



School Community Relation for Effective School Management

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Abstract

School community relation has great potentials for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect and by jointly pursuing improvement of school by sharing vision, process, and results. Individual and organizational behavioral changes are critical to increase the level of participation. In countries where the administrative structures are weak, the bottom-up approach to expanding educational opportunity and quality learning may be the only option. Nevertheless, when community relation is implemented with a top-down manner without wider consultation on its aims, processes, and expected results, the consequences are likely to be conflicts between actors, a strong sense of overwhelming obligation, fatigue, inertia, and disparity in the degree and results of school community relations. Political aspects of school management and socio-cultural difference among the population require caution, as they are likely to induce partial participation or nonparticipation of the community at large. School Community relation for effective school management will result in a long-term impact only if it involves a wide range of actors who can discuss and practice the possibilities of revisiting the definition of school community relation and the way it should be, because only the school alone cannot provide the adequate materials needed for the survival of the school.

Keywords: School-Community Relation, Parents Teacher Association (PTA), Public Schools, Community, Students, Management.

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INTRODUCTION

The school as an organization is established within a community to perform social functions. Any school, from primary to tertiary levels, is usually located within a community-rural or urban. In this context, the community, naturally, has a stake in the life and continuity of that

school or institution. This is as a result of the school being located on the soil which belongs to the community and its people. This implies that there is absolute need for mutual co-existence of the school and its host communities. The school is therefore a miniature community within a larger community where it carries out its activities and functions of teaching and learning. Therefore, since the school is an essential part of the society, its administration should involve both the people within the school and other individual outside the school (Etor, 2011).

The school- community relations, however, could be viewed as a meaningful interaction via the school and its host community, with a view to ensuring its promotion and sustenance as well as achieving necessary goals for mutual benefits. In other words, it is the relationship that must exist among the school as a social system and its immediate and larger communities of its external environment, Atanda and Lameed cited in (Etor, 2011). Such relationship nevertheless, involves maintaining healthy links between the school personnel, students, teachers and administrators, including people within the immediate and larger community such as Community Leaders, Local Associations, Businesses, Parents, and other stake-holders in the education sector. In relation to the above perspective, it has become obvious that the school and the community are expected to work together if general and specific educational goals of the school must be achieved for the detriment of all-the students, parents, labour market and other society members. Hence, the community is expected to contribute financially and other forms of resources to the development of Public Secondary Schools in R/S.

The nature of relationship between schools via community could be determined significantly by the level of participation of community members in school related matters. This is particularly important where the survival and success of the school depend to a large coverage on the activities carried out within and outside the boundary of the school in terms of numerous social and economic services the community renders to meet the need of students and staff.

Community members involvement in school management commonly takes the form of making available plots of land to the school for either expansion or farming purposes, rendering free labour on projects like construction of community access roads to the school, provision of free vigilante squads that provide security in the community including schools, philanthropists from the community awarding scholarship to students of the community, involvement of parents' bodies, like the Parent-Teacher Association (PTA), in the school in discharging a number of developmental programmes (educational support services) namely; building of school fence, dormitory or school hall, employment of part-time teachers to teach some subjects where there is acute shortage of teachers, providing pipe borne water for the school and so on. It has been generally observed by researchers that there are certain areas the school and community can cooperate in the management of school. On the part of community, it can provide facilities for industrial attachment or work experience, fund raising, local labour contributions, housing of students and staff and so on. On the other hand, schools can contribute their own quota to the community in terms of economic contribution in areas such as youth service schemes, provisions of employment opportunities, purchase of local products.

Administratively therefore, the school leadership can strengthen the relationship between school and community by adopting such strategies as ensuring that schools' information or public relations officers publishes and advertises the important on-going and future events or activities of the institution regularly, so as to attract community participation in such programmes. In this respect, the school authorities could hold meetings occasionally with community leaders to discuss matters of common interest, such as security of life of students and

staff living within the host community as well as disuses ways of curbing trespassing and encroaching on the lands of the institution by community members (Anyoagu, 2016).

