
SCHOOL-COMMUNITY RELATIONSHIP'S IMPACT ON CURRICULUM DELIVERY IN SENIOR SECONDARY SCHOOLS, KADUNA STATE, NIGERIA

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ABSTRACT

This study investigated the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State. The study was carried out to specifically determine the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State. A descriptive survey research was used for the study. The population of this study comprised of 357 principals and 7,997 teachers in senior secondary schools in Kaduna State. A sample size of 436 was sampled from the entire population using stratified sampling technique which consisted of 36 principal representing 10% of the population and 400 teachers representing 5% of the teachers' population. A 20 items structured questionnaire was developed using a 4-point scale (strongly agree, agree, strongly disagree, and disagree). Two experts in the rank of senior lecturer in the Department of Educational Foundations and Curriculum from Ahmadu Bello University, Zaria validated the instrument. The test-re-test method was used to ascertain the reliability of the questionnaire items which revealed a reliability coefficient of 0.81. The data collected was organized and analyzed, with the aid of SPSS package. The mean scores and standard deviations were used in answering the research questions. In testing the hypotheses, t-test was used at 0.5 alpha level of significance. Findings from the study revealed that school-community relationship contributed to effective curriculum delivery in senior secondary schools in Kaduna State; and that when schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly and stay in school longer. In view of the findings from this research, recommendations was made among others that the school should help the community understand why their involvement in curriculum delivery is so important to their children's school success. When improved, school-community relationship would become a strategy for the enhancement of academic quality and continuous improvement in the learning opportunities and experiences offered by schools.

Keywords: School, Community, Relationship, Effective Curriculum Delivery

INTRODUCTION

Every school is a unique community with its own identity and will be at a different stage in its evolution; some will be starting up while others will be evaluating where they are with a view to improving provision and practice. The purpose of a school-

community relationship is to improve the educational outcomes of students. School-community relationships provide an opportunity to maximise the attendance, engagement, and as a result, the effective curriculum delivery in secondary schools in Kaduna State. By working together, schools, parents and families can

increase their combined capacity to positively influence student outcomes. School-community relationships represent an important strategy to 'problem solve obstacles to student learning' frequently reported in secondary schools in Kaduna State. These reported obstacles include absences, school programme and 'meta-obstacles' such as absence of trust and lack of awareness of what was not understood by various parties involved in student's education.

The goal of any kind of activity that attempts to involve school-community relationship is to improve the curriculum delivery so that more children can learn better and are well prepared for the changing world. Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race (Mitsue, 1999). As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities. Education takes place not only in schools but also within families, communities, and society. Despite the various degree of responsibilities taken by each group, none can be the sole agent to take 100% responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children.

Schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society. Since each group plays a different role in contributing to children's education, there must be efforts to make a bridge between them in order to maximize the contributions. Curriculum delivery takes place most efficiently and effectively when these different groups

of people collaborate. The word "curriculum" comes from the Latin word "currere" which means "a course to be run". By this definition, curriculum signifies a course of studies followed by students in a teaching institution. It refers to a course or courses through which learning takes place. A curriculum is a "plan or programme of all experiences which the learner encounters under the direction of a school" (Tanner & Tanner, 1995:158 cited in Yusuf, 2012). According to Gatawa (1990) cited in Yusuf (2012), it is "the totality of the experiences of children for which schools are responsible".

The curriculum is a tool that describes the teaching, learning, and assessment materials available for each specific course of study. Through the curriculum, the citizens of a nation are made to ultimately develop an understanding and appreciation of knowledge, learning and interaction with education. The curriculum thus affects, effects and is affected somehow by the purposes, structures and contents of the wider society. It provides the education system with an opportunity to respond to the contextual requirements of the times. Apparently, the momentum of school-community relationship in education continued as schools wanted to better their school's environment and performance. This momentum of school-community relationships came as the result of poor schooling, poor academic achievement, and poor student conduct in and out of classroom settings. It was an understood belief that school-community relationships not only improved a child's morale, attitude, and academic achievement across all subject areas, but it also promoted better behaviour and social adjustment. Likewise, the relationship leads to the identification of problems, the study of feasibility, planning, implementation, and evaluation. In all these ways, school-community relationships helped children to grow up to become productive, responsible members of society. Therefore, in view of the above background, this paper investigates the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State.

