2011). *Achievement orientation in early adolescence: Development patterns and social correlates*. *Journal of Early Adolescence*, 11, 125-151.
- Emenalo, F. C. (2010). *The School and The Community in Anukam*, I. I., Okunamiri, I. O. & Ogbonna, R. N. O. *Basic Text in Education Management*. Owerri. Eeheeche Versatile.
- Engin-Demir, C. (2009). *Factors affecting the academic achievement of Turkish Urban Poor*. *International Journal of educational Development*, 29(1), 17-29.
- Epstein, J. L. (1995). *School/family/community partnerships: Caring for the children we share*. *Phi Delta Kappan*, 76(9), 701-712.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press: Central Avenue, Boulder.
- Epstein, J. L. (2002). *Taken from School, Family and Community Partnerships: Your Handbook for Action (2nd Ed.)*.
- Epstein, J. L. & Sheldon, S. B. (2002). *Improving Student Behavior and School Discipline with Family and Community Involvement*. *Journal of Education Research*.
- Ewa, C. J. (2015). *Effects of social media on the academic performance of university students in Nigeria: a study of the rivers state university of science and technology, Port Harcourt*.
- Fan, X. T. (2001). *Parental involvement and students' academic achievement: A growth modelling analysis*. *The Journal of Experimental Psychology*, 70, 27-61.
- Foeken, D. (2007). *The American achievement ideology as perceived by urban African American students*. *Urban Education*, 27 (2), 196-211.
- Free, S. A. (2014). *Support for parents of gifted and talented children in the western region of Melbourne*.
- Fuller, A. (2011). *Changing Spaces of Education: New perspectives in the nature of learning*. Routledge, London.
- Gestwicki, C. (2015). *Home, school, and community relations*. Cengage Learning.
- Gibbert, M., Ruigrok, W. & Wicki, B. (2008). *What passes as a rigorous case study? Strategic management journal*, 29(13), 1465-1474.

- Gital, M. A. (2009). *The Impact of School-Community Relationship on Primary Education (A Case Study of Some Selected Communities of Tafawa Balewa Local Government Area of Bauchi State)*. Unpublished PGDE Project. College of Education, Azare, Affiliated to the University of Maiduguri, Nigeria.
- Glen, S. (2000). *Problem-based Learning: A new model for a new context?* Basingstoke: Palgrave.
- Gonzalez-DeHass, A. R., Willems, P. P. & Holbein, M. F. (2005). *Examining the relationship between parental involvement and student motivation*. *Educational Psychology Review*, 17, 99-123.
- Gregg, P. & Machin, S. (1999). *Childhood Advantage and Success or Failure in labour Market*. Cambridge: National Bureau of economic Research.
- Gratz, H. (2006). *Families as partners in educational productivity*. *Phi Delta Kappan*, 65(6), 397-400.
- Haile, B. (2015). *Practices and Problems in Community Participation in Secondary Schools of Central Zone of Tigray*
- Hallet, M., Rossini, P. M. & Pascual-Leone, A. (2009). *Safety, ethical considerations and application guidelines for the use of transcranial magnetic stimulation in clinical practice and research*.
- Hall, R. F., & Chaw, R. F. (2007). *Family process mediators of the relation between SES and child outcomes*. Unpublished manuscript. University of Arkansas at Little Rock.
- Hammond, J. (2001). *Scaffolding: Teaching and Learning in language and literacy education*. Sydney: PETA
- Hassan, A. U. (2012). *Research progress and prospects of Saudi Arabia in global medical sciences*.
- Henderson, A. T. & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Hidden Curriculum (2014). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <http://edglossary.org/hidden-curriculum>
- Hill, N. E. (2001). *Parenting and academic socialization as they relate to school readiness: The roles of ethnicity and family income*. *Journal of Educational Psychology*, 93, 686697.
- Hogue, R. J. (2012). *Considerations for a Professional Development Program to Support ipads in Higher Education Teaching*.

