Factors Hindering Good School Community Relations in Secondary Schools in Esan West Local Government Area, Edo State, Nigeria

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Abstract:*This study examined factors hindering secondary schools in the Esan West Local Government Area of Edo State, Nigeria from having positive school-community ties. Four research questions guided the study, and four hypotheses were formulated and tested at the 0.05 level of significance. All of the public secondary schools in Edo State's Esan West Local Government Area were included in the research. The study used the expo-facto research design to look at what prevents secondary schools in the Esan West Local Government Area of Edo State, Nigeria from having strong school community connections. The thirty-two (32) junior and senior secondary school principals from the sixteen public secondary schools in the Esan West Local Government Area of Edo State made up the study's population. The 32 principals of junior and senior public secondary schools were selected from the total population. The "Factors Hindering School Community Relations Questionnaire" (FHSCRQ), a questionnaire created by researchers, was used to collect data for this study. Chi-square, Mean, and Standard Deviation were used to examine the data. In this context, the Chi-square statistical tool was used to evaluate all the hypotheses at the 0.05 level of significance. The results of the tests conducted on the hypotheses showed that poor communication, a lack of commitment on the part of members, poor leadership in secondary school principals, and poor school location all hampered good school community relations in secondary schools in the Esan West Local Government Area of Edo State, Nigeria. Based on the study's results, it was recommended that school administrators, among other things, make sure they create and maintain a very excellent and strong contact with their host communities.*

Keywords: School Community Relations**,** Secondary Schools

I.   Introduction

Every civilization may progress economically and socially with the help of education, which is acknowledged as the cornerstone for sustainable development. Additionally, it is believed that everyone has a right to education and that receiving an education is a social obligation of being a citizen of a nation. Federal Republic of Nigeria (2004) acknowledged that education is a tool for a nation's even and orderly growth. One of the most effective tools for overcoming poverty, according to some, is education since it raises a person's odds and quality of growth. Education is not solely a means of escaping poverty, however. It is impossible to overstate the importance of education in any nation's development process since education is often focused on the dissemination of moral principles and planned activities that might help students reach their full potential. It

should be recognized that without education, neither growth nor peace or security can take place. The basic, secondary, and higher levels of education in Nigeria are divided into these three groups.

This study's primary topic, secondary education, is important in preparing students for further education and practical life in Nigeria. It is regarded as a kind of education that will help students become ready to live a balanced socioeconomic existence. This explains why strong school community relationships need to be prioritized. The Federal Government of Nigeria (2013) gave the significance of school community relationships and the community's participation in educational administration in her National Policy on Education. According to some, the community they serve should reflect the lives and social principles of the educational system they oversee on a daily basis. As a result, the three guiding principles upon which the administrative framework for the national education system should be built should include effective channels of communication for policy development and execution between the communities and the state administrative framework.

In light of this, a school is described as a structured setting where academic programs are applied. It is regarded as a structured organization that acts as a bridge between the family and society. In Nigeria, there are three major stages of education: elementary schools, secondary schools, and postsecondary institutions. These three levels of education are where children are educated to act as adults in society. On the other hand, a community is a term used to describe a group of people who reside in a certain location, region, or nation and who share the same culture, traditions, religion, and occupation. Examples of communities include those that are related to schools, ethnic groups, and farming. It may also be described as a group of individuals with a desire to cooperate who have a shared cultural and historical history and who reside in the same area. Anugwom (2010) defines a community as a group of people who live in a certain place and adhere to a common set of laws. According to the Federal Government of Nigeria's National Policy on Education (2013), secondary schools are established and managed by the community as part of a formal educational system, which is why there is community involvement in secondary school administration.

The process through which the school and community collaborate to provide certain reciprocal services to one another is known as the school-community relations. Ogbonna (2003) defines the school-community relationship as a set of pre-planned activities and media that the school uses to understand its community, inform it about its goals, programs, issues, and needs, and interpret them when necessary. It also involves the community in the development of school policies and in assessing its performance. Akpakwu (2012) pointed that the level of mutual respect and understanding between the school and the community may be characterized as the school community connection. Therefore, the link between the school and the community is defined as the mutual understanding that ties the school and its students, staff, and other resources together and produces a positive learning environment. Obi (2004) noted that there might be relationships between the school and the school board of governors, old students' organization, school committees, parents' teachers' association, and school proprietors' association, among other groups. They will have a deeper understanding of the school's difficulties thanks to their connection, which may also enable them to provide support that might improve the educational system's efficacy and efficiency. According to Nakpodia (2013), a community can learn about the school's strengths and weaknesses and find ways to strengthen the areas where the school is deficient for the achievement of educational objectives through a positive working relationship with the school manager and the entire school community.

