SCHOOL- COMMUNITY RESOURCE FACTORS AND SECONDARY SCHOOL STUDENTS LEARNING OUTCOME IN OGOJA EDUCATON ZONE OF CROSS RIVER STATE

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Abstract:

This article investigated school community resource factors and senior secondary school students learning outcome among senior secondary school students in in Ogoja education zone of Cross River State. The descriptive survey research design was adopted for the study, three hypotheses guided this study, the population of the study comprised of 82 public secondary schools with a total population of 24,281 and are 1,372 teachers in the secondary schools in the zone Purposive sampling technique was used for selecting the samples for this study. Out of the 82 public secondary schools, 60% of schools were drawn from the resulting to fifty (50) secondary schools, A sample of 18% of teachers were drawn resulting to two hundred and fifty (250) teachers from the zone, also, four hundred (400) SS2 students were sampled. One instruments; School Community Resource Factors Questionnaire and Students' Academic Achievement Test (SCRFSAATQ) was used to collect data. The Pearson Product Moment Correlation was used to analyze data at 0.05 level of significance with a reliability test of 0.86 Cronbach alpha. Findings revealed that overall learning outcome was very low It also indicated that fund raising and management of school finance have negative significant and weak relationship with learning outcome, it was observed that there is negative and weak significant relationship between classrooms use after school hours or on holiday and learning outcome. However, school halls for social events, school vehicles for community service, school technical workshop and school farms for extension services have negative and insignificant relationship with learning outcome, School- community relation resource factors and school community physical facility usage have no significant relative contribution to student learning outcome.. The study recommended that the State Ministry of Education should develop policies that would encourage high level of cooperation between schools and communities. The needs of the communities should be integrated into the school management policies; this is a way by which communities could have a sense of belonging.

Introduction

According to Rok (2012) in Ogar & Ntui (2019) learning outcome is the acquired knowledge, skills and attitudes necessary for development as holistic individual in cognitive, affective and psychomotor domains. Cognitive domain refers to intellectual skills such as understanding of methodologies, synthesis, evaluation or ability in critical analysis. Affective domain refers to skills that are readily transferable to employment in other contexts, such as written and oral communication, working within a team, problem solving, numeracy and information and technology skills. Psychomotor domain has to do with Subject-specific skills are practical skills, practice of which is integral to the course, e.g. Laboratory skills, language skills, counselling skills among others. From the foregoing, learning outcomes are the knowledge, attitudes, skills and competence that students are able to demonstrate upon completion of the learning process. It is the specification of what students should learn as the result of a period of specified and supported study. It refers to how an individual is able to demonstrate his or her intellectual abilities in an assessment. This scholastic standing could be explained as the grade obtained in a course or group of courses (Ogar,& Ntui, 2019)

Past and current reports have shown marginal decline in students' performance. JAMB 2024, Ajayi, Nwokocha and Amadike in Ogar (2015), West African Senior Secondary Certificate Examination (2013) have all shown the extent of poor performance of students in public examinations. Dike (2014) reported that only 31.28% of the students that sat for 2014 May/June West African Senior Secondary Certificate

Examination obtained five credits including English and Mathematics as compared to 38.81% in 2012 and 36.57% in 2013.

This retrogression in student's learning outcome impacts negatively on the education stakeholders and the society at large reason being that the education system will end up producing people with productive value who cannot contribute meaningfully to self, talk more of the growth and development of the country. It is rather unfortunate that the secondary schools today are not measuring up to the standard expected of them. School is a social institution designed to work in active close, continuous, mutual relationship with the community it serves thus school community synergy is germane if the problem of poor students learning outcome is to be curtailed, as schools are set up to educate and solve community problems and likewise the community supporting the school to meet its goals which are of immerse contribution benefits to the community's growth and development.

School-community resource factors has to do with elements such as finance, physical facilities and infrastructures, technical expertise, volunteer assistance, development of skills abilities and attitudes e.t.c that bind the school and the community together. It can also be seen as those reciprocal factors such as fund raising, use of community/school facilities, volunteer assistance, donation of land for school building, providing accommodation for teachers e.t.c. (Oboegbulem, 2004) in Ogar And Ntui (2019). This relationship portrays the variations, needs, aspirations and values of the community which the school administrator should know for effective school management, and for achievement of goals of secondary education. Schools are social institutions that develop in the child certain skills, abilities and attitudes which improve the quality of life in the community. Bray (2012) view community as a group of people who share social, economic and cultural interest. It members are said to be recognized and identify themselves with each other as well. The school and the community are two institutions that are inseparable, since the community provides the students that the school trains. School- community relations serve to achieve the goals of education in a community.