- Hong, S. & Ho, H. Z. (2005). *Direct and Indirect Longitudinal effects of parental involvement on student achievement: Second order latent growth modelling across ethnic groups*, *Journal of Educational Psychology*, 97, 32-42
- Houston, C. (2017). *At-Risk Youths school-community collaborations focus on improving students' outcomes*. Washington D.C: United States General Accounting Office.
- Hughes, J. (2007). *The premature end of lifelong learning. The impact of policy discourse on older learners*.
- Hull, J. M. (2004). *Studies in Religion and Education*. Lewes: The Falmer Press
- Igwe, S. O. (2000). *Professional Handbook for Teachers*. Owerri: Milestone Pub.
- Ihebereme, C. L. (2008). *Teacher educational administrative in austere time: Problems and Prospects*, 67-73
- Jamil, F. & Khalid, R. (2016). *Predictors of Academic Achievement in Primary School Students*. *Pakistan Journal of Psychological Research*, 31(1).
- Janesick, J. R. (2007). *The relationship between community involvement and urban secondary school student achievement*. *Urban education*, 42, 82-110.
- Joubert, R. (2008). *Learner discipline in school*. Pretoria: CELP
- Kabene, S. M. (2006). *Essential of Research in Education (A Handbook for Students and Beginning Researchers in Education)*. Lagos: Text and Leisure Publishers
- Kahne, L. (2004). *The social construction of ability perceptions*. *Journal of Early Adolescence*, 11, 340-362.
- Karbach, J., Gottschling, J., Spengler, M., Hegewald, K. & Spinath, F. M. (2013). *Parental involvement and general cognitive ability as predictors of domain-specific academic achievement in early adolescence*. *Learning and Instruction*, 23, 43-51.
- Kareem, A. A. (2014). *Assessing the Effects of Professional Standing on Teachers' classroom Practices In High Schools in Osun State, Nigeria*.
- Kelso, G. L. (2014). *The effect of brain gym on academic achievement for children with developmental disabilities*. *Journal of Special Education*, 29(2).
- King, K. & Martin, C. (2002). *The vocational school fallacy revisited: education, aspiration and work in Ghana 1959–2000*. *International journal o*
- Kirloy, J. (2009). *Savage inequalities: Children in America's schools*. New York: Harper Perennial.
- Kretzmann, J. & Mcknight, J. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*.

- Leithwood, K., Seashore Louis, K., Anderson, S. & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning*.
- Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Lind, J. & Cresswell, W. (2005). *Determining the fitness consequences of ant predation behavior*. *Behavioral Ecology*, 16(5), 945-956.
- Litow, L. (2003). *Classroom group-oriented contingencies*. *Journal of Applied Behavior Analysis*, 8(3), 341-347
- Macray, W. D. (1986). *Fundamentals in Educational Administration and Planning*.
- Madumere, S. C. (2004). *Social & Philosophical Aspects of Educational Planning*. Lagos: Vita Nasco Publishing Co
- Maguire, P. & Pitceathly, C. (2002). *Key communication skills and how to acquire them*. 325(7366), 697-700.
- Mahuta, M. G. (2007). *An Introduction to Sociological Foundation of Education*. Calabar: But-Bass Educational Books (BEB).
- Manuel, J. (2015). *Imaginative children's literature, educational drama and creative writing*. Norwood, South Australia: Australia Literacy Educators' Association
- Matsumoto, M. (2011). *Expectations and realities of education in post-conflict Sierra Leone: A reflection of society or a driver for peacebuilding*. *Education, Conflict and Development*. *Educational development*, 22(1), 5-26.
- Mgbodile, T. O. (2003). *Fundamentals in Educational Administration and Planning*. Nsukka: Magnet Publishing.
- Michigan State University (2002). *Report of the task force on integrating communities and schools*.
- Miller, R. (1991). *New Directions in Education: Selections from Holistic Education Review*. Brandon, VT: Holistic Education Press.
- Mingle, J. (2015). *Fire and Ice: Soot, Solidarity, and Survival on the Roof of the World*. Macmillan.
- Mintah, E. K. (2014). *Using group method of teaching to address the problem of large class size: an action research*. *International Journal of Learning & Development*, 4(2).
- Mishra, R. C. (2007). *History of education administration*. New Delhi: APH Publishing Corporation.
- Mitchell, C. & Sackney, L. (2000). *Profound improvement: Building Capacity for a learning Community*. Lisse, Netherlands: Swets & Zeitlinger