Since schools are designed to meet social requirements, a positive connection between the school and the community it is supposed to serve is essential. It is believed that the school cannot advance without the support of its community based on the contribution of the communities and the National Policy on Education provision for community engagement in secondary school management (Monday, 2019). It is said that several impediments continue to obstruct positive school community ties, particularly at the secondary school level, despite the advantages of such relationships to both the school and the community. These elements include poor communication, a lack of commitment from the members, the leadership styles of the administrators, and the location of the school.

It is thought that one element affecting positive school community relations is a lack of effective communication between the school and the community. A sender, a receiver, and a route of communication are all parts of communication between the school and the community. This communication comprises the transfer of both spoken and nonverbal signals. What are often referred to as obstacles may interfere with or distort the clarity of the message being sent by the school and the community. The word "communication," on the other hand, refers to the exchange of like ideas. However, communication as it is used in this context refers to the exchange of information between the school and the community it is visiting. Without good communication, management cannot effectively accomplish its core duty of preserving school community ties.

Good school community interactions are allegedly hampered by a lack of commitment from members. A stabilizing factor that works to sustain behavioral direction is referred to as commitment. It is said to contain a commitment to maintain membership in the organization, a pledge to support its objectives and aims, and a readiness to put out effort to further those objectives via work-related actions. However, since it encourages cooperative behaviors among the members, Garbarino and Johnson (1999) highlighted commitment as a key element of good school community relationships. A connection between the school and the community that is marked by cooperation is thought to be more likely to be long-lasting, participatory, and dedicated to attaining service quality than one that is not. Investment choices that aim to develop and sustain long-term, mutually beneficial partnerships between the school and the community demonstrate commitment in relationships such as school community relations. However, lack of commitment results in analytical paralysis and prevents the team from reaching its full potential since confidence is low and team members are afraid of failing.

Another element that could obstruct positive school community interactions in secondary schools is the leadership style of the principals. Igbal, Anwar, and Haider (2015) define leadership as the process through which a leader impacts others' behavior and work in order to achieve a certain objective in a particular environment. The technique through which the school principal inspires others in order to accomplish the school's objectives is referred to as leadership style, according to Adeyemi (2006). As a process, it calls for the leader to have a set protocol to follow in his or her leadership responsibilities, as well as a clear set of instructions. It is generally accepted that a leader's leadership style relates to a certain behavior used to inspire followers to fulfill the school's goals. Promoting positive school community ties, particularly in metropolitan settings, is a challenging undertaking (Azekhuoria, 2013). This is because urban residents' lack of cooperation and dedication makes it almost hard to achieve the goals of the school community partnership. However, it is thought that in rural areas, where the residents are seen to contribute more significantly to the growth of schools situated in their respective communities, school community interactions are fostered and are more productive. This research looks at what prevents secondary schools in Edo State's Esan West Local Government Area from having positive school-community ties.

II.   Statement of the Problem

Despite the advantages of having a strong school-community connection, certain communities, particularly those in rural areas of developing nations, are thought to lack the ability to contribute successfully to the delivery of basic education in local schools. Poor relationships between the school and host communities have been noted in the Esan West Local Government Area of Edo State, Nigeria. This is demonstrated by the communities' refusal to use the school's facilities for ceremonial events and the school's use of community facilities to enhance its academic programs. It has been seen that certain communities pay little or no attention to the schools located in their neighborhoods, and it is thought that this has an impact on how well the school and the community interact. Additionally, it has been noted that the principals of the schools in Esan West do not maintain close relationships with their host communities, which has resulted in a condition of isolation for the schools in those regions. In a similar vein, it has been noted that some school principals have chosen to lead in a way that does not foster positive relationships between the school and the community. For example, some of these principals have chosen an autocratic style, which may have a detrimental effect on these relationships.

