

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
List of Figures	viii
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	15
2.1 Conceptual Review	15
2.1.1 Concept of Influence	15
2.1.2 Concept of Community	16
2.1.3 Concept of Support	18
2.2 Theoretical Framework	20
2.2.1 Systems Theory	20
2.2.2 Human Capital Theory	21
2.2.3 Transformational Leadership Theory	22
2.2.4 Goal-Setting Theory	23
2.3 Empirical Review	25
2.3.1 Early Studies on influence	25
2.3.2 Recent Nigerian Evidence on influence	27
2.3.3 Influence and community	28
2.3.4 Comparative Perspectives across Africa	30
2.4 Summary of Literature Review	32
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1 Research Design	34
3.2 Population of the Study	34
3.3 Sample Size and Sampling Technique	35
3.4 Sources of Data Collection	36
3.5 Research Instrument	37
3.6 Validity and Reliability of the Instrument	38
3.7 Method of Data Analysis	39
3.7.1 Administration of the Instrument	40

3.8 Ethical Considerations	40
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	43
4.1 Data Presentation	43
4.2 Demographic Characteristics of Respondents	43
4.3 Analysis of Research Questions	44
4.4 Test of Hypotheses	45
4.5 Discussion of Findings	46
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	51
5.1 Summary	51
5.2 Conclusion	52
5.3 Recommendations	53
5.4 Suggestions for Further Studies	53
REFERENCES	55
APPENDIX	57

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	33
Table 2.2: Operationalisation of the Study Variables	33
Table 3.1: Population of the Study and Sampling Technique	41
Table 3.2: Validity and Reliability of the Research Instrument	41
Table 4.1: Gender Distribution of Respondents	49
Table 4.2: Age Distribution of Respondents	49
Table 4.3: Educational Attainment of Respondents	49
Table 4.4: Weighted Mean Analysis of Research Question One	50
Table 4.5: Weighted Mean Analysis of Research Question Two	50
Table 4.6: Correlation Summary between the Independent and Dependent Variables	50
Table 4.7: Independent Samples t-test by Gender	50
Table 4.8: Chi-square Test of Association	50

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	14
Figure 3.1: Educational Management Research Context	42
Figure 4.1: Gender Distribution of Respondents	49
Figure 4.2: Age Distribution of Respondents	49

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