- Mitrofanova, Y. (2011). *Building Community-School Relations*. Retrieved 23rd September, 2014 from <http://lancaster.unl.edu/community/articles/communityschools.shtml>
- Mouly, G. J. (1970). *The science of educational research*.
- Mouton, J. (1996). *Understanding Social Research*. Hatfield: Van Schaik Publishers
- Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: African Centre for Technology Studies.
- Murad, H. W. (2015). *The structure of self-concept: The Marsh/Shavelson model*. *Journal of Educational Psychology*, 82 (4), 623-636.
- Myers, M. D. (2009). „*Qualitative Research in Business & Management*“. Sage, London
- Nakpodia, N. A. (2013). *Organisation and administration of education perspectives and practices in Nigeria*. Lagos: Festa Press
- Nasiru, M. A. (2008). *The Impact of School-Community Relationship on Primary Education in Azare Metropolis*. Unpublished PGDE Project. College of Education, Azare affiliated to the University of Maiduguri.
- Neuman, W. L. (2006). *Developing community nursing practices*.
- Neuman, W. L. (2006). *Social Research Methods: Qualitative & Quantitative Approaches (6th Ed.)*.
- Nickola, O. (2013). *Multiple dimensions of Community-School relations and their relations to behavioural and learning competencies for urban, low-income children*.
- Nieto, S. (2004). *Affirming diversity: The socio-political context of multicultural education (4th ed.)*. Boston: Pearson Education Inc.
- Nyakundi, M. (2013). *Educational Administration in Nigeria*. Port Harcourt: Pam Unique Publishers
- Ojo, O. (2008). *Community involvement and teacher perception of these in relationship to pupil achievement*. *Educational Studies*, 33, 172-192.
- Okorie, N. C. (2009). *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.
- Okubanjo, O. O. (2006). *The need for parental attention in primary school children's academic engagement*. *The Nigerian Educational Psychologist*. *Journal of the Nigerian Society for Educational Psychologist*, 4(2), 38-41
- Oparinde, F. O. & Oyewale, M. K. (2012). *Community-School relations and principles administrative effectiveness of secondary schools in Kwara State*. *Journal of Educational and Social Research*, 2(3), 271-273

- Oredein, O. (2016). *Effect of school variables on student academic performance in calabar municipal area of cross river state.*
- Owings, W. (2014). *Educational Foundations, Leadership and Organisational Behaviour in Education: Theory into Practice*
- Ozturgut, O. (2015). *Effective strategies in internalization of higher education in the United States. International Journal, 3(2), 29-39*
- Pawlas, G. E. (2005). *The administration guide to school community relation (2nd ed.). Library of Cataloging in Publication.* Retrieved 23rd August, 2014 from <http://books.google.ca/book?id>
- Parmer, S. M., Salisbury-Glennon, J., Shannon, D. & Struempfer, B. (2009). *School gardens: an experiential learning approach for a nutrition education program to increase fruit and vegetable knowledge, preference and consumption among second grade students. Journal of Nutrition Education and Behaviour, 41(3), 212-217*
- Paull, D. L., Scott, J., MacCallum, M. & Walker, J. B. (2015). *Where our children learn matters: A report on the Virginia school facilities impact study.*
- Pearson, S. (2010). *The Role of Special Educational Needs Coordinators: „To be or not to be“. The Psychology of Education Review, 34(2), 30-38*
- Peshawar, G. (2010). *Educational Management: A Practical Perspective.* Port-Harcourt: Rodi Printing.
- Petty, G. (2011). *The school class as a social system: Some of its functions in American society. Harvard Educational Review, 29, 297-318.*
- Ponder, S. (2010). *Effective schools: A review. Elementary School Journal, 83,427-50.*
- Quiocho, A. M. & Daoud, A. M. (2006, September). *Dispelling myths about Latino parent participation in schools. In The Educational Forum, 70 (3), 255-267).*
- Radd, T. (1993). *Creating a healthy classroom climate while facilitating behaviour change. A self-concept approach. Elementary School Guidance & Counselling, 31 (2), 153-18.*
- Rafiq, H. M. W., Fatima, T. & Khan, M. A. (2013). *Parental Involvement and academic achievement. A study on Secondary School Students of Labore, Pakistan*
- Rossi, S., Hallett, M., Rossini, P. M., Pascual-Leone, A. & Safety of TMS Consensus Group. (2009). *Safety, ethical considerations, and application guidelines for the use of transcranial magnetic stimulation in clinical practice and research. Clinical neurophysiology, 120(12), 2008-2039.*
- Rovai, A. P., Wighting, M. J. & Lucking, R. (2004). *The classroom and the school community inventory: Development, refinement and validation of a self-report measure for educational research.*