Due to poor morale and unfavorable sentiments among residents in metropolitan regions about their children receiving a public education, it has been noticed that these communities do not actively engage in

school community relations. Additionally, it has been noted that rural communities may find it difficult to maintain positive relationships with their schools due to issues such as high living expenses, high unemployment rates, and low morale that have a detrimental effect on community involvement in the construction of educational facilities. In agreement, it is thought that rural residents' efforts to offer their kids with educational resources in the home and at school face considerable obstacles due to poverty; as a result, the majority of parents have poor morale and unfavorable views about helping out with education. In light of this, the following research questions are attempted to be answered in this study:

a. To what extent do lack of proper communication hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria?

b. Do lack of members' commitment hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria?

c. Do principals leadership styles hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria?

d. To what extent do school location hinders good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria?

Hypotheses

The following hypotheses are formulated and will be tested at 0.05 level of significance

a. Lack of proper communication do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

b. Lack of members' commitment do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

c. Principals leadership styles do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

d. School location do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

Concept of School Community Relations

The building blocks for forming social relationships are social interaction processes. Social relationships are generally long-lasting patterns of contact between two or more individuals (Calhoun, Light, and Keller, 2010). The majority of individuals maintain several social connections, ranging from passing acquaintances to deep family ties and personal friendships. The connection between the school and the community is a two-way symbiotic one in which the school and the community work together to realize the objectives of the community and vice versa. The level of mutual respect and goodwill between the school and the community is what matters (Okorie, Ememe&Egu 2009). An open system and asocial institution like a school depends on strong relationships both inside it and with the communities that matter to it.

The community is impacted by what occurs in a school, and the school is impacted by what happens in the community (Nwankwo, Nwokafor, Ogunsanwo&Ighalo, 2010). Thus, community creates its schools, and the schools create their communities (Sidhu, 2007). School community ties, according to Ogbidi (2014), are a sort of interaction (whether symbiotic or parasitic) that exist between a learning center like a school and the nearby neighborhood where the school is located. Schools are part of the formal education system and are used for teaching and learning. They provide a formalized education that is institutionalized and consists of a hierarchy-based set of activities carried out in a specified teaching and learning setting. The existence of an interaction connection between teachers, administrators, and the community where the school is situated is characterized by Cibulka (2011) as a school community relationship.

Ajaniyi (2004) submitted that the co-ordination of community and school activities toward the accomplishment of the overarching and more detailed educational objectives constitutes a school community partnership. It entails the collaboration and interlinking of a school with the host community (Okam and Bozimo, 2004). It is also focused with integrating human resources into the neighborhood and school to support

efficient and effective school management. The improvement of teaching and learning is the primary objective of the school-community interaction. All of the school's interactions with important parties, including the local community, PTA, the general public, the ministry of education, and the professional staff, are focused on this connection, which should eventually promote educational advancement (Lumsdane&Lumsdane, 2000; Ejieh, 2007).

Proper Communication and Good School Community Relations

The importance of communication in building successful groups and people in society cannot be overstated, especially in school-community partnerships. This is because e ffective communication is one of the key instruments for driving the kind of connection that already exists between the school and the community towards success (Battilana et al., 2010). These writers contend that communication is a key strategy used by school administrators to foster a common understanding of the goals and objectives of the institution. They assert further that the team's commitment to attaining the vision and mission may be reached via good communication in addition to the fact that the vision and purpose are shared.

Battilana et al. (2010) and Hughes and Greenhough (2006) both agree that good communication is the cornerstone of interactions between schools and their external stakeholders. Miller (2007) also emphasizes the necessity for open communication in partnerships to promote social cohesiveness and the effective use of the human and social capital that is available to each member and that leads to the creation of organizations and people. In addition to the reasons mentioned above, it is said that successful communication and individual empowerment within an organization are interrelated and inseparable (Mncube&Harber 2010; Swick 2003). Swick (2003) goes on to say that communication improves how we cope with cultural differences so that they do not damage our relationships. It is maintained that effective communication, not simply any communication, is necessary for organizations to function successfully. Effective communication is the kind of interaction that results in the accomplishment of planned objectives. It is suggested that in school-community relationships, this kind of communication is necessary. The support of many stakeholders both within and outside the organization may be necessary for the attainment of organizational objectives. Understanding and awareness of these objectives are thus crucial. However, without communicating it to people or groups inside an organization, this understanding and knowledge cannot be attained (Myende 2011).