REVIEW OF RELATED LITERATURE

It is good to note that, it is impossible to separate the school from the community. They are glued together and the aspirations of the community are the manifestations of the school system. The idea of making the community the best of the school and the school the best of the community represents a fruitful and essential extension of accepted educational thinking and practice. In order to nourish and invigorate democracy, community study and service; school education must be made essential. This movement is the most significant single development of its kind in our generation, and it seem destined to grow greatly with continuing sound experimentation at all school levels, in all teaching field, with all types of students, and in all community areas. The school-community relationship can make students appreciate the local and international relevance of what they learn in school while affording them the opportunity to apply school experience in context.

Furthermore, school-community relationship according Mitsue (1999) can contribute to curriculum delivery through various channels. These include: advocating enrolment and education benefits; boosting morale of school staff; raising money for schools; ensuring students' regular attendance and completion; constructing, repairing, and improving school facilities; contributing in labour, materials, land, and funds; recruiting and supporting teachers; monitoring and following up on teacher attendance and performance; forming village education committees to manage schools; actively attending school meetings to learn about children's learning progress and classroom behaviour; providing skill instruction and local culture information; helping children with studying; advocating and promoting girls' education; providing security for teachers by preparing adequate housing for them; identifying factors contributing to educational problems (low enrolment, and high repetition and dropout); and preparing children's readiness for schooling by providing them with

adequate nutrition and stimuli for their cognitive development. Therefore, the school-community relationship enhances effective school administration and proper curriculum delivery.

Curriculum according to Yusuf (2012) is all the programmes, activities, events and experiences that take place in the school, including the interactions, materials and environment through which children learn. On the other hand, curriculum delivery is understood to mean the ways by which a curriculum enables learners to achieve their learning goals (Sheppard, 2010). Curriculum delivery is part of dynamic interrelationship with curriculum design and as such can be seen as a component of a curriculum development lifecycle. Within this process, delivery is the point at which learners interact with the designed curriculum. Therefore, effective school administration and proper curriculum delivery can only be achieved by providing cordial relationship between the schools and the community.

Relationships, whether positive or negative in nature, have proven to have profound effects on quality of life. Landsford, Antonucci, Akiyama and Takahashi (2005) found that well-being is directly tied to personal relationships. School-community relationship correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly and stay in school longer. Researchers (National Education Association, 2008) cite school-community relationship as a key to addressing the school dropout crisis and note that strong school-community relationships foster higher educational aspirations among students. Thus, school-community relationship itself is not a goal in curriculum delivery, nor a panacea to solve complicated issues contributing to poor educational quality, but it is a process that facilitates the realization of improving educational quality and the promotion of curriculum delivery in schools.

Theoretical Framework

This study is based on the theoretical framework derived from Epstein, Sanders, Simon, Salinas, Jansorn and Van Voorhis (2002) model of parental involvement. Epstein et al., (2002) define parenting in six facets: parenting, communicating, volunteering, learning at home, decision making, and collaborating.

1. Parenting skills to assist parents with understanding their children's learning needs, and helping teachers understand family needs;
2. Communication that allows for two-way, open communication between the school and community;
3. Volunteering that recognizes community talents and contributions both in and for the school;
4. Learning at home strategies that engage the family (community) with their children's school work;
5. Decision making that includes community as key stakeholders in making decisions that will impact student learning; and
6. Collaborating with the community to create mutual benefit by sharing resources and contributing to both school and community goals.

