ADMINISTRATORS' MANAGERIAL OPERATIONS AS CORRELATES OF SCHOOL-COMMUNITY RELATIONS IN TERTIARY INSTITUTIONS IN RIVERS STATE

BY

Akpomi, Margaret Emalereta: Faculty of Education, Rivers State University, Port Harcourt, Nigeria; Email: akpomi.margaret@ust.edu.ng
&
Sam-Kalagbor, Victoria Osaruchi: Faculty of Education, Rivers State University, Port Harcourt, Nigeria; E-mail: victoria.sam-kalagbor@ust.edu.ng

Abstract
The study investigated administrators' managerial operations as correlates of school-community relations in Tertiary Institutions in Rivers State. Two research questions and two hypotheses guided the study. The study adopted correlational design. The population of the study was 1,071 respondents. A sample of 535 respondents was drawn using simple random sampling technique. Two sets of instruments were used for data collection. The first was titled: 'Administrators' Managerial Operations Questionnaire and the second was School-Community Relations Questionnaire. The reliability coefficient of 0.83 was determined using Cronbach AlphaStatistics. Out of the 535 copies of questionnaire administered, 508 were properly filled and retrieved which represented 95% return rate. The Research questions were answered using Pearson Product Moment Correlation (PPMC) while Hypotheses were tested using r-ratio at 0.05 level of significance. The findings among others are that there is high and positive relationship between offer of admission to candidates from the host community It was concluded that administrators' managerial operations have high positive relationship to school-community relations in Tertiary Institutions in Rivers State. the study recommended among others that higher institutions' administration should create quota system of admission for candidates from the community to benefit in the school admission processes.
Keywords: Administrators, Operations, School-community, Admission and Employment

Introduction
The importance of administration in the life of a community, state, or organization, including tertiary institutions cannot be over-emphasized. The practice of administration, its approaches, styles or techniques vary from individual to individual and from one organization to another, with idiosyncratic variables and prevailing circumstances as critical determining factors. Administration con not be effective without proper planning. Planning means thinking before taking action**.** It helps us to take a peep into the future and decide in advance the way to deal with emerging or anticipated situations, which we are saddled with. Proper planning helps the heads of tertiary institutions to make adequate provision to increase admission of community members and allotting of employment which will foster corporation between the school and the community. Allotting employment quota to the host community and the provision of employment opportunities to the community hosting the institution goes a long way in bringing about cordial school-community relations. It is pertinent to note that during a recruitment exercise, the school usually makes available certain number of employment opportunities for the community as a means of showing their regard, thereby creating a sense of belonging to the community, without necessarily compromising the employment policy and criteria of the institution. In the event where the heads of tertiary institutions can increase this quota this will further strengthen effective school- community relations. Also when the host communities are offered reasonable number of employment slots it encourages ownership spirit and protection of the institution from any negative externalities that may affect the school (Akintunde & Seizing-Musa, 2016).

School -community relations constitute a symbiotic arrangement between the school and community founded on mutual partnership, collaboration, cooperation and benefits. The importance of school-community relations in the effective administration of tertiary institutions cannot be over-emphasized. This is because the school and the community are like Siamese twins who must co-exist in order to achieve their individual and collective aims and objectives. In other words, neither the school nor the community can afford to remain self-generating and self-satisfying without the assistance and support of the other as each constitutes a fundamental and indispensable catchment resource to the other.

Reviews
Stakeholder Theory
Stakeholder theory was propounded by Edward Freeman in 1963 cited in Bakwai (2013). In management, the Stakeholders Theory suggests that every business or organization must strive or seek to maximize the values, opportunities, skills and other assets of its stakeholders, including the community and emphasize multiple

interconnections or interdependence between the organisation and the community. Freeman identified six key stakeholders in a company namely: customers, employees, investors, supplies/ vendors, communities and government and argues that they are all important in the survival, growth or failure of a business organization or firm. The organization should be interested in the affairs and wellbeing of the stakeholders.