In order to run public secondary schools in the Awgu Education Zone effectively, Nnebedum (2007) conducted a research on enhancing school-community ties. Insufficient financial and material support for the school and community, irregular government salary/allowance payments, disciplinary issues among staff and students, inactive P.I.A., and a communication gap between the principal and community members are among the factors that impede school-community relations, according to the study. A research on maintaining school-community ties via effective communication was conducted by Phumlani (2013). The findings showed a connection between successful communication and the ability to maintain school-community ties. The findings of the study on two partnerships showed a dearth of efficient communication. This has had a detrimental impact on the partners' dedication to the activities of the partnerships, their level of empowerment, the mapping of assets, and their impressions of the partnerships. Effective communication was found in certain situations, however, and it helped to ensure that teams and people in the partnerships received assistance. The key to ensuring that diverse partners' interests and competencies are recognized and used in these collaborations, it is decided, is efficient communication.

Nkem (2015) investigated the issues affecting school-community ties in Delta State's Ndokwa Local Government Area. According to the research, obstacles to good school-community interactions in Delta State's Ndokwa Local Government Area include poor communication, school location, size, principal issues, and community leadership. A research on the evaluation of school community relationships in secondary schools in Zamfara State was conducted by Bala (2013). The survey also showed that the most serious issue affecting the school community interaction in secondary schools in Zamfara State was insufficient communication between the school leadership and community leadership.

Lack of Members' Commitment and good school Community Relations

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The improvement of teaching and learning is the primary objective of the school-community interaction. All of the school's interactions with important parties, including the local community, PTA, the general public, the ministry of education, and the professional staff, are focused on this connection, which should eventually promote educational advancement (Lumsdane&Lumsdane, 2000; Ejieh, 2007). Through a healthy connection between the school and the community, concerns are brought to the school's attention in a timely manner (Pearle &Blachard, 2000). Since schools are designed to meet social requirements, a positive connection between the school and the community it is supposed to serve is essential. According to Uzoechina (2017), the level of community participation in secondary schools has decreased at the moment. The issues of the schools in their communities are often treated with disrespect and contempt, according to Okeke (2001). Parents in these neighborhoods, according to Ofougwuka (2005), only pay the P.T.A tax when compelled to do so and then complain that the school administration extorts money from them without providing their kids with a quality education. It is also not unusual to hear about local officials visiting schools to criticize or disparage the principal or any other staff members for a variety of reasons. Conflict between certain community leaders and school administrators sometimes results in requests to have some principals and employees transferred. Obi (2004) also pointed out that in certain instances, community leaders intervene adversely with the operation of the school, intrude or trespass on the school property, and enforce regulations that are unfavorable to the schools. These circumstances are harmful to a child's growth and portray the community members as being unconcerned with the educational advancement of their offspring (Okongu, 2002). It is essential to conduct an empirical inquiry since such circumstances could have been impacted by certain obstacles and the way in which communities and schools interact in schools.

Sango (2016) conducted a research titled A Case Study of Rural Areas: Challenges Impacting Community Participation and Their Effect on Teaching and Learning. According to the research, the difficulties affecting parental poor quality of living, community attitudes about education, family income level, and school-community linkages were the main obstacles to community engagement. The following were some effects of community involvement on teaching and learning: hungry students, a limited curriculum, uninspired instructors, a high incidence of absenteeism and dropouts, as well as inefficient school management. In order to address school-community relations in a cross-cultural setting as a cooperative activity to close the gap between First Nations and the school, Agbo (2007) performed study in the United States of America. The findings generally showed that: Parents did not believe they had a responsibility to actively participate in their children's education; Teachers paradoxically also accused parents of not participating in their children's education; Parents were not welcomed in the school; Community members have always viewed teachers as professionals who are very knowledgeable about their jobs; This makes it harder for the school to include the community.

In three chosen secondary schools in Borno State, Nigeria, Alimi, Adda, and Yabawa (2011) conducted a research on the evaluation of variables impacting the school community connection in personnel advancement in schools, teachers' work satisfaction, and job performance. The research found that the primary issues impacting school community connections in Borno State Secondary Schools were lack of commitment on the side of community leaders, administrators' lax attitude toward preserving school community relationships, and the principals' fraudulent actions. In Zamfara State's secondary schools, Kwashabawa (2016) looked into the administrative difficulties and management techniques for managing school community interactions. The research found, among other things, that Zamfara State Senior Secondary Schools encounter three main obstacles to building strong school community relationships: a lack of initiative on the part of school officials; a low regard for education; and a dependence mentality.