Parenting included the basic responsibilities of families, such as providing housing, health care, nutrition, clothing, and safety, as well as creating home conditions that support children's learning (e.g., purchasing necessary books and other school supply or providing a place to study). Parenting also implied that parents were warm and responsive to their children, communicated with them, and supported their development. The second most important factor in any relationship was communication. This type of involvement concerned the basic responsibilities of schools, including establishing two-way communication between family and school. Williams, Williams and Ullman (2002) note that communication

between schools and parents remained a positive step in the right direction. Uzoechina and Obidike (2007) add that communication involving sharing information, empowering community, dismantling barriers to understanding and cooperation, and recognizing community strengths, priorities, and perspectives is fundamental to building strong relationships between the community and the school. Communication provides opportunities for the exchange of information where vital and must be consistently utilized for meaningful involvement to occur among parents, teachers, and administrators.

Objectives of the Study

This study was carried out with the objectives to:

1. Find out the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State.
2. Determine the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State.

Research Questions

This study was guided by the following research questions.

1. What impact does school-community relationship have on effective curriculum delivery in senior secondary schools in Kaduna State?
2. What is the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State?

Hypotheses

The following null hypotheses was tested for the study.

1. There is no significant difference in the opinions of principals and teachers on the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State.
2. There is no significant difference in the opinions of principals and teachers on the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State.

RESEARCH METHODOLOGY

A descriptive survey research was used for this study. This research design was considered appropriate for this study because it is characterized by the selection of sample from a large and small population in order to obtain empirical knowledge of contemporary issue. The population of this study comprised of three hundred and fifty-seven (357) principals and seven thousand nine hundred and ninety seven (7,997) teachers in senior secondary schools in Kaduna State. A sample size of four hundred and thirty six (436) was sampled from the entire population using stratified sampling technique which consisted of thirty six (36) principal representing 10% of the population and four hundred (400) teachers representing 5% of the teachers' population.

The researchers constructed a questionnaire titled "School-community Relationship and Effective Curriculum Delivery". The questionnaire had two parts. Part A contained the bio-data information of the respondents, while part B comprised 20 items structured in line with the research questions and hypotheses. All the 20 items were structured on a 4-point scale of strongly agree, agree, strongly disagree, and disagree. An open-ended structured interview was also used to elicit respondents opinions on school-community relationship. The interview schedule comprised five core questions on school-community relationship as it affect effective curriculum delivery in senior secondary schools in Kaduna State. Two experts in the rank of senior lecturer in the Department of Educational Foundations and Curriculum from Ahmadu Bello University, Zaria validated the instrument. They made some corrections which were effected in the final copy of the instrument. The test-re-test method was used to ascertain the reliability of the questionnaire items. This involved administering the copies of the questionnaire on ten principals and twenty teachers which were not included in the final samples for the study. After two weeks, the same questionnaire was re-administered on the same respondents. The Spearman Brown's formula was used to correlate the two sets of scores which revealed a reliability coefficient of 0.81 and considered reliable for use in the study.

The researchers with the aid of three specially trained research assistants distributed the questionnaire to the principals and teachers in their respective schools. They also retrieved the questionnaire copies after the principals and teachers had correctly filled them. The distribution and collection lasted for one week, at the end of which all the four hundred and thirty six (436) copies equivalent to (100%) were retrieved back. The data collected was coded, organized and analyzed, with the aid of SPSS computer programme. The mean scores and standard deviations were used in answering the research

questions. In testing the hypotheses, t-test was used at 0.5 alpha level of significance. The t-test was used to compare the opinions of principals and teachers in order to determine the presence or absence of significant difference that exists in their response mean scores.

RESULTS AND DISCUSSION

The results of the study are presented in Tables using frequency, percentages, mean scores, standard deviation and the decision rule. A brief summary of results is presented after each table.

Table 1: Classification of the respondents by Status

Respondents	Frequency	Percentage (%)
Principal	36	8.3
Teachers	400	91.7
Total	436	100

Table 1 presents the classification of the respondents by status where 36 or 8.3% of the respondents are principals, while 400 or 91.7% are teachers.