Managerial Operation
Generally, managerial operation is the process by which both human and material resources are organized, coordinated and controlled in order to accomplish the purpose, goals and objectives of an organization. It involves the activities that are carried out in order to plan, organize and run a business, school or other instruction or the process or act of organizing the way that something is to be done. However, Igwe and Nwikina, (2012) state that most of the definitions of managerial operation centre on certain aspects of the administrative process, such as planning, organizing, communicating, controlling, and decision-making. Gulick and Urwick cited in Godwin (2015), listed planning, organizing, directing, staffing, coordinating, reporting and budgeting as administrative processes. Herbert, Donald and Victor (2009) are of the view that when two men co-operate to roll a stone that neither could have moved alone, the rudiments of managerial operation have appeared.

Identifying with the view of Kalagbor (2014), managerial operation refers to getting things done or the organized and co-operative efforts and strategies aimed at the actualization of predetermined organizational goals and objectives. Such goals and objectives may be socio-economic, educational, legal, political, technological, cultural and /or psychological. Furthermore, Kalagbor (2014) stated that managerial operation is used to designate the systematic, deliberate and goal-oriented efforts, energies and strategies towards the mobilization of human, financial and other resources aimed at realizing the pre-determined aims and objectives of an organization.

School-community Relation
School-Community relations refer to the various methods and strategies adopted to establish and maintain mutually beneficial relationships between the school and the community. However, there may be circumstances where such symbiotic relationship rather than benefiting both parties (mutualism), is based on the principle of commensalism in which case, the relationship benefits only one party in such a way that the other party is neither helped or harmed. It can also be based on parasitism, where one party (parasite) gains and the other (the host) suffers. The concept of school-community relations may be used interchangeably with stakeholders, considering that both the community and its members are critical stakeholders in the school. It equally emphasizes the principle of "shared leadership" depicting the involvement of the management of the school in the community development affairs, programmes and projects and at the same time, in corporating members of the community in the administration and management of the school. In the work of Igwe (2010), the concept of school-community relations is used to designate the complex network of relationships and interdependences intended to maintain and promote mutual co-existence between the school and the community. Such relationships and interdependencies could be located at the individual and group levels such that their activities and roles in the community directly or otherwise affect the life of the school and vice versa.

Students' Admissions
In the view ofOgbonnaya (2009), students' admission is the formal acceptance into school or programme of study for which certain requirements must be met. It is aimed at selecting the best from the pool of those qualified; hence, prospective students for admissions register and write Unified Tertiary Matriculation Examination (UTME), coordinated by the Joint Admissions and Matriculation Board (JAMB), after which some tertiary institutions conduct internal screenings for the final selection and placement of applicants. Admissions into the tertiary institutions vary according to the programme of study, and this include admission into remedial programmes, (where applicable) part-time and full-time programmes for both undergraduate and postgraduate students (Akpomi, 2018). The institutions are guided by admission policies such as quota system, catchment area, carrying capacity, and educationally less developed states, among others. The admission policy requires that a ratio of 60:40 in favor of sciences to arts be maintained. In line with this, the entry qualification is pegged at five relevant credit passes in not more than two sittings. The federal government guidelines for admissions into its institution of higher learning are based on elements such as academic merit determined by the UTME score, and 45% of students' admissions are allotted to it. Educationally less developed areas are given 20%, catchment areas have 25%, and 10% to the discretion of the Vice Chancellors. This is referred to as the quota system.

This implies that 45% of the available spaces are reserved for candidates with very high marks. They are given first consideration for first choice of courses and institutions before other candidates. The catchment areas have 25%, and

this is for candidates within the geographical and socio-cultural areas contiguous to the institution of the candidates. Some of the federal universities have all the states as their catchment areas, whereas others have their neighboring states as catchment areas. Invariably, all state-owned institutions have all local government areas as their catchment areas. The work of Obielumani (2018) defined quota system as any selection method (for employment, school admission, among others) whereby a certain set of percentage of those selected must be of a given ethnic or racial background and/or of a particular sex, whereas catchment area refers to the geographical and/or socio-cultural areas contiguous to the institution candidates apply to. Sinclair (2012) defined policies as set principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals, and those are typically published in a booklet or other forms that are widely accessible.

