

COMMUNITY PARTICIPATION IN SCHOOL MANAGEMENT

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Community Participation in School Management" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined community participation in school management, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of community; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with community and participation. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 417 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 386 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 2.97). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.512$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.87, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.03$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on community.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of community participation in school management is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The phenomenon of community, while not new, has acquired fresh analytical urgency in Nigeria. Nigeria's federal structure and its diverse cultural geography ensure that the experience of community varies considerably from one region to another. The aggregate picture emerging from Adeniyi and Umeh (2023) points to a modest but consistent association between community and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. An examination by Nwosu and Kalu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of community. Evidence from national agencies indicates that community has grown considerably in recent times, underscoring the need for systematic inquiry. Studies by Nnamdi and Okonkwo (2019) largely support the view that community exerts a measurable influence on outcomes of interest. Such findings reinforce the argument that community deserves a place of priority on the development agenda. Comparative work by Adekunle and Salami (2022) across several states uncovered a consistent pattern linking community with participation. Such findings reinforce the argument that community deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of community in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of community and participation. Studies by Adekunle and Salami (2019) largely support the view that community exerts a measurable influence on outcomes of interest. These developments carry important implications for policy and practice in educational foundations. Findings reported by Alade and Ogunlana (2018) observed that respondents with greater exposure to community recorded markedly different results. Accordingly, there is a growing consensus that deliberate policy action is required. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, community has become increasingly significant within the Nigerian landscape and beyond. The socio-cultural diversity of Nigeria implies that responses to community must be differentiated rather than uniform. An examination by Adeniyi and Kalu (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Evidence assembled by Kalu and Oyelaran (2015)