CONCEPTUAL CLARIFICATION

School-Community Relations

School is a social institution designed to work in active close, continuous, mutual rapport with the people it serves. No school can operate in a vacuum without the community it serves. Oboegbulem (2004) defined a community as, “a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. The definition implies that people in a community are bound to one another, have common interest and work together for a common goal. Community as noted by Enyi (2006) means a local grouping in which people carry out activities connected with education in the area. Continuing, he noted that the term can be used to rule the various ad-hoc grouping of individuals and organized community bodies within a village or town engaged in giving of education. Such group he continued may include village development associations, age-group associations, social clubs, trade unions, women associations, parents teachers associations (PTA), board of education, old students association, churches and abroad meetings From the fore-going, one can then define school-community relations, as collaborative efforts of the school and community in working together in an impression of mutual participation to get the purpose of education in the community. Various experts have tried and attempted to define school-community relations. Bortner (2008) pointed out, that school - community relations is a service of planned activities and media through which school seeks:

- To learn about their community;
 - To inform the community interpreting the intent, services, issues, and needs of the schools when necessary;
 - The Group will be active in the preparation and assessment schools policies and progress.
- School - community relations: This is the level of awareness and goodwill this exists between school and society (Oboegbulem, 2004). It is worth noting that school community relations bring about a better understanding between teacher and parents of what children are.

It also brings about a better understanding between parents and teachers of the importance of good education. School principals aim at effective school management through good school-community relations. The effective school management in the context of the study means the ability to bring about the intended result of managing the public schools. Critical assessment of various views shows no conflict in the concepts of school-community-relations. Improvement in school community relations will be to the mutual benefit of the school/community for effective school management. School/community affairs like good classrooms should have well defined objectives. Bosah and Eneasator (2009) noted that objectives are targets in view: they are ends towards which actions are geared.

A consensus of purpose of school- community relations according to Ezeocha (2005) is listed as follows:

- To quicken the sense of responsibility in all citizens for thoughtful participation in school affairs;
- To keep the people informed concerning the purpose, fulfillment, circumstances and needs of the school;
- To show the public that they are really getting full value for their money;
- To provide an agency whereby the public may know and support the vital issue of education.
- To develop and co-ordinate school activities with community activities in order to bring the school, the home and the community closer together to further ideals of a good society;
- To improve the partnership concept through parental participation, etc.

The afore-listed points revealed that the school and community have complementary roles to play. The learners involved home and school, at the same time carry with them ideas, behaviour patterns and experiences characteristics of both school and home. Most students come from households in which almost all the parents and care-givers leave their homes for work and such families may be looking to schools for assistance with child-care, after school programmes and assistance with homework. So learning is a shared responsibility of the school via community. The schools are the community centers that offer educational, social and recreational activities to community. Contrary, community should give moral and material support to the school. Good school-community relations aim at making school and community play their roles and share their facilities to ensure effective management of secondary school. This relationship will help to improve the life of the school. Shields (1994) opined that vision of school improvement compels one to create a new conception in the appropriate relationship via the school and its community.

School-Community Communication

According to Bala (2013), to a large degree, the success or failure of secondary schools depends on the level of the school's relationship with its surrounding communities. Link to the school community is a two-symbiotic arrangement through which the school and the community work together to accomplish common goals, and vice versa, the degree of understanding and cooperation between the school and the common.

Parent-teacher relationship is the common connection that exist between the teacher of students and the parents of students, the students are the bond and the link a teacher has to parents, when parents Are empowered to become successful partners in their child's education, and performance improves in schools where children struggle dramatically, and that schools that work well with families where parents are involved, is apt to be productive in achieving the set goals and objective.

School-community Resource use is a symbiotic exchange of school and community services between school and community. Include these resources; land, buildings, school halls, playgrounds, chairs and so on. Bala (2013) maintained that schools and communities can partner with each other in the exploit of different facilities, both schools and community can benefit from the use of each other's facilities such as clinics, transport facilities, sources of water, restaurants, etc. These kinds of partnerships are forged between schools and organizations, the aim of these collaborations; students are introduced to professions and jobs skills. Schools and communities share and disseminate information through communication with each other.