Employment Quota
Employment constitutes the epicenter of any consideration of the economics and social development of any country" (Yesufu, 2010). This can equally be said of host communities of tertiary educational institutions. The term "Employment Quota" specifies limit on the quantity of workers hired by a firm or business, typically based on ethnic or demographic criteria. Employment quota has been used as a means of providing increased opportunities persons, women, and other groups that have been historically subject to discrimination. Such quotas, however, tend to anger other groups, especially, who do not receive favourable treatments. While employment or similar anti-discrimination quota systems might help address historical problems, they are not without costs (Akpomi & Ohaka, 2018). In the context of this study, employment quota is basically the consideration of employment opportunities to some group or persons in a place or a geographical location. Employment opportunities constitute an important instrument in which the heads of tertiary institutions can use to promote school-community relations. What this implies is that during employment exercise, the heads of tertiary institutions make available some level of opportunities to absorb members of their host communities. It is absolutely strategic for the heads of tertiary institutions to co-opt members of the community during employment opening in the schools.

Purpose of the Study
The study investigatedadministrators' managerial operations as correlates of school-community relations in Tertiary Institutions in Rivers State. The objectives sought to:
1.   determine the extent offer of admission to candidates from the community correlates with school-community relations in Tertiary Institutions in Rivers State.
2.   ascertain the extent offer of employment to candidates from the community correlates with school-community relations in Tertiary Institutions in Rivers State.

Research Questions
The following research questions guided this study:
1.   To what extent does offer of admission to candidates from the community correlates with school-community relations in Tertiary Institutions in Rivers State?
2.   To what extent does offer of employment to candidates from the community correlates with school-community relations in Tertiary Institutions in Rivers State?

Hypotheses
The following hypotheses guided this study:
1.   There is no significant relationship between offer of admission to candidates from the community and school-community relations in Tertiary Institutions in Rivers State.
2.   There is no significant relationship between offer of employment to the community members and school community relations in Tertiary Institutions in Rivers State.

Methodology
The study adopted correlational design. The population of the study is 1,071 respondents and consisted of 681 Principal Officers, Senate/Academic Board members in the eight tertiary institutions in Rivers State. It also consisted of 390 community leaders from the host communities comprising members of the Community Development Committees, youths, women groups and opinion leaders. A sample of 535 respondents was drawn for the study using simple random sampling technique. Two sets of instruments were used for data collection. The first was titled: 'Administrators' Managerial Operations Questionnaire (AMOQ) and the second was School-Community Relations Questionnaire (SRQ). The questionnaire were structured on a five point Rating Scale, weighted as Very High Extent (VHE -5-points), High Extent (HE-4-points), Moderate Extent (ME - 3,-points), Low Extent (LE -2-points) and Very Low Extent (VLE -1-point). The two sets of instrument were given to two experts in Measurement

and Evaluation for validity. The reliability of the instrument was determined with Cronbach Alpha Statistics; The following results were obtained: Administrators' Managerial Operations 0.83, Offer of admission to candidates from the community 0.87, Offer of employment to candidates from the community 0.81, School- community relations 0.87. Out of 535 copies of questionnaire administered, 508 were properly filled and retrieved which represented 95% return rate and analyzed. The Research questions were answered using Pearson Product Moment Correlation (PPMC). Hypotheses were tested using r-ratio at 0.05 level of significance with 506 degrees of freedom using Statistical Packages in Social Sciences (SPSS) version 23.00.

Results
Research Question 1: To what extent does offer of admission of candidates from the community correlate with school-community relations in Rivers State?
Table 1: Pearson Product Moment Correlation Analysis on the Relationship between Admission of candidates from the community and School-community relations.