Similarly, Onwurah (2014) note that school-community relations should be symbiotic, and she suggests the following ways of improving school-community relations for effective school management: Use of physical facilities is concerned about how the school should willingly make its hall and classrooms available to the community for adult education classes, church programmes and other community occasions. The school field can be used for sporting events and crusades. On the other hand, the community can allow the school to use church halls as classrooms. The community can provide houses for teachers. They can provide land for buildings and farmland for schools. Town hall can be used to supplement classrooms for schools that lack buildings. Economic provisions: The school can provide employment opportunities to the community for such posts as security men, gardeners etc. Students can collect sand when the community is setting up school buildings to minimize cost. The community on the other hand can make cash and material donations to the school. The community can also supply labour to the school for projects. General services, the school can initiate, support and help social programmes like clean-up campaign. The school can organize activities to raise funds and help the aged, sick and the poor in the community. On the other hand resource persons with specific competencies from the community can be invited to address students or participate in some school's activities all geared towards improving students learning outcomes. Thus, the thrust of the work is to examine the influence of school community resource factors on secondary school students learning outcome

Statement of the problem

Retrogression in student's learning outcome impacts negatively on the education stakeholders and the society at large reason being that the education system will end up producing people with productive value who cannot contribute meaningfully to self, talk more of the growth and development of the country. It is rather unfortunate that the secondary schools today are not measuring up to the standard expected of them. This decline has been attributed to so many variables as been responsible for the poor students learning outcome, among such factors are, lack of facilities, inadequate funding, inadequate staff, lack of instructional materials and school community relation factors. Studies have shown that school community relation factors is very important to students learning outcome because these factors influence their learning process and outcome, but the extent to which these factors (Use of School or Community Facilities, Sharing Other Resources, Collaborative Fund Raising, Volunteer Assistance, Mentoring and Training, Information Sharing and Dissemination, Shared Responsibility for Planning, Implementation and Evaluation of Programmes) influence students learning outcome in secondary schools in the zone has not received research attention which is a problem thus justifies why this research is undertake

. Given that poor performance in school subjects, leads to dropout of students, hinder them from moving from one educational level to another, make them unemployable and finally, impedes development and achievement of national objectives, Therefore, immediate efforts are needed to put an end to the problem of students' poor learning outcome, as unabated poor learning outcome of students will impede the achievement of school goals and objectives by extension that of the society.

Purpose of the Study

The main purpose of this research was to investigate school community resource factors and Secondary School students learning outcome in Ogoja education zone of Cross River State. Specifically, to:

i. Investigate school community relations resource factors and secondary school students learning outcome in in Ogoja education zone of Cross River State.

ii. Examine the level of school -community resource factors and secondary school students learning outcome in Ogoja education zone of Cross River State. iii. Examine the extent of school community physical facility usage and secondary school students learning outcome in Ogoja education zone of Cross River State.

Research Hypotheses

The following null hypotheses were formulated to guide the study:

Ho_1: There is no significant relationship between school community relations resource factors and secondary school students learning outcome

Ho_2: school -community resource factors and senior secondary school students learning outcome

Ho_3: school community physical facility usage and secondary school students learning outcome

Methodology

The descriptive survey research design was adopted for the study, three hypotheses guided this study, the population of the study comprised of 82 public secondary schools with a total population of 24,281 and are 1,372 teachers in the secondary schools in the zone Purposive sampling technique was used for selecting the samples for this study. Out of the 82 public secondary schools, 60% of schools were drawn from the resulting to fifty (50) secondary schools, that is eleven (11) schools per LGA with exception of Bekwarra LGA which has only six (6) public secondary schools which were all captured. A sample of 18% of teachers were drawn resulting to two hundred and fifty (250) teachers from the zone, that is 5 teacher per school. Also, four hundred 400 SS2 students were sampled that is eight (8) students per school. One instruments; School Community Resource Factors Questionnaire and Students' Academic Achievement Test (SCRFSAATQ) weas used to collect data. The Pearson Product Moment Correlation was used to analyze data at 0.05 level of significance with a reliability test of 0.86 Cronbach alpha.

