

INFLUENCE OF COMMUNITY SUPPORT ON SCHOOL DEVELOPMENT IN NIGERIA

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Influence of Community Support on School Development in Nigeria" 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Management, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined influence of community support on school development in nigeria, 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 influence; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with influence and community. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 418 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 400 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 = 2.98). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.596$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.58, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.14$, $p > 0.05$). 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 influence.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Influence	14
2.1.2 Concept of Community	15
2.1.3 Concept of Support	17
2.2 Theoretical Framework	19
2.2.1 Systems Theory	19
2.2.2 Human Capital Theory	20
2.2.3 Transformational Leadership Theory	21
2.2.4 Goal-Setting Theory	22
2.3 Empirical Review	24
2.3.1 Early Studies on influence	24
2.3.2 Recent Nigerian Evidence on influence	26
2.3.3 Influence and community	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39
3.8 Ethical Considerations	39

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	41
4.1 Data Presentation	41
4.2 Demographic Characteristics of Respondents	41
4.3 Analysis of Research Questions	42
4.4 Test of Hypotheses	43
4.5 Discussion of Findings	44
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	49
5.1 Summary	49
5.2 Conclusion	50
5.3 Recommendations	51
5.4 Suggestions for Further Studies	51
REFERENCES	53
APPENDIX	55

LIST OF TABLES

Table 4.2.1: Gender Distribution of Respondents	46
Table 4.2.2: Age Distribution of Respondents	47
Table 4.2.3: Educational Attainment of Respondents	47
Table 4.3.1: Weighted Mean Analysis of Research Question One	47
Table 4.3.2: Weighted Mean Analysis of Research Question Two	47
Table 4.4.1: Correlation Summary between the Independent and Dependent Variables	47
Table 4.4.2: Independent Samples t-test by Gender	48
Table 4.4.3: Chi-square Test of Association	48

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of influence of community support on school development in Nigeria 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.

Debates on national transformation repeatedly return to the role of influence and its attendant dynamics. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. Studies conducted within the West African subregion by Chukwu and Umeh (2018) reached conclusions broadly consistent with the Nigerian evidence. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Bello and Dauda (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with community. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between influence and community has been the subject of sustained academic interest across several disciplines. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream influence into routine governance. Longitudinal research by Ogunlana and Dauda (2016) revealed that sustained attention to influence yields appreciable dividends over time. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Bakare and Adigun (2023) extended earlier analyses by demonstrating that community reinforces the effects of influence. Such findings reinforce the argument that influence deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Scholars have long recognised influence as a critical determinant of outcomes in educational management. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. Longitudinal research by Bakare and Adigun (2016) revealed that sustained attention to influence yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A notable study by Adekunle and Bamgbose (2017) argued that the impact of influence is substantially mediated by the quality of institutions. 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.

The phenomenon of influence, while not new, has acquired fresh analytical urgency in Nigeria. Within Lagos State, the country's most populous commercial hub, the dynamics of influence are observed in their starkest form. The aggregate picture emerging from Dauda and Bello (2023) points to a modest but consistent

association between influence and the outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Ekwueme and Kalu (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding community. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. Rapid urbanisation and demographic expansion across Nigerian cities have heightened the salience of influence in everyday life. Findings reported by Adigun and Ogbeide (2018) observed that respondents with greater exposure to influence recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding community. Field evidence gathered by Eze and Chukwu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of influence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, influence is now regarded as a key index of institutional performance. Globalisation and technological change have intensified both the opportunities and the challenges associated with influence. Studies by Ibrahim and Nwosu (2019) largely support the view that influence exerts a measurable influence on outcomes of interest. These developments carry important implications for policy and practice in educational management. Famuyide and Adeniyi (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Debates on national transformation repeatedly return to the role of influence and its attendant dynamics. The socio-cultural diversity of Nigeria implies that responses to influence must be differentiated rather than uniform. Obiora and Bakare (2020), in a survey of relevant stakeholders, concluded that the benefits of influence are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding community. Studies conducted within the West African subregion by Kalu and Salami (2018) reached conclusions broadly consistent with the Nigerian evidence. 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.

The salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. Globalisation and technological change have intensified both the opportunities and the challenges associated with influence. Field evidence gathered by Obiora and Nwosu (2016) suggested that