Variable	$\sum$	$\sum^2$	N	Df	$\sum XY$	R	Decision
Admission of candidates from the community (X)	10250	2345					
			508	506	2545	0.87	High Positive Correlation
School-community relations (Y)	10360	3612					

Result from Table 1 reveals a correlation coefficient = 0.87. This value is high and positive, indicating that there is high and positive relationship between the admissions of candidates from the community correlate with school-community relations. This implies that increase in admission of candidates from the community leads to corresponding increase in school-community relations of tertiary institutions in Rivers State.

Research Question 2: To what extent does offer of employment to candidates from the community correlate with school- community relations in Rivers State?
Table 2: Pearson Product Moment Correlation Analysis on the Relationship between offer of employment to candidates from the community and School-community relations.

Variable	$\sum$	$\sum^2$	N	Df	$\sum XY$	R	Decision
Offer of employment to candidates from the community (X)	9703	2213					
			508	506	2665	0.81	High Positive Correlation
School-community relations (Y)	10360	3612					

Result from Table 2 reveals a correlation coefficient = 0.81. This value is high and positive, indicating that there is high and positive relationship between the offer of employment to candidates from the community and school-community relations. This implies that increase in offer of employment to candidates from the community leads to corresponding increase in school-community relations of tertiary institutions in Rivers State.

Hypothesis 1: There is no significant relationship between offer of admission to candidates from the community and school-community relations in Rivers State.
Table 3: R-ratio on the Relationship between offer of admission to candidates from the community and school-community relations.

Variable	$\sum$	$\sum^2$	N	Df	$\sum XY$	r	z-cal	z-crit.	Decision
Admission of candidates from the community (X)	10250	2345							
			508	506	2545	0.87	45.91	1.96	Sig. Rejected H_0

School-community relations (Y)	10360	3612

Result from Table 3 reveals that a high positive relationship exists between offer of admission to candidates from the community and school-community relations. To establish the significance of the relationship, a transformed z-value was computed and an index of 45.91 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 506, indicating that there is a significant positive relationship between offer of admission to candidates from the community and school-community relations (calculated $z = 45.91 <$ critical $z = 1.96$ at $p < 0.05$ and $df = 506$). Therefore, the null hypothesis of no significant relationship between offer of admission to candidates from the community and school-community relations is rejected. This implies that the relationship is positive and strong, and any increase in the offer of admission to candidates from the community tends to be accompanied by improvement in school-community relations in Rivers State.

Hypothesis 2: There is no significant relationship between offer of employment to the community members and school community relations in Rivers State.

Table 4: R-ratio on the Relationship between offer of employment to candidates from the community and school-community relations

Variable	$\sum$	$\sum^2$	N	Df	$\sum XY$	R	z-cal.	z-crit.	Decision
Offer of employment community (X)	9703	2213							
			508	506	2665	0.81	38.57	1.96	Sig. Rejected H_0
School-community relations (Y)	10360	3612							

Result from Table 4 reveals that a high positive relationship exists between offer of employment to candidates from the community and school-community relations. To establish the significance of the relationship, a transformed z-value was computed and an index of 38.57 was obtained. This was compared to the critical z-value of 1.96 at the 0.05 level of significance with a degree of freedom of 506, indicating that there is a significant positive relationship between offer of employment to candidates from the community and school-community relations (calculated $z = 38.57 <$ critical $z = 1.96$ at $p < 0.05$ and $df = 506$). Therefore, the null hypothesis of no significant relationship between offer of employment to candidates from the community and school-community relations is rejected. This implies that the relationship is positive and strong, and any increase in the offer of employment to candidates from the community tends to be accompanied by improvement in school-community relations in Rivers State.

