

Developmental Achievement through school-community relationship

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Abstract

Every school is within the establishment of a community. There are some levels of relationship between the school and the community. These relationships leads to the success of both the school and the community. The study was conducted to explore the involvement of the school in the community the development of schools, and the impact the relationship makes on the school development. Correlation and descriptive research design were employed in the study. Simple random sampling technique was used to select 157 individuals which comprised of 5 Headmasters and Assistant Headmasters, 122 teachers and 30 PTA executives from 5 Senior High Schools in Sekyere-Kumawu District in the Ashanti region of Ghana. Correlation and regression analysis was used to analyse data obtained from questionnaire administered to the respondents examine the impact of the school-community relationship in school development. The study found out that, local authorities' involvement in school development was negatively correlated whilst PTA, local authorities and non-governmental organization impacted in the school development.

Keywords: School-community, Development, relationship, Involvement.

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I. INTRODUCTION

School as a social institution and agent of socialization need to have a good relationship with immediate and far communities. Symbiotic relationship always exists between the school and the community which lead to the success of the two. Bakwai, (2013), was of the view that school community relationship is a two-way symbiotic arrangement through which the school and community cooperate with each other for realization of goals of the community and vice versa. Therefore, a school is a mini society that needs a good relation with the community for it to function effectively. Cordial relationship between the school and community is a pre-requisite for achieving a meaningful educational objective in our community and nation at large (Gital, 2009)

Education is a social enterprise demanding efforts and contribution from all stakeholders, especially if it is to benefit the society. The issue of achieving development through school-community relationship has been the subject of many researchers for many years. Bakwai, (2013), was of the view that school community relationship is a realization of goals of the community and vice-versa. Therefore, a school is a semi society that needs a good relation with the community which makes it function effectively. On the other hand, the community also needs school for its survival and progress.

Ministry of Education (MOE), (2010), have view education as a social enterprise demanding efforts and contribution from all stakeholders, especially if it is to benefit the society. They further state that communities have played a vital role in the development and provision of education. Again, many of the basic schools in Ghana were originally initiated by communities, willingly recruited teachers, and provided places of learning for their children. As the schools progressed, they were absorbed into the public school system. The management and control of the schools then shifted to central government authorities and communities tend to be less involved. This centralization hinders the delivery system and had a reverse effect on the local community commitment and involvement in the development of Basic and Senior High Schools in the country, for example the Senior High Schools in Kumasi.

The issue of achieving development through school-community relationship has become a major problem. Community participation in school management has a great potential for nurturing transparency of information and culture of mutual obligation for jointly pursuing improvement of school development. Therefore, the relationship between schools-community involvements to achieve school development in the Sekyere-Kumawu District is off high interest.

This study sought to find answers to the following questions;

1. How is the school involvement in the community development in the Sekyere-Kumawu District in Kumasi?
2. How does the relationship between school-community have impact on school development in Sekyere-Kumawu District?

II. METHODS

The study adopted correlational and descriptive survey design. The design was chosen because it provided a means to contextually understand the relationship between the involvement of the school in the community and the development on the school. The total number of SHS schools in the Sekyere-Kumawu District was 5 with a population size of (P = 320) which included Headmaster, Assistant Headmasters, teachers, PTA executives and Local Authorities. The study population constitutes of 10 head s and deputy heads, 205 teachers, 55 Local Authorities and 50 PTA executives.

Table 1 Population Distribution of the Study Population

Schools	Head	Deputy head	Teachers	PTA executive	Local Authorities	TOTAL
Kumawu SHS	1	1	50	10	10	72
Dadiase SHS	1	1	40	10	12	64
Oyoko SHS	1	1	40	10	10	62
Bodomase SHS	1	1	45	10	13	70
Nkwanta SHS	1	1	30	10	10	52
TOTAL	5	5	205	50	55	320

The Cochran's formula for estimating sample size was used to estimate the required sample of 157 individuals which constitute 5 heads and deputy heads, 122 teachers and 30 PTA executives for the study. The study appreciated stratified sampling technique with proportional allocation to size in selecting a heterogeneous sample from the study. Simple random sampling technique was also applied in selecting from the various homogeneous groups of schools. These methods were used to help get a representative heterogeneous and an unbiased sample for the study.

The administration of the structured questionnaire was through direct interviews and self-administration by the Researcher. The questionnaire was structured in two sections, where section A constitute questions on socio-Demographic information of the respondents, Section B questions were directly on (level of school-community involvement in school development in the Sekyere-Kumawu District in Ashanti Region and Section B addresses issues on level of schools' development in Sekyere-Kumawu District, using the scale of (1 = Strongly Disagree, 2 = Disagree, 3 Agree, 4= Strongly Agree). As part of critical aspect of this study, testing the efficiency and reliability of the instruments used in this study, pilot survey was conducted to check the efficiency of the questionnaire and other tools used in this study especially at the pre-enumeration stage. 20 individuals were randomly selected from the study population and interviewed. The results from the pilot study proved the instruments as good and only few amendments were made especially to the questionnaire to give as a credible data for this study.