Principals' Leadership Styles and Good School Community Relations

Effective principalial management is seen as a crucial component of academic success. It is essential to achieve excellence in teaching and learning as well as in the creation of a dynamic and inventive environment (Hallinger and Heck 1998., Evans and Johnson, 1990). As the institution's leader, the principle is responsible for the school's success or failure. The caliber and efficacy of the school leadership has a significant role in how well the schools perform. The role that school administrators play either makes it more difficult or easier for the community to participate in managing the school. The principal's strategy and management style may directly

affect initiatives for school development. The efficiency of the partnership between the school and the community may depend on his or her strategy and manner. The principal's leadership style has a significant impact on the amount of community involvement. In regard to this, Koontz et al. defined leadership as "the art or process of influencing individuals so that they would strive voluntarily and passionately towards the fulfillment of group objectives" in USAID/CSPP (2008). Since educational leadership is comparable to other types of leadership, it may be summed up as the skill or process of persuading those working in the field of education at different levels to work voluntarily and enthusiastically to realize educational objectives. The school principal is said to play a crucial role in integrating and coordinating the efforts of teachers, staff members, students, and parents to accomplish the intended educational goals and assist the overall elements of the teaching and learning process by USAID/CSPP in the same document.

The difficulties of school community relationships in public secondary schools in the Owan East Local Government Area of Edo State were examined by Aghaowa (2018). The study's findings showed that the primary variables impacting the friendly relationships between the school and host communities in public secondary schools in Owan East Local Government Area of Edo State were weak leadership of the school and host communities. In secondary schools in the South West Region of Cameroon, Bahtilla (2017) conducted a research on the effect of school community relationships in assuring working conditions on teachers' attrition. The results showed that inadequate principal leadership, an unsatisfactory work environment, low pay, and a lack of job satisfaction all significantly contribute to teacher turnover. In the South West Region of Cameroon, secondary schools' ability to maintain positive relationships with their communities was shown to be negatively impacted by ineffective school leadership.

In the Ikere Local Government Area of Ekiti State, Mike (2015) conducted a research on the association between principals' leadership styles and school community relationships. In the Ikere Local Government Area of Ekiti State, the study's findings identified ten different leadership styles used by various principals in various secondary schools, and they emphasized that these various leadership styles have a significant impact on relationships between schools and communities. The results showed that the principals have leadership difficulties in carrying out their administrative duties and maintaining connections with the school community. In Anambra State, secondary schools' condition and obstacles to positive school-community relationships were examined by Uzoechina (2017). The descriptive research design was used for the investigation. 818 respondents from the sample—80 administrators, 1678 teachers, and 60 community leaders—were chosen using stratified random selection. The results showed that secondary schools in the state of Anambra had weak links with the community. Principals, teachers, and community leaders all agreed that fraud, principal leadership style, principle/teacher attitudes, community indifference, and illiteracy among community members were obstacles to a positive school-community connection.

School Location and Good School Community Relations

There are three types of school environments: urban, semi-urban, and rural. This categorization may have a significant impact on how social services like energy, water, hospitals, and educational institutions are distributed by the government. It is well known that urban regions tend to have higher concentrations of these social amenities than rural ones (Ellah and Itah, 2017). The geographic location of schools, according to Uzamare (2018), has a big impact on how well the school community relationships are maintained. There is a significant difference between rural and urban secondary schools in terms of maintaining their interaction with their host communities. Some of the contributing factors include unequal resource distribution, subpar school facilities, poor school mapping, the problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good roads, poor communication, and the casual attitude of some communities toward school, among others.

Many educators are concerned about how the location of the school affects the relationships between the school and the community. According to Bello in Ezeh (2011), school sites are recognized to have an impact on how the school and community interact. Any successful school planning must consider the option and location of the school site. This is true since the location might affect the kind of school that will be constructed as well as the caliber and number of buildings. The term "school location" describes the specific position of a

school in relation to other locations in its physical surroundings (rural or urban). In Nigeria, rural life is more homogeneous, homogenous, and simple than urban life, which has a variety of cultures, and is often thought to have an impact on kids' academic performance. This is due to the fact that urban centers are more preferred than rural regions when it comes to the distribution of social amenities like piped-borne water, electricity, and healthcare services. The dispersion of educational facilities and faculty reflects this as well. Due to the current circumstances, different schools in Nigeria provide different learning possibilities (Ikwesi, 2015). Therefore, it would seem that principals at rural schools in Nigeria retain closer links to their host communities than do their colleagues in metropolitan schools. While some studies have shown a beneficial impact, others have indicated a detrimental impact on the maintenance of school community relationships.