Communication involves exchanging and conveying ideas or attitudes about messages among administrators, teachers, students' parents, and other interested constituents, information sharing, and dissemination is a give-and-take process that requires perfect partnership via schools and communities for a better result. It is the gush of information between the leaders or teaches of the school and the leaders or parents of the community (Bala, 2013) school community partnership can be seen as a situation where the school/community join efforts together to provide certain essential services for the school or the community, depending on the need, in this regard, the school can help families gain access to support services offered by other agencies such as health care, cultural events tutoring services, and after school child care programme. Role ambiguity concern to when there are uncertainty surrounding job expectations and job satisfaction. With the role theory the principal of the school has to play in virtues of the position he occupies, hence, the researcher is confidence that the above framework will provide the right direction for the research.

Benefits of School-Community Information and Communication;

Considering the important role that the school principal plays in the instructional process, it stands to be argued that the more knowledgeable, skillful and up-to date a principal is in adopting ICT innovations, the more likely he/she will achieve the objective of education while running his/her school. Nwosu is Atsu (2014) noted the use of ICT facilitate for effective record keeping which facilitate effective students' management in the areas of communication, planning, evaluation, instruction delivery, school community relation, and general school business operations. According to a study conducted by the European commission in 2006, public secondary schools use information and communication technology (ICT) both as a subject in the school curriculum (secondary schools) and as a teaching aid, it was also observed that although significant steps are taken by the Nigerian Government regarding ICT in schools, the utilization of Information Technology and information systems in educational management and administration still remains at early stages (Empirical, 2006).

However, information and communication technology may be useful in the effective management of students in rivers state in the following areas:

- Student administration (enrollment absenteeism, grades, final examinations);
- Personnel administration (absenteeism, truancy);
- Human resource management;
- Timetable (grouping students into classes, timetable);
- School-community relations

Student administration: Student enrollment data absenteeism, grades etc, all form part of students' management, such information could be vital for the school's effective operation and provide foundation to update contact details for students and parents essential emergencies and the general home contact" et also provides the basis upon which teachers could differentiate their teaching based on the individual needs of students due to background factor

Personnel records: Public secondary schools maintain records of teacher's date (address, phone numbers, teachers' absenteeism numerically). The adoption of applicable ICT software program for example, Microsoft Access. Could facilitate school administrators portraying some personnel

aspects such as the reasons for teacher absence, teachers' professional development (Seminars attendance, postgraduate courses). Such data could enable administrators observe teachers' performance in relation to qualification, experience and student's grades.

Timetable administration: Timetabling in school enables personnel to be aware of their period of duty. ICT could facilitate the process of time tabling especially when it is used as both record keeper, and reminder of the time on duty thereby enhancing effectiveness in students' management.

Financial, monetary and planning: The manual way of recording and analyzing financial statement by clerical staff in most public senior secondary schools without the use of relevant computerized software system to help them cope with their work, wastes time and human energy. Their work regarding managing the school budget could be enhanced by applying applicable software, for example spreadsheets, which contains "worksheets to perform calculations database to store, sort, extract and analyze data quickly, and charts and graphics to present information in an easily understood way (Bland ford, 1997:163)

Educational planning and capacity planning: At the end of each year, school heads are expected to report all their needs for the next school year regarding human resources and materials resources (facilities, financial, personnel etc.) to schools boards or ministry of education for planning. Presently all this planning in our schools are done manually by schools administrators alternatingly, the adoption of ICT in the planning process provides them with the opportunity to manage students timely, accurately, precisely, reliably, in an effective and efficient way.

School library: The school library contains a large, record/collection of books for teaching and learning/research work ICT could help libraries to build a database in relation to books available in library and information regarding those books for easy access.

School year evaluation: School year evaluation is an action missing from our schools, ICT could help administrators in rating, analyzing, evaluating, reporting and retrieving information relating to budgets, academic results, the percentage of class repeaters financial resources absenteeism etc.