Discussion of Findings

The study revealed that there is high and positive relationship between offer of admission to candidates from the host community and school-community relations in Rivers State. Horton, in Okolo (2014) believed that one of the fundamental functions of school is the progressive development of its members-pupils, students, teachers, the host communities and its members as the civil society. Essentially, schools perform intellectual, socio-cultural, politico-religious and economic functions to man and society. In particular and as a critical agency of education, schools ensure comprehensive development of individuals, cultivation and inculcation of higher and positive values and development of social consciousness, awareness and responsibilities. To this end, Minzey and Latarte (2010) submitted that community education is a process that concerns itself with everything that affects the well being of all citizens within a given community. This definition extends to one of identifying the needs, problems and challenges of the community and then assisting the community to address them. It allows people to experience success in resolving their community problems, meeting their goals, and making institutions more responsive to community needs, programmes and projects. Therefore, the null hypothesis of no significant relationship between offer of admission to candidates from the community and school-community relations is rejected. This implies that the relationship is positive and strong, and any increase in the offer of admission to candidates from the community tends to be accompanied by improvement in school-community relations in Rivers State.

The study revealed that there is a high and positive relationship between offer of employment to candidates from the host community and school-community relations in Rivers State. In the context of this study, employment quota is basically the consideration of employment opportunities to some group or persons in a place or a geographical location. In the view of Yesufu (2010) employment opportunities constitute an important instrument in which the heads of tertiary institutions can use to promote school-community relations. What this implies is that during employment exercise, the heads of tertiary institutions make available some level of opportunities to absorb

members of their host communities. It is absolutely strategic for the heads of tertiary institutions to co-opt members of the community during employment opening in the schools. The essence of this strategic discretion is to give the community members a sense of belonging and empowerment. Therefore, the null hypothesis of no significant relationship between offer of employment to candidates from the community and school-community relations is rejected. This implies that the relationship is positive and strong, and any increase in the offer of employment to candidates from the community tends to be accompanied by improvement in school-community relations in Rivers State.

Conclusion
Based on the research finding, administrators' managerial operations (offer of admission to candidates from the community, and offer of employment to the community members) have high positive relationship with school-community of Tertiary Institutions in Rivers State.

Recommendations
Based on the findings, the following recommendations are proffered:
1. Higher institutions' administration should create quota system of admission for candidates from the community to benefit in the school admission processes.
2. Higher institutions' council should consider host community members who are qualified during employment processes for effective school-community relationship between tertiary institutions and their host communities in Rivers State.

References

Akintunde, O. & Selzing-Musa, G. (2016). Environmental insecurity and the Nigerian child's learning: Coping Strategies. *Asian Journal of Interdisciplinary Research 11(2)56-71.*

Akpomi, M. E. (2018). *Utilization- focused human resources management in business education*. Divinetone Publications.

Akpomi, M. E. & Ohaka, N. C. (2018). Higher education globalization: rationale and corporate onus of regulatory Agencies in Nigeria. *International Journal of Innovative Education Research. 6, (1) 55-64.*

Bakwai, B. (2013). Assessment of the role of school community relationship in the development of secondary education in Zamfara state. *Sokoto Educational Review Journal (SERJ), 14(1): 35- 43.*

Godwin, O. (2015). *Educational research basic issue methodology.* Ibadan: Wisdom Publishers.

Herbert, S., Donald, P. & Victor T. (2009). Management text and cases. Harper and Row.

Igwe, L. E. B. & Nwikina, S. (2012). *Concept, Principles, Policies and Practice of Community Service.* Color Splash Publisher

Igwe, L. E. B. (2010). *Fundamentals of school-community relations management*. Pam Unique Publishing Company.

Kalagbor, S. B. (2014). *Development theories, strategies and administration*, Port Harcourt: Horizon concepts.

Minzey, J & Letarte, C. (2010). *Community education.* Pendell Publishing Company.

Obielumani, O. I. (2018). Quota system and educational reforms in Nigeria. *Journal of Research Development, 6(1), 66-79.*

Ogbonnaya, A. (2014). *The school principal and his subordinates*. Unpublished Thesis, University of Port Harcourt.

Okolo, J. A. (2014). *Assessment of supervisory roles of principals for quality assurance in public secondary schools in the federal capital territory Abuja, Nigeria*. Unpublished doctoral thesis, University of Nigeria, Nsukka.

Sinclair, J. (2012). *BBC English dictionary*. Harper Collins.

Yesufu, T. M. (2010). *The Human Factor in National Development*: Nigeria. Spectum Books.