Bari (2014) investigated how the location of a school affected community involvement in the efficient operation of schools in Zamfara. The results showed that school location affects community engagement in Zamfara schools' successful administration, including participation in teaching activities, participation in ensuring student attendance, and participation in upholding school ethics, but not in non-teaching activities. In the Akoko-Edo State Local Government Area of Edo State, Haruna (2015) conducted research on the impact of school location on the efficacy of school community interactions. The research found that the location of the school has an impact on school community interactions. The survey also revealed that rural schools maintained stronger ties with their local communities than urban schools did.

Methodology

In this investigation, the expo-facto was used. The thirty-two (32) junior and senior secondary school principals from the sixteen public secondary schools in the Esan West Local Government Area of Edo State, Nigeria made up the study's population. The 32 principals of junior and senior public secondary schools were selected from the total population. Because of the limited population, a sample was no longer required. The "Factors Hindering School Community Relations Questionnaire" (FHSCRQ), a questionnaire created by researchers, was used to collect data for this study. Two specialists from the Department of Guidance and Counseling, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria verified the study instrument. Chi-square, Mean, and Standard Deviation were used to examine the data. In this respect, the Chi-square statistical tool was used to examine all of the hypotheses that were developed. 0.05 degree of significance.

III.   Results

Hypothesis One: Lack of proper communication do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

Table 1: Chi-square analysis of proper communication and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

	Proper Communication	Good School Community Relations
Chi-Square	1.320[a]	1.222[b]
Df	2	2
Asymp. Sig. P-value	.049	.049

a. 3 cells (100.0%) have expected frequencies of less than 5. The minimum expected cell frequency is 1.7.

Table 1 showed the Chi-Square analysis of proper communication and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria. The results showed a significant influence at .05 level of significance because the calculated value of 1.320 was greater than the criterion value. Meanwhile, the P-value (.049) was less than .05 (P<.05). The null hypothesis was therefore

rejected. This meant that lack of proper communication hindered good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

Hypothesis Two: Lack of members' commitment do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

Table 2: Chi-square analysis of lack of members' commitment and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

	Lack of Members' Commitment	Good School Community Relations
Chi-Square	1.320[a]	1.222[b]
Df	2	2
Asymp. Sig. P-value	.049	.049

a. 3 cells (100.0%) have expected frequencies of less than 5. The minimum expected cell frequency is 1.7.

Table 2 showed the Chi-square analysis of lack of members' commitment and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria. The results showed a significant influence at .05 level of significance because the calculated value of 1.320 was greater than the criterion value. Meanwhile, the P-value (.049) was less than .05 (P<.05). The null hypothesis was therefore rejected. This meant that lack of members' commitment hindered good school community relations in secondary schools in Esan West Local Government Area of Edo State

Hypothesis Three: Principals leadership styles do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

Table 3: Chi-square analysis of principals' leadership styles and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

	Principals' Leadership Styles	Good School Community Relations
Chi-Square	1.320[a]	1.222[b]
df	2	2
Asymp. Sig. P-value	.049	.049

a. 3 cells (100.0%) have expected frequencies of less than 5. The minimum expected cell frequency is 1.7.

Table 3 showed the Chi-square analysis of principals' leadership styles and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria. The results showed a significant influence at .05 level of significance because the calculated value of 1.320 was greater than the criterion value. Meanwhile, the P-value (.049) was less than .05 (P<.05). The null hypothesis was therefore rejected. This meant that principals leadership styles hindered good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

Hypothesis Four: School location do not hinder good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

Table 4: Chi-square analysis of school location and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

	School Location	Good School Community Relations
Chi-Square	1.320[a]	1.222[b]
df	2	2
Asymp. Sig. P-value	.049	.049

a. 3 cells (100.0%) have expected frequencies of less than 5. The minimum expected cell frequency is 1.7.