School-community relation: The school does not exist in a vacuum. The school is been established in a community with its physical and school potentials and need factors. Afangida and Nwideedu (2010) have in Oni (2012, p. 553), recognized the maintenance of sound relationship between the school and her (school) external environment as a strong instrumentality for achieving effective students' management. They observed three models which have been adopted in maintaining the relationship between the school and the community as: The alienated model, the model, and the co-operative model. Oni (2012, p. 553) has however, maintained that, "giving the age of digitalization of information, the relationship could be more strengthened for effective students; management in public Senior Secondary Schools in Rivers State

Community Involvement in School Management

Education belongs to the totality of the people that is why it is agreed that involvement of communities in secondary education of their children is a welcomed idea for the parents and the school administrators. This is normal at least, when considered in terms of the principals' administrative efficiency and effectiveness and the school result.

The schools are communities unto themselves and effective schools in particular, promote a strong sense of community. But the school cannot achieve much on its own except when supported by the host community therefore, the school must cultivate healthy relationships with the community. But when they keep the parents away from the school administration the expected support would be withdrawn and this will hamper productivity. In the education system major factor is the low performance by students, which tears apart the relationship between community and the school with its visible disagreement and suspicions. The community participations in a school administration is a reconciling process which gives the parent and the community the opportunity to concentrate on the need for the secondary school leaders, to pay close attention to education sector. This is because the social, economic and political development of the country is determined by the quality and level of educational attainment of the population.

Literature says that community involvement in education has positive result or contribution on academic achievement of the students. It will also create conducive environment for the community and the school to work together. The youths should be given appropriate academic training and an enabling environment to reach their full potentials. The institutionalization of community participation in secondary school education process has enhanced the promotion of good education of the citizens. The schools are community oriented and as the community want educated people for the community and the nation to develop socially, culturally, economically and politically. They would want to be involved in the school activities bordering on the improvement of their children academic performance.

Education in the community is regarded as a means of bringing about change for the development of the community. Participation also is a change process and an empowering process that enables individuals to make their necessary contribution in general development of the society and tap their resources and skills and provide the communities with tools, they may require advancing in their own way.

Therefore, there is craze for communities to form pressure groups and demand for secondary schools in their localities to take care of their children in secondary education. Such schools with inexperienced principals suffer in the hand of community members who organize themselves to become decision makers and may even threaten to take over the administration of the school. In a study of environmental influence on leadership styles of secondary school principals in Port Harcourt, (2007) found out that, on the whole all the principals indicated that the society exercised a tremendous impact on the schools. In fact the home and school are partners in the business of child development. When the child acquires skills and knowledge as thought by the teacher, he applied same in developing his community. That is why educators see the positive upbringing of children as a joint venture between the two adult groups (Obasi, 2004 in Obasi & Asodike, 2007).

The Role of Community in School Management

The school is established to meet some specific needs of the community but cannot do it successfully, except through the' interaction with the community. The interest of the

communities of Rivers state is too enable their children to receive quality education, which is relevance to their own way of life and work. This can only be realized when parents and community know what their school is doing to assist them realize their educational goal. People who share the same interest live together and interact with one another within the community to achieve their objectives. The community is the immediate learning environment of a child outside his house and school. According to Okoh (2004), community is the territorial organization of people, good services and communities. It is therefore necessary that school should be managed in accord to the need of the community.

This informed community assessment by the school which is most effective at the level of secondary education than other levels. The community in its actuality is the foundation of a good school. This will become a reality when a young and old pay full attention to the development and progress of its community.

As it reflects the ambition of the expert in charge of the programme, it requires measures of co-ordination with official body responsible for community cooperation. Through this body fund is provided to finance various school programmes for instance, a good school community relation could result into accommodation of students, generally and within the school programmes, building the school foundation on needs and expectations of the community, leading to growth for the good of the citizen.

He stated further that communities in Rivers State assist in the administration of schools through the provision of security life of staff, protection of school properties, providing instructional facilities, seeking governmental assistance in the areas of infrastructural faculties. The school is a microcosm of the society within which it is built.

Parents Teacher Association (PTA) and the School Management

The Parent-Teachers Association (PTA) is an association made up of all the teachers, parents, non-teaching staff in the school. In some schools PTA include even other supporters who have special interest in the children, family and the school. PTA is a forum that encourages closer relationship between the home and the school. All parents and teachers are automatically members of a school PTA. The PTA is an integral part of the school that helps both parents and teachers from divers' culture to meet and increase their understanding of how the school is run and to address the challenges of the school urgently. According to Abdullahi (2006) in Adeboye and Usufu (2011), the PTA was established as a result of the Federal Ministry of Education policy who stipulated that every approved school (primary or secondary) in the country must have a functional Parents Teacher Association. It pertinent to note that upon all the number of groups which have one relationship or the other with the school such Board of Governors, Examination Bodies none of these body can be equated to the Parents Teachers Association because the parents have greater influence on the child's development more than any other.

