TIME-RESOURCE UTILISATION FOR SCHOOL-COMMUNITY RELATIONSHIP FUNCTION BY PRIMARY SCHOOL HEADS IN SOUTH-SOUTH NIGERIA

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Abstract
The paper investigated the utilization of time by Head-teachers on school –community relations in primary schools in South-South Nigeria. One research question and two hypotheses were formulated to guide the study. The descriptive survey design was employed. The population of the study comprised all the head-teachers in the public primary schools in south-south Nigeria. The purposive sampling technique was used to select 116 Head-teachers from the schools. Data was collected using ‘School Activities Time-Mix of Head Teachers Checklist (SATMHTC) ’ to find out the amount of time spent daily on each administrative task. The findings revealed that head teachers spent a lot of time on School -Community relations, though the highest amount of time was not spent on this function. Furthermore, head teachers varied in the time spent on School-Community relations based on the indices of experience and Qualification.

Keywords: Time-resource, utilization, school-community relationship

Introduction
The capacity and composition of the primary education sector has become very large and diverse since the introduction of formal education in Nigeria in1846. These features are in response to multi ethnic composition of the Nigerian state, population explosion, urbanization of communities and mobility of people from rural to urban areas and from one religion to another. There are over 389 ethnic groups and three major religious groups in Nigeria. The population of Nigeria presently is over 168.8 million compared with 45.2 million in 1960 (World Bank 2012). Currently, the population of the primary age segment is over 74,982 (Universal Basic Education 2004). Majority of the pupils are in schools with large and diverse constituent populations. This is because of the multi-faceted nature of the country and the very high mobility of people of the inter and intra regions within the country due to disasters such as flood, inter community conflicts, people in search of jobs and better life style. This has implications for all sectors of the nation and education in particular. The impact of very high rate of mobility on schools and the communities have been listed as:- pressure on the school administrator to reflect and sustain the values of extant communities where schools are situated in the form of ensuring that community interest is reflected in the recruitment of staff personnel, pressure on existing communal infrastructure and school facilities, anxiety on the part of the immigrants in terms of the possibility of getting jobs and ability to navigate the culture and life style of the host community (Dynson, Gallannaugh and Kerr 2014). The backlash of the listed challenges on the school and its administration in particular cannot be over emphasized. The school administration tends to be saddled with issues of placement for new entrants, ensuring that school norms and culture are not watered down by new entrants and providing support to emigrant’s children who need adjustment and the attendant psychological stability as a result of far reaching changes. Furthermore, pressure occasioned by the unanticipated increase of population on school facilities and staff personnel as well as general tasks tend to overwhelm the school administrator in the performance of his daily activities. Campbell and Williamson (1991) found that principals’ view on how much time they should spend on specific school function conflicted with how much time they actually spent. In Nigeria, the current issue which tends to be of very great challenge to the administrator bothers on the need to ensure, that national and local community consciousness is adequately addressed in the school, particularly in view of the current security challenges.
The National policy on Education states national objectives of education to include:

- The inculcation of national consciousness and unity.
- The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society and
- That core national values should be emphasized to promote unity and national consciousness. (Federal Republic of Nigeria, 2004).

However, many school heads tend to be confronted with the issue of striking a balance between maintaining cordial relationship with the immediate community where schools are situated by reflecting the community values where school activities and adherence to national values in school operations. The immediate community put a lot of pressure on school heads in terms of recruitment of staff personnel and appointments into positions of authorities. The consequences of yielding to such pressures have been listed as recruitment of unsuitable staff, localization of the curriculum content, narrowing of school values to local values, sectionalism and formation of cliques among staff by head teachers. On the other hand, non-yielding to pressure of the extant community to localize recruitment and other school activities by the head teacher tends to result in non-cooperation by the staff recruited from the immediate community, threat to the office, property and life of the school administrator. Consequently, school heads tend to utilize much time for school community relationship issues to the detriment of other crucial activities. For example, Hughes in Huffstutter and Smith 1989, found in his study of 51 supervisors of instruction that only 10% of their time was spent on classroom observations, a task which they perceive to be very important. The experience, qualification of school heads have also been implicated as having impact on the performance of school functions by school Administrators (Owoye and Yara 2011, Okolo 2007 and Amanchi 1998). However, Kergard 1991 found that though smaller schools mean fewer administrative staff members and more demand on the principal to handle the majority if not all administrative duties, school size and gender of school head were found not to significantly influence the performance of school functions of head teachers (Owoye and Yara2011, Omoike and Idogho 2011, Haamphill, Grifiths and Fredrickson 1992). The actual time school administrators spend on the various administrative functions and school-community relationship in particular, in primary schools in South-South Nigeria is not yet known. Hence this study investigated the amount of time spent on school community relationship by school administrators. One research question and three hypotheses guided study.

**Methodology**

The study employed a descriptive survey design. The population of the study comprised all the head teachers in the public primary Schools in South-South Nigeria. The purposive sampling technique was used to select 116 head-teachers from the schools. Data was collected using ‘School Activities Time-Mix of Head Teachers Checklist (SATMHTC)’ to find out the amount of time spent daily on each administrative task. The administrative functions of the head teachers targeted, was as listed by Gorton (1983); pupil personnel Management, instructional supervision, school-community relations, instructional and curriculum development, school plant and general task. The instrument was subjected to rigorous scrutiny by ensuring that experts in the subject area critically examined the items that made up the subsets to ensure that what constitutes content on the subsets have been adequately addressed. They also ascertained the clarity of the language in terms of adequately conveying what was expected from the respondents in each of the items. Furthermore, the instrument was pretested on some teachers to ensure that it sufficiently reflected the functions of head teachers. The listed processes ensured the validity and reliability of the instrument while statistical tools such as Arithmetic mean and T-test were used to analyze the data generated for the study.