To explore school-community involvement in school development in the Sekyere- Kumawu District in the Ashanti Region. The study employed Regression and Correlation analyses as statistical tools for the data analysis.

III. RESULTS AND DISCUSSION

Table 2 How the schools Involves in Community Development

Schools Involvement	quest	Frequency	Percentage
Formulation of Committees in the Community for Planning on Developmental projects	1	32	30.2
Formulation of Community Developmental Projects	2	44	41.5
organization of any Educative Programme such as (Health Talks, Child Bearing, HIV/AIDS, Community Hygiene and Personal Hygiene)	3	16	15.1
Provision of Financial Resources for Developmental Projects	4	14	13.2
Extent Of Schools Involvement In Community Development		frequency	Percentage
Very Less Extent		36	34.0

Less Extent	40	37.7
High Extent	20	18.9
Very High Extent	10	9.4

The level of schools' involvement in community development was examined. Four areas of school involvement in community development were examined which include (Formulation of Committees in the Community for Planning on Developmental projects, Formulation of Community Developmental Projects, organization of any educative Programme such as Health Talks, Child Bearing, HIV/AIDS, Community Hygiene and Personal Hygiene and physical contribution for developmental project. The results show that the SHS schools on the other hand also involved in community development in the area of ; Formulation of Community Developmental Projects, followed by Formulation of Committees in the Community for Planning on Developmental projects , followed by organization of any Educative Programme such as Health Talks, Child Bearing, HIV/AIDS, Community Hygiene and Personal Hygiene and Provision of Financial Resources for Developmental Projects, in other of important as shown by Table 4.3.3 . The extent at which the SHS schools involved in development of their communities was also examined. The results indicated that the school's involvement in the community development is less extent, as shown in Table 4.

3.1 The Relationship between School-Community and School Development in Sekyere-Kumawu District

Table 3 Correlation between School-Community and School Development

Pearson's Correlation	School development	Community	PTA	Local Authorities	Non-government
School development	1				
Community	.147*	1			
PTA	.202**	.690**	1		
Local	-.092	.458**	-.081	1	
Non-government	.079	.646**	.046	.559**	1

The Relationship between School-Community and School Development in Sekyere- Kumawu District was measured. Pearson product moment correlation was computed between school community involvement and school development. The results were presented in Table 4.5.3 below. The results show that there is a significant positive correlation ($R = .147^*$, $P < 0.05$) between school-community and school development in the district. The members in the community who actually involve in school development were also analyzed. The results show that there is a significant positive correlation ($R = .202^{**}$, $p < 0.01$) between school development and PTA execute involvement. There is insignificant negative correlation ($R = -.092$, $p > 0.05$) between Local Authorities and school development. This is an insignificant positive correlation ($R = .079$) between non-governmental agencies involvement in school development. This correlation analysis shows that the members in the community who directly involve in School development in the district are the Parents Teachers' Association (PTA).

Table 4 The Impact of School-Community in School (SHS) Development in Sekyere-Kumawu district

ANOVA for Regression						
Model	Sum of Squares	df	Mean Square	F	Sig.	
Regression	121.787	3	40.596	4.105	.008 ^b	
Residual	1750.290	177	9.889			
Total	1872.077	180				
Coefficient of the Model						
	B	Std. E	Beta	t	Sig.	Tolerance VIF
(Constant)	46.505	3.134		14.839	.000	
PTA	.169	.069	.180	2.460	.015	.981 1.019
Local	-.248	.129	-.170	-1.919	.047	.676 1.480

Non-gov	.328	.174	.166	1.879	.062	.679	1.473
R = .255^a, R² = .065, Adj R² = .049, Std. Error = 3.14462, Durbin-Watson=1.902							

The impact of school-community in school (SHS) development in Sekyere-Kumawu District was examined using regression analysis. The first in table 7 show the impact of the community members who contribute to school development in the district. The independent variables (PTA, Local Authorities and Non-governmental organization involvement) were regressed on the dependent variable (School Development). The following relationship

(School Development = 46.505 + .169PTA - .248 Local + .328 Non-Governmental Organizations) was generated between the variables. The model shows that there is direct negative linear relationship between Local Authorities involvement in School development, but there is positive relationship between PTA, Non-Governmental Organizations and school development in the district. PTA, Local Authorities and Non-Governmental Organizations contributes 6.5% (R² = .065, P < 0.05) to School development. Among these independent variables, those which significantly contributes to school development is the PTA and the Local Authorities since their P-values (sig = 0.015 & .047, p < 0.05) were far less than alpha level of 5%. The ANOVA test result in table 4.5.1 indicates that the data fit the multiple regression analysis, since its p-value (Sig = 0.008) was far less than alpha level of 5%. The independent variables did not show any evidence of multi-collinearity, since their tolerance values were all less than even (.5) and Variance inflated factors (VIF) were above (0.2) acceptable limit for multi-collinearity diagnostics.