Result Presentation

Hypothesis 1: There is no significant relationship between school- community resource factors and senior secondary students learning outcome in Ogoja education zone of Cross River State.

Table 1: Correlation Matrix of School Community Relation Factors and Learning Outcome

Variables	Learning Outcome	Fund raising	Management of school finance	Construction of buildings	Utilization of school facilities	Maintenance of school facilities
Learning Outcome	1.00					
Fund raising	-0.140*	1.00				

Variables						
Management of school finance	-0.124*	0.640**	1.00			
Construction of buildings	0.144	0.512**	0.512	1.00		
Utilization of school facilities	0.474	0.441**	0.496**	0.449**	1.00	
Maintenance of school facilities	0.324	0.430**	0.438**	0.576**	0.380**	1.00

**= Significant at p< 0.05 alpha level

Table 1; shows the correlation coefficients between independent variables (fund raising, management of school finance, construction of buildings, utilization of school facilities and maintenance of school facilities) and the dependent variable (learning outcome). It is shown that fund raising and management of school finance have negative significant and weak relationship with learning outcome (r = 0.026; 0.049 P < .05). Funding raising has positive significant relationship with management of school finance, construction of buildings, utilization of school facilities as well as maintenance of school facilities (r = 0.640; 0.512; 0.441; 0.015; 0.430; P< .05). Maintenance of school facilities also has positive and significant relationship with utilization of school facilities and maintenance of school facilities (r = 0.496; 0.438; P< .05). There is also a positive but weak significant correlation among construction of buildings, utilization of school facilities and maintenance of school facilities (r = 0.449; 0.576; P< .05.The table equally revealed that there is positive relationship between utilization of school facilities and maintenance of school facilities (r = 0.380; P< .05).

Hypothesis 2: School community physical facilities usage would have no significant relationship with senior secondary students learning outcome in Ogoja education zone of Cross River State

Table 2: Correlation Matrix of the Predictor Variables

Variables	Learning Outcome	Classrooms use after school hours or on holiday	School halls for social events	School vehicles for community service	School technical workshop	School farms for extension services
Learning Outcome	1.00					
Classrooms use after school hours or on holiday	-0.147*	1.00				
School halls for social events	-0.075	0.428**	1.00			
School vehicles for community service	-0.033	0.066	0.066	1.00		
School technical workshop	-0.004	0.116	0.155*	0.345**	1.00	
School farms for extension services	-0.050	0.300**	0.318**	0.328**	0.362**	1.00

**= Significant at p< 0.05 alpha level

Table 2; presents the correlation coefficients between independent variables (classrooms use after school hours or on holiday, school halls for social events, school vehicles for community service, school technical workshop and school farms for extension services) learning outcome. It was observed that all had negative relationship with learning outcome and only that classroom use by communities was significant (r = -0.147). However, school halls for social events, school vehicles for community service, school technical workshop and school farms for extension services have a negative and insignificant relationship with learning outcome. Class rooms use after school hours or on holiday has positive and significant relationship with school halls for social events (r = 0.428;

P< .05). School halls for social events also has positive and significant relationship with school technical workshop and school farms for extension services (r = 0.155; 0.318; P< .05). There is also a positive but weak significant correlation among school vehicles for community service, school technical workshop and school farms for extension services (r = 0.345; 0.328; P< .05). The table equally revealed that there is positive relationship between school technical workshop and school farms for extension services (r = 0.380; P< .05).

Hypothesis 3: school- community relation factors and school community physical facility usage would have no significant contributions to senior secondary students learning outcome in Ogoja education zone of Cross River State

Table 3: School- Community Relation Factors, School Community Physical and Learning Outcome

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Standard Deviation Error	Beta		
(Constant)	18.784	1.414		13.280	.000
school- community relation factors	-.080	.070	-.081	-1.137	.257
School community physical facility usage	-.032	.087	-.026	-.367	.714

a. Dependent Variable: learning outcome

Table 1; shows the predictions of each of the independent variables and none of these independent variables is shown to have significant prediction (p> 0.05). School- community relation factors and school community physical facility usage have no significant relative contribution to student learning outcome (β = -0.081; -0.026; t = -1.137; -0.367; p> 0.05). It can be concluded that none of the independent variables make significant contribution to the student learning outcome.