The First National Vice President of PTA in Nigeria, Ezeigbo (2010) in his key note address to 2010-2011. Scholarship awareness by PTA at Government Secondary School Owerri Stated that PTA is a stakeholder in education with a mission to re-waken and revive parents' participation in the educational development of their children in order to strengthen the basic foundation for a sustainable National Development.

This reminds indeed that as the fore-most educators of their children in learning, whenever parents are involves, the children tend to be more attentive and regular thereby achieving more, academically. The PTA is mainly to fill the gap where and when necessary by

assisting the school to meet up its needs and expectations. It provides all parents with the platform to come together and contribute towards the successful fulfillment of education policy for the school and the nation at large. Because the PTA has remained the effective-mouth piece for all parents to be sensitized to their responsibilities, the PTA, in Nigeria, has spread all over the country operating at four levels namely: the school PTA; local government PTA; the state PTA, the Nation PTA of Nigeria all is made up of elected chairman, secretaries and treasures of various units.

In terms of objectives of the school/PTA relationship Government alone cannot adequately attend to the problems of education as it was found that the challenges quality delivery in education sector is too large. The PTA having known this situation is out to assist the school the issues of necessity to the parents and the public and the school administrators.

The roles of parent's teachers association can be grouped as disciplinary, financial, maintenance of school, advisory, community relations, student achievement improvement, providing learning activities at home. In Nigeria, management of schools is no longer completely in the hands of principals and teachers, rather the parents are on their toes in ensuring that available resources are efficiently utilized to achieve school goals. The association comes together as a pressure group and focus mainly on school efficiency and effectiveness (Fadipe, 2000, in Orugbani, 2014). He noted however that home school collaboration is a complex one in which there are often many barriers to overcome because of increase cultural and ethnic diversity among student population. When making policies and procedure school teachers should be sensitive and tactful to the community relevance, and ethnic balance.

Youth Association and School Management

The national youth development policy (2001), in Anasi (2010), defines youth as people aged 18-35. They constitute about 40% of the 200 million people of Nigerian nation. The individual persons between the age brackets of (18-35) as mentioned above are youths and citizens of Nigeria. Under British law, persons between 14-17 are a national youth. As group that comprises of children of the same age who have similar interest and aspirations and in most cases live in the same geographical area Agu (1998), they constitute significant agencies socialization and discuss interest different from that of their parents and breakaway from their families and think of themselves as adults and association.

The youths are the most active, emotional, volatile and yet most vulnerable segment of our country population Odufolvkun, (2013). The youths are seen as socialization agents because they contribute in the changing behaviour and personality of their members to desirable ones. They act as intermediary in the socialization functions of the family and the school. Nwachukwu (1995, pp. 217-218) outlines the various roles the youth play in socialization process.

Reinforce parental attitudes and values develop relevant age skills and interest Share age relevant problems and feeling and define their own identity from these roles they settle conflicts and empower their members as functional members of a society skills also, it provides opportunities to develop social skills that will help the adolescents make good social adjustment.

Public Schools

Public schools are entirely owned, financed and managed by the government with the aim of building and developing societal norms to qualify Nigerian candidate for admission to a tertiary

institution and other functional human life endeavors (Kalagbor, 2016). These are the aspirations of most parents and students at secondary schools. Admission of students into public secondary schools places the school Responsibility for delivering the requisite services to the students to bring about the actualization of the educational goals that the nation has set itself to achieve. Those facilities are at high school level in the academic and non-academic areas.

The academic services constitute the students personnel service programme of the school. In allowing for a comprehensive and healthy education of the students, these programs complement the academic programme. Any of these services as set out in the National Education Policy of the Federal Republic of Nigeria (FRN, 2014) demand services that are beyond classroom instruction for their actualization.