- Sa'ad, T. U. and Sadiq, A. M. (2014). "The Significance of School-Community Relationship on Education". In *Azare Journal of Education*: 8(1)
- Sanders, M. G. (2003). *Community Involvement in Schools*. *Elementary School Journal*.
- Sanders, M. G. (2012). *Building school-family-community partnerships in middle and high school*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sadker, M. P. (2005). *Teachers, Schools and Society (7th ed)*. Boston: McGraw Hill.
- Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M. & Cheraghi, M. A. (2014). *Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline*. *Journal of Medical Ethics and History of Medicine*, 7.
- Schneewind, S. (2006). *Community Schools and the State in Ming China*. Stanford: Stanford University Press.
- Sclafani, R. (1984). *Do black and white students look for the same characteristics in teachers?* *Journal of Negro Education*, 50 (1), 48-53.
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.
- Shafiqul, A. (2015). *Status of Teachers Education and Training Secondary Level of General Education in Bangladesh*. *American Journal of Educational Research*, 4(12), 907913.
- Shann, B. (1999). *Afro-American cognitive style*. *Review of Educational Research*, 52, 21944.
- Shannon, D. M. (2000). *Using SPSS (R) To Solve Statistical Problems: A Self-Instruction Guide*. Prentice-Hall, Inc., One Lake St., Upper Saddle River, NJ 07458.
- Sharrat, L. & Fullan, M. (2012). *Putting faces on the data: What great leaders do!* Thousand Oaks, CA: Corwin Press.
- Sheldon, S. B. (2003). *Linking School-Community partnership in urban elementary schools to student achievement on state test*. *The Urban Review*, 35, 149-165.
- Shiau, A. (1999). *Community Participation in Education: Challenges and Prospects in Nigeria*. Retrieved 23rd September, 2014 from <http://challengenigeria.com.ngcommunity-participation-in-education-challenges-and-prospects-in-nigeria>
- Shumaker, L. (2016). *Self-concept: The interplay of theory and methods*. *Journal of Educational Psychology*, 74(1), 3-17.
- Sidhu, N. S. (2007). *Taxonomy of educational objectives: Volume II. The affective domain*.
- Sigsworth, A. (1997). *The small rural primary school a matter of quality*. Lewes: The Falmer Press.

- Singer, B. H. (2008). *Know thyself and become what you are: A cudaimonic approach to psychological well-being*. *Journal of Happiness Studies*, 9, 13-19
- Tinto, V. (1997). *Classrooms as Communities: Exploring the educational character of student persistence*. *Journal of Higher Education*, 68(6), 599-623
- Tongco, M. D. C. (2007). *Purposive sampling as a tool for informant selection*.
- Twumasi, P. A. (1986). *Social research in rural communities: the problems of fieldwork in Ghana*. Accra: Ghana Universities Press.
- Umara, O. (2011). *Education and national development in Nigeria*.
- United Nations for Education Scientific and Cultural Organisation (2015). *Education for All 2000-2015. Achievements and challenges*.
- Vogl, G. J. (2002). *Information Technology, Science and Education for a Better World*.
- Wahba, M. (2012). *The need for reproductive health education in Egypt*.
- Wang, J. & Wildman, L. (1995). *An empirical examination of the effects of family commitment in education on student's achievement in seventh grade science*. *Journal of Research on Science Teaching*, 32, 833-837.
- Wang, M. C. & Boyd, W. L. (2000). *Improving results for children and families: Linking collaborative services with school uniform*. Greenwich, Connecticut: Information Age Publishing.
- Warren, E. (2016). *Enhancing Teaching Practice in Higher Education*.
- West African Examination Council (2015). *Release of provisional Results for the June 2015 Basic Education Certificate Examinations*. Retrieved Sept 15, 2016, from <http://www.ghana.gov.gh/index.php/news/general-news>.
- Wighting, M. J. (2006). *Child Training and Personality: A cross Cultural Study*. New Haven and London: Yale University Press.
- Williams, K. C. & Williams, C. C. (2011). *Five key ingredients for improving student motivation*. *Research in Higher Education Journal*, 12, 1.
- Winslow, M. (2014). *Fourth graders Shed Light on Emergency Safety for seniors*.
- Wynn, L. (2002). *School readiness: Starting your child off right*. Raleigh, NC: North Carolina Partnership for Children.
- Yin, R. K. (2003). *Case Study Research: Design and Methods (3rd Ed.)*. Thousand Oaks: Sage Publication.
- Zainul-Deen, B. D. (2011). *An assessment of Ghana's policy on quality education in the public Senior High Schools: a case study of Ahafo Ano North and South Districts (Doctoral*