Table 5 Dependent Variable: School Performance

ANOVA for Regression					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	40.405	1	40.405	3.949	.048
Residual	1831.672	179	10.233		
Total	1872.077	180			

Coefficient of the Model					
Model	B	Std. Error	Beta	t	Sig.
(Constant)	43.765	3.712		11.789	.000
Community	.089	.045	.147	1.987	.048

R = .147^a, R² = .022, Adj R² = .016, Std. Error = 3.19888, Durbin-Watson=1.735

Again, in order to measure contribution of the community involvement in school development in the Sekyere Kumawu District, total community involvement was computed and regressed on School development. In this case Bivariate Linear Regression was used. The analysis shows that there is positive relationship between school-community and school development in the district. The relationship can be written as (**School development = 43.765 + .089Community**). Their relationship indicates that a unity increase in community involvement will increase school development by 8.9%. It could be seen that school community significantly contributes about 2.2% (R² = .022) to school development. Thus, the impact of school community to senior high schools' development is 2.2% significantly. The ANOVA test of the model fitness was significant, indicating that the relationship between variables is reliable

Table 6 Developmental Projects in Schools

Developmental Projects in Schools	Frequency	Percent
Class Room and Staff Common Room,	69	25.4
Construction Over Head Tank (water project)	81	29.3
Fencing of the School	34	12.3
Painting and Maintenance of School Block	39	14.1
Construction of KVIP	23	8.3
Purchasing of School Bus	10	3.6
Construction of both Boys and Girls Dormitory	20	7.2
Total	276	100

The study also identified various developmental projects of the school which came as results of the impact of the community in which the school was established. Table 4.5.5 and figure 4.5.5 show the results. The results show that several developmental projects that have been done in the Senior High Schools in the district with the help of the communities in which these schools were established. The top four developmental projects that had happened with the help of the schools' communities were;

- *(Class Room and Staff Common Room,*
- *Construction Over Head Tank (water project),*
- *Painting and Maintenance of School Block and*
- *Fencing of the School)*

IV. CONCLUSION

The results show that the community in which the Senior High Schools are established highly involve in school development in the following areas: Planning of Developmental Project, Construction of school projects, Provision Financial resources and School Management, since they had a mean score even above (mean = 3.0) indicating that they strongly agree that the communities involved in these areas of schools' development. In the same way we have seen this view is also supported by White Clark and Decker (1996) who argued by in most cases barriers to community participation in the school, lay with teachers and administrators than with parents. Writing earlier, Pellegrino (1973:6) noted that many educators want parental participation but they want it on their own term. This makes it difficult for parents to get involved in schools. A study carried out by Myeko (2000) on parental involvement in education in Hershel District, South Africa, reveals four factors that hinder parents from participating in education.

In the same way, the results show that the schools on the other hand also involve in community development by helping in the Formulation of Community Developmental Projects, followed by Formulation of Committees in the Community for Planning on Developmental projects, followed by organization of any Educative Programme such as Health Talks, Child Bearing, HIV/AIDS, Community Hygiene and Personal Hygiene and Provision of Financial Resources for Developmental Projects

The overall mean score of (mean = 3.167, std = 0.444) for the four sub-scales strongly suggest that schools' development in the Sekyere-Kumawu District is very high, since the mean score was within the agreement level according the Likert scale designed for the study and, this can be associated to fact that the community in which these schools were established significantly support the developmental projects of the schools all the time.

The results show that there is a significant positive correlation ($R = .147^*$, $P < 0.05$) between school-community and school development in the district. The members in the community who actually involve in school development were also analysed:

Their relationship indicates that a unity increase in community involvement will increase school development by 8.9%. It could be seen that school community significantly contributes about 2.2% ($R^2 = .022$) to school development. Thus, the impact of school community to senior high school's development is 2.2% significantly. Bruns et al. (2011) was of the view that, a combination of school autonomy, students learning between 2000 and 2009, found that school autonomy affects student achievement negatively in terms of development. Based on qualitative case studies, researches have posited the challenges of community participation in school development in terms of social structure, the social culture aspects of individual behavior in organization, and political intervention in the school-community development. The past empirical literatures on school and community relation, Bruns et al. (2011), and Hanushek et al. (2013) Analysis noted that a combination of school autonomy and accountability help school and community development

PTA, Local Authorities and Non-gov contributes 6.5% ($R^2 = .065$, $P < 0.05$) to School development. Among these independent variables, the one that significantly contributes to school development is the PTA and the Local Authorities since its P-value (sig = 0.015, $p < 0.05$) was far less than alpha level of 5%. The study from Bruns et al (2011), suggest that, unless the local government, school, community members and parents are interdependent in their decision making, share vision, share responsibility and have control over their resources hence, development cannot take place.

The study also identified various developmental projects of the school which came as results of the impact of the community in which the senior high schools were established. The results show that the top four developmental projects that had happened with the help of the schools' communities were; *(Class Room and Staff Common Room, Construction Over Head Tank (water project), Painting and Maintenance of School Block and Fencing of the Schools*. According to (Mitrofanova 2014 and Epstein 2015), suggested that school-community relationship is based on the connection between school and community resources. They argue that school-community may involve among other things, the use of school and community facilities and equipment, sharing of other resources, mentoring, networking, and shared responsibilities.

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