It has been observed that In recent years, public high schools in the state did not do well in public examinations, records show that performance is senior secondary school certificate examination (SSCE) for the past five years (2001-2005) has been less than 10 per center pass of registered students. This poor performance Some stakeholders in education, including All Nigeria Conference of Principals of Secondary Schools (ANCOPSS), Nigeria Union of Teachers (NUT), All Zonal, were addressed by public secondary school students in SSCE.

Directors of Education and all the executive secretaries of local government to ensure accomplishment of quality control in educational system. Public secondary school teachers earn more and receive more benefits which provide public schools with one advantage when trying to attract and retain the best teachers. The perceptions of public school teachers are striking in the view of the students die to the close nature of student-teacher relationship. In an educational Journal title “An overview of public secondary schools” unpublished, Robinson, pointed the rationale for quality delivery of school curriculum by teachers of the public secondary schools. He also stressed that, public secondary schools cannot be over-emphasize due to the fact that it is owned and saddle with the responsibility to control and co-ordinate the activities with less or more machinery in achieving her goals and objectives.

Community

Community is a collection of people who have common agenda, interest, who collaborate by sharing ideas, information and other resources with the school for the mutual benefits. E.g: school’s host community; non-governmental organizations; parents-teachers’ associations; individuals and security agencies etc. There is no common definition of *community* and its function in education of developing countries. If there is a school within a walking distance for most people, school community is likely to overlap with the geographical community. However, this is hardly the case in many developing countries. When the locality is sparsely populated, a school community may cover a wide range of geographical communities. Also, when geographical communities are divided into different cultural, ethnic, or linguistic identity groups, a school community needs rigorous coordination over the language of instruction, school events, and the membership of the school management body (e.g., school management committee, school council, and school board). The locality may have several schools based on religion, language, and other cultural backgrounds, and people from the same geographic community may belong to different cultural and school communities.

The context of community also influences its function. Community may promote social cohesion in school through various forms of collaboration within itself, but can exclude or be competitive with others over available resources. Such resources include public or private

financial resource allocation to schools, assistance by donors, and access to natural resources such as water. Thus, using the term “community relation in school management” requires caution in what we mean by community and careful consideration of the social context.

In more conceptual terms, there are geographical, cultural, and school (or functional) communities. Geographical community is a group of people who reside in the same geographical boundary. Cultural community means a group of people with the same ethnic, linguistic, and/or religious backgrounds who share common norms and practices. Finally, school community denotes a group of people who gather and work for the purpose of school management, regardless of their geographic location or cultural backgrounds. School community may or may not include diversity in the socio-economic and cultural backgrounds of its members. This article assumes the functional community as the operational definition of community relation in school management.

Different social and institutional contexts of the education systems affect results in community participation differently, particularly in their roles and responsibilities, the levels of participation, representation of community members in the school management body, and the outcome of students’ learning performance and life course. For instance, the recent upsurge of decentralization devolved decision-making power to the community level in many developing countries. However, in some countries, the actual power devolved to the community is fairly limited due to scarce resources at the community level and high dependence on the guideline of usage of grants allocated to school by the government. In other countries, where community participation has a long history of compensating for the weak management of government schools, communities are actively involved in hiring teachers themselves and contributing to school in various forms. In the latter case, monitoring attendance of students and teachers, construction of classrooms and pit latrine blocks, and financial contribution to scholarships for pupils from disadvantaged backgrounds are likely to be in the hands of community members. With the recognition that there are a variety of ways of involvement of community in school management in developing countries, this article examines how and in what ways community has been involved in school management in the context of developing countries and how the existing studies have documented the phenomenon with reference to the actual challenges, constraints, and possibilities.

Student Management

Managing students have always been a primary concern of teachers, for students misbehaviors have interfered with a positive learning environment (Shin & Koh, 2007). Teachers commonly express their concern about controlling the students and creating a disciplined environment in order to create a proper atmosphere for learning; student management is a veritable tool in teaching aspect. It is a basic task in teaching and management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently. There is accumulating evidence from meta-analyses of variables that influence school learning and that student management has been identified as one of the variables that have greatest influence in school administration (Freiberg, 1999). Today student management is becoming an increasing problem for teachers and administrators in secondary schools because of changes in educational environments. Once again, Brophy and Good (2003) states that classroom management is different from a discipline plan, it includes the teachers’ beliefs and values, as

they relate to discipline, but also how they intertwine with various other underlying aspects of the school setting.