KNUST

APPENDIX A

QUESTIONNAIRE ON SCHOOL-COMMUNITY RELATIONSHIP HEADTEACHERS AND TEACHERS

I am postgraduate student from the Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology (KNUST). This questionnaire is for a research being conducted in partial fulfillment of the award of degree in Master Degree

Sociology. The study is on “Assessing School-Community Relationship and Its Effects on the Academic Performance of Junior High Schools at Dunkwa-On-Offin Municipality”. As an academic research, the information to be provided is mainly intended to help gain more and better understanding about the issues involved in this questionnaire. The researcher intends to provide absolute confidentiality and anonymity to information gathered and no any other person or group of persons will be privy to the information you have provided. Please give only one response to each question, except only when the question requires multiple answers.

Honesty is requested in all responses. Your co-operation is well appreciated. Thank you.

Section A: Background information of Respondents

1. Sex:

(a) Male (b)

Female

2. Age Category

(a) 30 and below years

(b) 31-35

- (c) 36-40 []
- (d) 41-45 []
- (e) 46-50 []
- (f) 51 and above []

KNUST

3. Marital Status:

- (a) Single []
- (b) Married [] (c) Divorce []

4. What is your status in the school?

- (a) Teacher []
- (b) Headmaster/mistress []

5. Level of Education:

- (a) Diploma []
- (b) High National Diploma [] (c) Degree (d) Masters []

6. Residential Area:

- (a) Dunkwa Township []
- [b] Outskirt of Dunkwa []

SECTION B: Existing Relationship between Junior High School and the Community and the Propelling factors

1. How many junior high schools are in this community? [Number]

.....

2. What type of institution is your school?

- (a) Public
- (b) Private

3. Who established this school?

- (a) Government
- (b) Community
- (c) Individual

(d) Mission

4. How long have you been in this school? (Years)

.....

5. How long has this school been in existence? (Years)

.....

4 Does the community get involved in the activities of the school?

(a) Yes []

(b) No []

5. State the types of activities of the school in which the community gets involved (in order of importance)

(a).....

(b).....

(c).....

(d).....

6. How would you describe the relationship between your school and this community?

.....
.....
.....

7. Has this school executed any program(s) in which the community was invited?

(a) Yes

(b) No

If yes, state the program

.....

If no, why is it that the community does not involve in the school program?

.....

8 During which of the following occasions organized by this school is the community formally invited? (You can tick more than one)

(a) My First day at School []

(b) Speech and Prize Giving Day []

(c) PTA Meetings []

(d) School Anniversaries []

9. How often does this school invite the community to its activities?

- (a) Not at all []
- (b) Sometimes []
- (c) Regular []
- (d) Very often []

10. Do the community members pay regular check-up visit to school?

- (a) Yes []
- (b) No []

11. Has this community executed any program in which the school was invited?

- (a) Yes
- (b) No

Please, give reasons for your answer

.....

.....

13. Has the community provided any of the following to the school before? Indicate yes or no

| Items | Yes | No |
|---|-----|----|
| Car/Bus | | |
| Students' desks/chair | | |
| Stationary | | |
| Classrooms block | | |
| Toilet | | |
| Teachers bungalow | | |
| Teachers motivational package (cash, motor bike, etc.) | | |
| Students motivational package (prizes, computer, books, etc.) | | |

14. During which of the following occasions organized by this community is the school formally invited?

- (a) Funerals []
- (b) Durbars []
- (c) Communal labor [] (d) Kingship installation []

15. What measures have the community put in place to boost teachers' morale?

.....

.....
.....
16. What motivational packages have the community put in place to encourage students to perform well?
.....
.....