Opinions of principals and teachers were gathered and analysed using mean and standard deviation in respect of research question one. The summary of the descriptive analysis is presented in Table 2.

Research Question One: What impact does school-community relationship have on effective curriculum delivery in senior secondary schools in Kaduna State?

Table 2: Descriptive analysis on the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State

Respondents	N	Mean	SD	Std. Error Mean
Principal	36	35.13	10.874	.973
Teachers	400	20.59	7.612	1.491

Table 2 shows the mean scores of 35.13 with the standard deviation of 10.874 and standard error mean of .973 for the principals while teachers has the mean scores of 20.59 with the standard deviation of 7.612 and standard error mean of 1.491. This result confirms the fact that school-community relationships have impact on effective curriculum delivery in senior secondary schools in Kaduna State.

outcomes of students in senior secondary schools in Kaduna State?

Opinions of principals and teachers were gathered and analysed using mean and standard deviation in respect of research question two. The summary of the descriptive analysis is presented in Table 3.

Research Question Two: What is the impact of school-community relationship on educational

Table 3: Descriptive analysis on the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State

<i>Respondents</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Std. Error Mean</i>
Principal	36	32.19	9.115	.049
Teachers	400	34.68	9.299	.191

Table 3 shows the mean scores of 32.19 with the standard deviation of 9.115 and standard error mean of .049 for the principals while teachers has the mean scores of 34.68 with the standard deviation of 9.299 and standard error mean of .191. The implication of this result is that school-community relationships have impact on educational outcomes of students in senior secondary schools in Kaduna State.

Hypothesis One. There is no significant difference in the opinions of principals and teachers on the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State

Table 4: Independent sample t-test showing differences in the opinions of principals and teachers on the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State

<i>Respondent</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Df</i>	<i>r</i>	<i>t-cal</i>	<i>t-crit</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
Principals	36	35.13	10.874	434	0.05	-4.88	1.62	.003	Rejected
Teachers	400	20.59	7.612						

Source: Field Study, 2016.

Table 4 revealed the result of independent sample t-test statistics and the mean of 35.13 with the standard deviation of 10.874 for the principals and the mean of 20.59 with the standard deviation of 7.612 for the teachers. The observed t-value is -4.88, while the p-value is 0.003 ($P < 0.005$). The null-hypothesis is thus rejected because there was a significant difference in the opinions of principals and teachers on the impact of school-community relationship on effective curriculum delivery in senior secondary schools in

Kaduna State. The implication is that school-community relationship contributed to effective curriculum delivery in senior secondary schools in Kaduna State.

Hypothesis Two: There is no significant difference in the opinions of principals and teachers on the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State.

Table 5: Independent sample t-test showing differences in the opinions of principals and teachers on the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State

<i>Respondent</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Df</i>	<i>r</i>	<i>t-cal</i>	<i>t-crit</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
Principals	36	32.19	9.115	434	0.05	-.911	1.62	.001	Rejected
Teachers	400	34.68	9.299						

Table 5 revealed the result of independent sample t-test statistics and the mean of 32.19 with the standard deviation of 9.115 for the principals and the mean of 34.68 with the standard deviation of 9.299 for the teachers. The observed t-value is -.911, while the p-value is 0.001 (P<0.005). The null-hypothesis is thus rejected because there was a significant difference in the opinions of principals and teachers on the impact

of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State. The implication of this result is that, when schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly and stay in school longer.