Table 4 showed the Chi-square analysis of school location and good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria. The results showed a significant influence at .05 level of significance because the calculated value of 1.320 was greater than the criterion value. Meanwhile, the P-value (.049) was less than .05 (P<.05). The null hypothesis was therefore rejected. This meant that school location hindered good school community relations in secondary schools in Esan West Local Government Area of Edo State, Nigeria

IV.   Discussion

The discussion of findings was done under the following subheadings:

Good school community relations and appropriate communication

The results of this research showed that at secondary schools in the Esan West Local Government Area of Edo State, Nigeria strong school community connections were hampered by improper communication. The results of this study are consistent with those of Nnebedum (2007), whose research revealed that disciplinary issues among staff and students and a communication gap between the principal and community members were factors impeding school-community ties. The results of this research concur with those of Phumlani (2013), who showed that poor communication had a detrimental influence on partners' commitment to partnership activities, empowerment, asset mapping, and partner views of partnerships. The results of this research are consistent with those of Nkem (2015), who discovered that poor communication, the location of the school, its size, principals' characteristics, and community leadership are the obstacles to good school-community interactions in the Ndokwa Local Government Area of Delta State.

Poor member commitment and positive community relations at the school

This research demonstrated that poor school community connections were hampered in secondary schools in the Esan West Local Government Area of Edo State Nigeria by a lack of member commitment. The results of this research corroborate those of Sango (2016), who discovered that community involvement in school development had a detrimental effect on school-community ties in the studied region. Parents' poor quality of living, community attitudes about education, family income levels, and school-community interactions were the main obstacles preventing community engagement. The following were some effects of community involvement on teaching and learning: hungry students, a limited curriculum, uninspired instructors, a high incidence of absenteeism and dropouts, as well as inefficient school management. The study's findings, which show that parents and teachers do not collaborate to promote education, concur with those of Agbo (2007). Parents did not believe they had a responsibility to actively participate in their children's education; Community members have traditionally considered teachers as professional individuals who know their professions very well and require no interference from others; strangely, instructors have also criticized parents

of not being involved in their children's education. Parents were not welcome at the school. This makes it harder for the school to include the community.

Good school community relations and the leadership styles of principals

This research found that at secondary schools in the Esan West Local Government Area of Edo State, Nigeria principals' leadership styles hampered positive school-community relationships. The results of this study are consistent with those of Aghaowa (2018), who found that in public secondary schools in the Owan East Local Government Area of Edo State, poor leadership of the school and host communities was one of the major factors influencing good relations between the school and the host communities. The results of this research concur with those of Bahtilla (2017), who found that inadequate school leadership had a detrimental effect on the preservation of school community relationships in secondary schools in the South West Region of Cameroon. The results of this research are consistent with those of Mike (2015), who found that the relationships between the school and the community in Ikere Local Government Area, Ekiti State, are significantly impacted by the different leadership styles. The results of this study confirm those of Uzoechina (2017), who found that there were poor school-community relationships in secondary schools in the Anambra state and that fraud, principals' and teachers' attitudes, principals' and teachers' leadership style, community apathy, and illiteracy among community members were barriers to good school-community relationships.

Good school community relations and school location

The results of this research showed that secondary schools in the Esan West Local Government Area of Edo State, Nigeria were negatively impacted by the location of the schools in terms of positive school-community connections. This result is consistent with those of Bari's (2014) study, which found that school location affects community participation in Zamfara schools' effective management, but not for non-teaching activities. This involvement was related to participation in teaching activities, participation in observing students' attendance, and participation in enduring school ethics. The results of this research confirm those of Haruna (2015), who found that the location of the school had an impact on school community interactions. The survey also revealed that rural schools maintained better relationships with their local communities than urban schools did.

V.   Conclusion

Based on the results, the study came to the conclusion that poor communication, a lack of commitment on the part of the members, the leadership styles of the principals, and the location of the schools hampered good school community relations in secondary schools in the Esan West Local Government Area of Edo State, Nigeria.

Recommendations

The following suggestions were made in light of the findings:

A very excellent and strong communication should be established and maintained between the school administrators and the host community.

b. Participants in school-community interactions, such as administrators and community members, should be passionate about managing and growing secondary schools.

c. To improve the efficacy of the partnership, the principals should establish a leadership style that can accommodate all members of the school community.

d. The Ministry of Education should inform school administrators in both rural and urban areas of the value of maintaining positive school-community connections.

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