17. How is these schemes sustained?
.....
.....

18. Have students from this school benefited from any such package? (a) Yes

(b) No

If yes, since when

19. How many students have benefitted from assistance (scholarship) provided by the community?

(a) 0-5 []

(b) 6-10 []

(c) 11-15 []

(d) 16-20 []

(e) Beyond 20 students []

20. How will you describe the relationship between this community and your school?
.....
.....

SECTION C: The Relationship between Students' Academic Performance and Community-School Co-Existence

21. How do you rank the academic performance of this students?

(a) Poor []

(b) Moderate []

(c) Good []

(d) Very good []

(e) Excellent []

22. What had contributed to the performance of the students (in order of importance)?
.....

.....
23. State how the community has been contributing to the progress of the school

.....
.....

24. Does school-community relationship have any effect on academic performance of students?

(a) Yes

(b) No

Please, give reasons for your answer

.....
.....

26. To what extent will this relationship between the school and this community affect students' academic performance?

.....
.....

SECTION D: Challenges confronting Peaceful Co-Existence between the School and the Community

22. Has there been any conflict between the community and the school that you know?

(a) Yes []

(b) No []

Please, give reasons for your answer

.....
.....

23. How would you classify the relationship between the school and the community?

(a) Less cordial []

(b) Cordial []

(c) Sour []

24. What accounted for your answer in question 23?

.....
.....
.....

25. Has any effort been made to improve the existing relationship between the two parties?

(a) Yes

(b) No

Briefly explain your answer.

.....

26. Which of the following is/are the major cause of conflict between the school and the community? [You may tick more than one]

| Items | Yes | No |
|--|-----|----|
| Truancy/child absenteeism | | |
| Teacher absenteeism | | |
| Sexual harassment of students by teachers | | |
| Poor academic performance | | |
| Teachers sending students to work for them | | |
| Disciplining students | | |

29. How would you describe the effort in attempting to address the conflict?

(a) Less difficult

(b) Difficult

(c) Very difficult

SECTION E: Prudent Ways of Ensuring Peaceful Co-Existence between the Community and the School

30. Briefly state how peaceful coexistence can be ensured between the school and the community

.....

31. Do you agree with the statement that peaceful co-existence between your school and the community would lead to improved students' academic performance?

(a) Yes

(b) No

32. Give reasons for your answer

.....
.....
.....

KNUST



APPENDIX B

QUESTIONNAIRE FOR STUDENTS

I am postgraduate student from the Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology (KNUST). This questionnaire is for a research being conducted in partial fulfillment of the award of degree in Master Degree Sociology. The study is on “Assessing School-Community Relationship and Its Effects on the Academic Performance of Junior High Schools at Dunkwa-On- Offin Municipality”. As an academic research, the information to be provided is mainly intended to help gain more and better understanding about the issues involved in this questionnaire. The researcher intends to provide absolute confidentiality and anonymity to information gathered and no any other person or group of persons will be privy to the information you have provided. Please give only one response to each question, except only when the question requires multiple answers. Honesty is requested in all responses. Your co-operation is well appreciated. Thank you.

Section A: Background information of Respondents

1. Sex:

- (a) Male (b)
Female

2. Age Category

- (a) Less than 10 years
(b) 10-15
(c) 16-20 (d) 20 and above

3. Class

- (a) JHS 1
(b) JHS 2
(c) JHS 3

SECTION B: Existing Relationship between Junior High School and the Community and the Propelling factors

4. Does this community get involved in the activities of the school?

(c) Yes [] (d)

No []

5. Has your school organized any program(s) in which the community was invited?

(a) Yes

(b) No

If yes, what was the program?

.....

6. During which of the following occasions organized by this school is the community formally invited? (You can tick more than one)

(a) My First day at School []

(b) Speech and Prize Giving Day []

(c) PTA meetings []

(d) School Anniversaries []

7. Do the community members pay regular check up visit to school?

(a) Yes []

(b) No []

8. Has this community executed any program in which the school was invited?

(a) Yes

(b) No

If yes, can you mention the program?

.....

9. Has the community provided any of the following to the school before? Indicate yes or no

| Items | Yes | No |
|-----------------------|-----|----|
| Car/Bus | | |
| Students' desks/chair | | |
| Stationary | | |
| Classroom | | |
| Toilet | | |
| Teachers bungalow | | |

| | | |
|-------------------------------|--|--|
| Teachers motivational package | | |
| Students motivational package | | |

10. Have students from this school benefited from any scholarship package by the community?

(a) Yes (b) No

No

If yes, indicated:

11. How many students have benefitted from assistance (scholarship) provided by the community?

(a) 0-5 []

(b) 6-10 []

(c) 11-15 []

(d) 16-20 []

(e) Beyond 20 students []

SECTION C: The Relationship between Students' Academic Performance and Community-School Co-Existence

12. How do you rank the academic performance of students in your school?

(a) Poor []

(b) Moderate []

(c) Good []

(d) Very good []

(e) Excellent []

13. What has contributed to the performance of the students?

.....