Additionally, Johnson, Rice, Edgington, and Williams (2005) argued about proactive students' management by stating that being proactive in behavior management from the start is much easier and more productive than reacting when misbehaviors after occurrence. They define students' management as "a wide-array of proactive; well-established, and consistent techniques and practices administrators, teachers employ to create a conducive atmosphere for learning and development of characters. To be more appropriate, the teacher is expected to orchestrate the classrooms where proactive and reactive strategies are included. The students' agenda and needs are catered for. Marzano and Marzano (2003) also stated that student management is a key to high student achievement. In their research, they out that teachers' actions in classrooms have twice the impact on student achievement as do school policies regarding curriculum assessment, staff collegiality, and community involvement, effective manager provides effective, instruction, so management is an integral part of learning process.

Moreover, studies show that there is a positive correlation between teacher effectiveness and student achievement. There are many characteristics – such as well –organized active, strongly academically oriented, managing efficiently that define as effective teacher many studies have demonstrated that student management is an influential attribute in teacher effectiveness (Raptakis, 2005). The more academically effective teachers in those studies generally had better organized students and fewer behaviour problems. Highly effective teachers make good use of instruction time by providing task-engagement for all the students with the help variable and challenging activities.

Furthermore, Uche in Okorie and Agabi (2001) in Peretomode (2008), emphasized the needs of school records which serves as a paradigm for assessing students conduct and behaviour in the school system in order to give a clear conduct of student management,. For instance, the register of admission progress and withdrawal record contains the permanent record of the students while in the school. Agunwa argues that the claims for old studentship can be verified from this register. Abraham (2003) calls it an archive of the school due to the following information it contains about the student. Admission number, name and address of parents/guardians, previous school and class passed, incoming transfer certificate, out-going transfer certificate, record of classes passed while in the school, date of leaving school, cause(s) of leaving and occupation after leaving school. Thereby giving an in-depth knowledge of the students under the custody of the school head or teacher. A proper record keeping enhances thorough student management in the school system with the available resources.

Factors that Account for Effective School–Community Relations in the School

Schools belong to the formal system of education which is for both teaching and learning purposes. They offer an institutionalized form of education, which comprises of hierarchically organized set of activities carried out in specifically designated teaching and learning environment. In describing community, Adeogun (2004) stated that community is everybody, adults, children, social and non-social persons, social institutions, structures living in a certain territory where all share a mode of life but not all are conscious of its organizations or groups. Community, in this study, is the environment of the school where formal education takes place including bodies like the Parent Teacher Association, Board of Governors, and specific groups

that have some interest in what goes on in the school which all gear towards school progression, growth and development.

School community relationship is a term that is used to describe the nature of association between schools and communities. Cibulka (1998) defined school community relationship as the presence of interactive relationship between teachers, principals and the community where the school is located. To Ajaniyi (2004) school community relationship is the co-ordination of the efforts of people in the community and those in the school towards the achievement of the broad specific goals of education. It involves the inter-linkage association and cooperation between a school and the host community (Okam & Bozimo, 2004). It is also concerned with bringing human resources in the community and school for effective and functional school administration.

School-community relationship has as its central focus on the enhancement of teaching and learning. All the activities of the school in relation to significant such as the host community, PTA, public, the ministry of education or the professional staff refer to this relationship which should ultimately contribute to educational growth (Lumsdane & Lumsdane, 2000; Ejie, 2007). Through appropriate school-community relationship, the school come into factual contact with the community thereby issues are addressed accordingly (Pearle & Blachard, 2000). Since, schools are established for serving societal needs; it becomes necessary that a good relationship must exist between the school and the community it is meant to serve. Okeke (2001) also noted some community leaders indifference and disregard to the affairs of the schools in their communities. Ofougwuka (2005) added that parents in such communities only pay the P.T.A. Two Thousand Naira (2000) levy when forced and go on to complain that the school administration extorts money from them without teaching their children well. It is also not uncommon to hear of community leaders who go to schools to attack or insult the principal or any other staff for one reason or the other. Some community leaders are at conflict with school principals and often petition for the transfer of some principals and staff. Obi (2004) also noted that in some cases, the community leaders negatively interfere in the day to day administration of the school, encroach or trespass on the school land as well as imposed hostile laws on the schools. These situations are detrimental to child development and depict such community members as showing indifference to their children's educational development (Okongu, 2002).