**Findings**

Research question one
How much time is spent by school administrators on school community relationship as compared with other functions?
Table 1: Time spent by head teachers on school functions

<table>
<thead>
<tr>
<th>Functions of head teachers</th>
<th>No of respondents</th>
<th>Time in minutes per week</th>
<th>Mean in minute per week</th>
<th>Standard deviation</th>
<th>Time spent by ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil personnel management</td>
<td>106</td>
<td>4859</td>
<td>45.84</td>
<td>28.06</td>
<td>5</td>
</tr>
<tr>
<td>Instructional activities</td>
<td>106</td>
<td>7733</td>
<td>72.96</td>
<td>47.98</td>
<td>2</td>
</tr>
<tr>
<td>School community relationship</td>
<td>106</td>
<td>5157</td>
<td>48.66</td>
<td>42.07</td>
<td>3</td>
</tr>
<tr>
<td>School finance and business mgt.</td>
<td>106</td>
<td>4876</td>
<td>46.00</td>
<td>35.79</td>
<td>4</td>
</tr>
<tr>
<td>School plant</td>
<td>106</td>
<td>3063</td>
<td>28.54</td>
<td>21.02</td>
<td>6</td>
</tr>
<tr>
<td>General task</td>
<td>106</td>
<td>7744</td>
<td>73.06</td>
<td>46.76</td>
<td>1</td>
</tr>
</tbody>
</table>

The findings revealed that of the five and half hours allotted for administrative duties by the headteacher daily, 48 minutes, 66 seconds was spent on school community relations. The time was next to instructional activities (72.96 minutes) and general tasks (73.06 minutes). The Primary school heads spent the least time on school plant (28.54 minutes).

Hypothesis one
There is no significant difference between experienced and inexperienced head teachers in the time utilized for school community Relationship.

Table 2: T-test of difference between experienced and less experienced headmistresses in time utilization for school community relationship duties

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number of Respondents</th>
<th>Score</th>
<th>Mean</th>
<th>T-Test Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less experienced</td>
<td>18</td>
<td>486.54</td>
<td>27.03</td>
<td>-2.45</td>
<td>.024</td>
</tr>
<tr>
<td>Experienced</td>
<td>88</td>
<td>467.04</td>
<td>53.08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table two indicates that head teachers differed significantly in the time spent on school-community relationship on the basis of experience. The mean scores of 53.07 for experienced principals and 27.03 for less experienced principals indicate that experienced principals spend more time on school-community relationship than less experienced principals.

Hypothesis two
There is no significant variation in the time utilized by head teachers for school-community relationship on the basis of qualification.

Table 3: T-test of difference between headmistresses who had B.ed and those with lower qualification in time Utilization for school community relationship duties

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number of Respondents</th>
<th>Score</th>
<th>Mean</th>
<th>T-Test Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC11/NCE</td>
<td>39</td>
<td>2447.64</td>
<td>62.78</td>
<td>2.716</td>
<td>.008</td>
</tr>
<tr>
<td>B.ed</td>
<td>67</td>
<td>2708.81</td>
<td>40.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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This table revealed that head teachers differed significantly in the time spent on school-community relationship on the basis of qualification. The mean score of 62.27 for TCII/NCE indicates that, this category of head teachers spend more time on school-community relationship than Bachelor of Education Degree holders (x -40.43).

Discussion of results
The result of the finding indicated that head-teachers spent 42.07 minutes out of the 5hours, 30 minutes allotted for school activities daily on school community relationship. The finding confirms Hughes in (Huffstutter and Smith, 1989) who stated that there is the tendency for school leaders to spend a lot of time on non-instructional activities. The huge time spent on school community relationship is not unconnected with the myriad of challenges which are the outcome of the need to strike a balance between national and local community needs. Furthermore, the threat to the security of job and sometimes life and property of the head teachers who community leaders perceive as un-cooperative could be accountable for the much time spent on this function. It is also an indication of the seriousness that school administrators give to this aspect of school administration. In many instances school heads have been forced out of their work stations because of disagreements between them and the community. The implication of spending so much time by head teachers on school community relationship is that there is the tendency of spending insufficient time on instructional activities which directly impact on student’s achievement.

Another finding of the study was that the head teachers varied significantly by experience in the time spent on school community Relations. The experienced principals spent more time on school community relations than inexperienced head teachers. These findings indicate that experienced principals tend to be more concerned with school-community relationship. Could it be that in the practice of the profession, they have become more acquainted with the threat poor relationship with the community poses to the security of their job and so have decided to spend too much time on this function? For whatever reason, it is an unhealthy pattern to the attainment of educational goals because the less experienced principals would in no time follow soothe by spending more time on this function to the detriment of more important functions.

The study further revealed that head-teachers varied significantly in the time spent on school-community relationship on the basis of qualification. The variation was in favour of the head teachers whose qualifications were below the Bachelor degree. This finding is instructive as it would appear that these head-teachers needed to spend more time on school community relationship so that they could be at peace with their host community.

Conclusion
In view of the findings of the study, it could be concluded that though head teachers did not spend the greatest time on school community relations, they spent a lot of time on this function. Furthermore the time spent on the school-community relations by headteachers varied on the base of their qualification and experience.

Recommendation
The government should play down the influence of local communities on the retention of head-teachers in the communities so that they could be more relaxed to perform their functions in a way that would enhance the attainment of educational objectives.

References
Campbell and Williamson (1991). The perception of