14. Does school-community relationship have any effect on academic performance of students?

(a) Yes

(b) No

If explain your answer

.....

SECTION D: Challenges confronting Peaceful Co-Existence between the School and the Community

15. Which of these is the major cause of conflict between the school and the community? You may tick more than one

| Items | Yes | No |
|---|-----|----|
| Truancy/child absenteeism | | |
| Teacher absenteeism | | |
| Disciplining students | | |
| Sexual harassment of students by teachers | | |
| Poor academic performance | | |

SECTION E: Prudent Ways of Ensuring Peaceful Co-Existence between the Community and the School

16. Briefly, state how peaceful coexistence can be ensured between the school and the community

.....

.....

17. Do you agree with the statement that peaceful co-existence between your school and the community would lead to improved students' academic performance?

- (a) Yes
- (b) No

Please, give reasons for your answer

.....

.....

.....

APPENDIX C

STRUCTURED INTERVIEW GUIDE FOR OPINION LEADERS

I am postgraduate student from the Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology (KNUST). This interview guide is for a research being conducted in partial fulfillment of the award of degree in Master Degree Sociology. The study is on “Assessing School-Community Relationship and Its Effects on the Academic Performance of Junior High Schools at Dunkwa-On- Offin Municipality”. As an academic research, the information to be provided is mainly intended to help gain more and better understanding about the issues involved in this interview guide. The researcher intends to provide absolute confidentiality and anonymity to information gathered and no any other person or group of persons will be privy to the information you have provided. Please give only one response to each question, except only when the question requires multiple answers. Honesty is requested in all responses. Your co-operation is well appreciated. Thank you.

SECTION ‘A’ SOCIO-DEMOGRAPHICS INFORMATION

- Educational background.....
- Residence
- Number of children.....
- Number of children in school.....

SECTION B: Existing Relationship between Junior High School and the Community and the Propelling factors

- 1 How many junior high schools are this community?
.....
- 2. Are you aware of any program organized by the school(s)?
Explain your answer in question 2
.....
.....

3. Have you been invited by the school(s) to any of its functions before?

Explain your answer in question 3

4. How would you describe the relationship between the school(s) and this community?

SECTION C: The Relationship between Students' Academic Performance and Community-School Co-Existence

5. Do teachers seek opinions from community leaders in school programs?

Explain

6. Does this community contribute to academic performance of student?

Explain.....

7. What should the community do to help improve the academic performance of students?

Explain.....

8. When students perform poorly academically, whom does the community hold responsible?

Briefly explain your answer.....

9 What do you think can contribute to the performance of students?

Explain

SECTION D: The Challenges confronting Peaceful Co-Existence between the School and the Community

10 Are students permitted by the schools' authorities to attend community-organized programs?

Explain.....

11. How would you describe the relationship between this community and school(s)?

.....

12. Do you remember any conflict between the school and the community?

Explain.....

13. What can bring about conflict between the school and the community?

.....

14. Explain how the relationship that exists between the community and schools be improved?

.....
.....

SECTION E: The Prudent Ways of Ensuring Peaceful Co-Existence between the Community and the School

17. In what way can the relationship between the school and community be improved?

.....
.....

APPENDIX D:

Picture 4.7 Opinion leaders meeting regarding school performance in BECE



Source: field data, 2017

Picture 4.8 accommodation provided by opinion leaders to teachers



Source: field data, 2017



Picture 4.9 library facility provided by PTA



Source: field data, 2017

Picture 4.10 table and chairs provided by PTA to improve learning by students



Source: field data, 2017

Picture 4.11 computers provided by PTA



Source: field data, 2017

Picture 4.12 Culture display by students in the presence of community members



Source: field data, 2017

Picture 4.13 Students taking part in community cleaning exercise



Source: field data, 2017

KNUST



Picture 4.14 classroom block provided by PTA to the school



Source: field data, 2017