Discussion of Findings
Based on the result of the analysis, the findings of the study were discussed as follows:

In attempt to find out the learning outcome among senior secondary school students in Ogoja education zone of Cross River State. The result revealed that the general, overall learning outcome among senior secondary school students in Ogoja education zone of Cross River State was found very low. This finding is in agreement with Nieto, (2014) which assert that effective school community relationship raises student performance and achievement. Nieto (2014) contends that student achievement is positively associated with parent involvement in school, and that school that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement.

In attempt to investigate the level of school community relation factors of senior secondary schools in Ogoja education zone of Cross River State. The findings revealed that there was low fund raising for school project, low

management of school finance, low construction of school buildings, low utilization of school facilities, maintenance of school facilities was low, security of school facilities was equally low, it also revealed that there was low level of water provision for schools, the provision of electricity for the school was low, there was low programme planning, low provision of personnel and welfare of students was low. Based on the findings, the level of community relation factors of senior secondary schools in the research locale was found to be low. This finding is in agreement with a research conducted by the Michigan State Board of Education Task Force (2012) on integrating communities and schools to further highlight the importance of school community relationships. The primary purpose of the study is to create a connected community so that all students achieve by making collaborative use of the efforts and resources of all community partners/stakeholders. It is the hope of the group that communities and schools will find the information contained within to be of value as they shape policy, reach for and

find solutions and build strong relationship. This will enhance collaboration between communities and schools; bring communities and schools together and bring together teaching and learning with community support. But the integration of communities and schools sought by the task force goes beyond solely planning for out of school time to a true supportive, reciprocal integration of community support for the school and schools providing a sort of sustenance for the community.

In an attempt to investigate the level of physical facility usage between the community and secondary schools in Ogoja education zone of Cross River State. The findings revealed that classrooms use after school hours or on holiday was low, respondents had low degree view that there was school library that provides books for community members, school halls for social events was found to be low, respondents for the study were of the opinion that there was low school play grounds for local games/ festivals, school furniture borrowed by the community members was found to be low, respondents had low degree view about school vehicles for community service, the use of school parks during festive seasons was low, school farms for extension services in the community was low, the provision of services to the community by school business centres was found to be low, there was equally low school technical workshop for community services, there was low view that both school and community can use each other clinics. Based on the findings, the level of availability/accessibility of physical facilities in secondary schools is was found to be very low. These findings is also in agreement with that of Koko and Nwiyi (2016) who both stressed that communities should be able to execute programmes that will provide resources, manpower and funds to the schools. On the provision of land to school for the building and expansion of the school, Nnabuo, Okorie, and Agabi (2014) maintain that it is important that community impose the conditions that govern the use and acquisition of resources which make the implementation of school goal a possibility. Collaborating further, Agabi, Okorosaye-Orubite, Ezekiel-hart and Egbezor (2015) outlined very important areas where community had identified itself in the development of the school to include: Donation of land for building the school and funding and accommodations to teachers. These researchers concluded that communities play active roles in ensuring the academic performance and the provision of amenities in schools

Conclusion

The findings of this study showed that school–community resource factors, although influenced learning outcome of secondary school students in Ogoja education zone, but were not significant predictors of students learning outcome in the study locale. It can therefore be concluded that school community relation factors played a weak role in determining learning outcome among secondary school students in Ogoja education zone of Cross River State. It is, therefore, recommended that appropriate measures should be adopted to improve school community resource factors and learning outcome of secondary school students in these LGA's.

Recommendations
The following recommendations were made based on the findings of this study:
- ✤ The State Ministry of Education should develop policies that would encourage high level of cooperation between schools and communities.
- ✤ The needs of the communities should be integrated into the school management policies; this is a way by which communities could have a sense of belonging.
- ✤ The school, community and government should engage more in activities that promote school- community relations such as active P.T.A. meetings, adequate financial / material support by the community and sharing of information between the school and community, prompt payment of salary and allowances by the government etc, and then avoid the factors that can hinder school-community relations.

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