Table 6: Descriptive analysis on the interview conducted for principals and teachers on school-community relationship

<i>S/N</i>	<i>Interview Items</i>	<i>Response and Percentage</i>		
		<i>Agree</i>	<i>Not for/Against</i>	<i>Disagree</i>
1.	Do you believe that school-community relationship build consistent and effective communication between the home and the school?	7 (70%)	1 (10%)	2 (20%)
2.	Do you think that community actively contribute to effective teaching of students as expected by the school?	3 (30%)	2 (20%)	5 (50%)
3.	In your own view, would you say by working together, schools, parents and families can increase their combined capacity to positively influence student outcomes?	9 (90%)	0	1 (10%)
4.	How would you describe the community role in curriculum delivery through the Parents-Teachers' Association? Are there any areas for improvement?	5 (50%)	4 (40%)	1 (10%)
5.	Do you think as a result of school-community relationship, parents are positively engaged in their children's education and develop skills to use at home that support their children's academic efforts at school?	8 (80%)	0	2 (20%)

Source: Field Study, 2016.

The descriptive analysis on table 6 revealed the opinions of principals and teachers on the impact

of school-community relationship on educational outcomes of students in senior secondary schools in

Kaduna State. A total of three (3) principals and seven (7) were interviewed. On the first item, 7 of the respondents believed that school-community relationship build consistent and effective communication between the home and the school against only 1 respondent who was not for or against this item, while only 2 disagree with the item. On the second item, 3 of the respondents were of the opinion that community actively contributed to effective teaching of students as expected by the school against 2 that was not for or against this item while 5 of them disagree with this item. On the third item, the respondents were of the opinion that by working together, schools, parents and families can increase their combined capacity to positively influence student outcomes as 9 of them agree with this item against 1 that disagree. Also, on the fourth item, 5 of the respondents was of the opinion that there are areas for improvement in contrary to 4 who were not for or against, while only 1 of the respondent disagree with the item. The fifth item revealed that the respondents believed that as a result of school-community relationship, parents are positively engaged in their children's education and develop skills to use at home that support their children's academic efforts at school. Specifically, 8 of the respondent agree with this item while only 2 disagree with the item.

DISCUSSION OF FINDINGS

The first null-hypothesis tested for this paper was rejected because the p-value of 0.003 was less than the alpha level of significance of 0.005, which means that there was a significant difference in the opinions of principals and teachers on the impact of school-community relationship on effective curriculum delivery in senior secondary schools in Kaduna State. The implication is that, school-community relationship contributed to effective curriculum delivery in senior secondary schools in Kaduna State. This result was further confirmed by the finding of Mitsue (1999) who revealed that school-community relationship can contribute to curriculum

delivery through various channels such as contributing in labour, materials, land, funds, recruiting and supporting teachers.

The second hypothesis tested for this research was rejected because there was a significant difference in the opinions of principals and teachers on the impact of school-community relationship on educational outcomes of students in senior secondary schools in Kaduna State. This was as a result of the fact that the p-value of 0.001 was less than the alpha level of significance of 0.005. The implication of this result is that, when schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly and stay in school longer. This finding was in line with the assertion of National Education Association (2008) that, school-community relationship is a key to addressing the school dropout crisis and noted that strong school-community relationships foster higher educational aspirations among students.

CONCLUSION

The idea of making the community the best of the school and the school the best of the community represents a fruitful and essential extension of accepted educational thinking and practice. Hence, it is impossible to separate the school from the community because, they are glued together, and the aspirations of the community are the manifestations of the school system. School-community relationship itself is not a goal in curriculum delivery, nor a panacea to solve complicated issues contributing to poor educational quality, but it is a process that facilitates the realization of improving educational quality and the promotion of curriculum delivery in schools.

RECOMMENDATIONS

In view of the findings from this research, the following recommendations was made that:

1. The school should help the community understand why their involvement in

curriculum delivery is so important to their children's school success. When improved, school-community relationship would become a strategy for the enhancement of academic quality and continuous improvement in the learning opportunities and experiences offered by schools.

2. Relationship between the school and community should be strengthened in order to reduce the problems related to human, material and financial resources.
3. Schools should establish cordial relationship with the community so as to promote quality education and management framework that suit the needs of students and the community.
4. The community should be sensitized by principals and teachers on the need for their interest in schools' curriculum implementation and sponsoring schools' extracurricular activities.

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