There are many factors that can hinder good school-community relations. Emenike (2005) listed five factors which hinder the school-community relations. They include: community encroaching on the school land; community trespassing school's premises; school interfering in community politics; community interfering in school's affairs; school's indifference in community affairs. Akabogu, Akpaang and Ilogu (2001) showed that communities provide free-land, financial aid put up buildings and render free community labour, give prizes and scholarships to the students. Today the school lands which no body in the community is allowed to trespass into, are been encroached. Abonyi (2004) observed that in Enugu State, there are cases of individuals who have encroached into school lands; it is a very big hindrance to good school-community relations.

Jordan (2005) noted that school culture may marginalize the role of the members of the community and hinder school-community relations. Such school culture he continued, may include; inaccessible attitude of school principal and unwelcoming visiting procedures of the school. The existence of such school culture depends mostly on the school administrators. They are the people that can management functions. A good school-community relationship will help the school principals have a good school culture which can hold the attraction or interest of its community.

Public secondary senior schools are now characterized by poor sanitation, corrupt practices, indiscipline and poor academic performance that literature source such as Onah (2004) noted that public secondary schools are regarded as clumping for the poor and less privileged. The parents are afraid to allow their children or wards attend schools that have bad names for corruption. Communities appear to have lost interest in their schools due to bad moral habits, leaving schools without much support; these hinder good school-community relations.

Anderson and Dyke (2007) believed that the public schools will do well if the people must be sufficiently aware of their needs, provide adequate funds and maintain a favorable climate of opinion for their support to provide sound education. Many experts have also shown that' lacks of financial resources can everything in education. Adeniji (2008) opined that the purpose of n however well-defined and inspiring cannot be achieved without resources. Human, physical and material resources must be harnessed, harmoniously and efficiently together, as well as co-ordinated and managed effectively to attain the desired objective of education. It follows that secondary school staff and students welfare need money. For example, funds are needed for building good staff quarters and dormitories; school-community relations may likely be hindered where such welfare is lacking.

The roles communities play in the provision and management of education be over emphasized. More often than not, communities sustaining intervene in the learning processes of the entire educational system in terms of financial contributions designed to support schools, teachers and students/pupils. Communities however, establish and hind schools for the general good. This increasingly strengthens the communities' capacity; sense of identity and purpose. The efficacy of community participation in education is potential in bringing members from all specifications and diversities together for the attainment of a common objective. In addition, community participation in education brings about stability amongst community members thereby throwing the entire environment to social, economic and political harmony with enhanced relationships.

CONCLUSION

School-community relations for effective school management will go a long way in achieving the goals and objectives of education. Since a single state government cannot provide adequate funds and materials needed for the schools for its survival and realization of all educational objectives. It therefore becomes necessary to involve communities for the actualization and attainment of educational objectives. The management of schools becomes very easy when school and community collaborate. Furthermore, this relationship becomes pertinent due to its great potential for removing mistrust and distance between people and schools through nurturing transparency of information and culture of mutual respect and for jointly pursuing improvement of schools by sharing vision, process, and results

Suggestions

Based on the findings and conclusion of this study, it is suggested as follows:

- Partnership between Community and Government towards funding of secondary schools will go a long way in the effective management of the school as well as improving its quality.

- Educational Board in Rivers State should encourage the collaboration of community-school relation in the provision of infrastructure in schools.
- Provision of security towards a safe and conducive school environment should be the prerogative of school administration and community. This is because a safe environment will bring out the best in both teachers and students.
- Government should see to it through the Ministry of Education that teachers and staff should always include stakeholders from the host community in order to enhance good cordial school-community relations.
- School Community joint committee should be constituted in all public secondary schools to assist in the area of discipline, school community relationship, fund raising and so on.

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