EDUCATIONAL LEADERSHIP BEHAVIOUR AND COMMUNITY ENGAGEMENT IN KWARA STATE, NIGERIA

Abdullahi, Nimota Jibola Kadir (PhD)

Department of Educational Management, Faculty of Education,
University of Ilorin, Nigeria

abdullahi.njk@unilorin.edu.ng
neematabdullahi@gmail.com
neematkadir@yahoo.co.uk

Abstract

This study investigated educational leadership behaviour and community engagement in Kwara State, Nigeria. The objectives of this study are to examine the relationship that exist between educational leadership behaviour and community engagement. Quantitative research design was adopted for the study. Sample of 364 teachers were randomly selected from the sample public senior secondary schools with the use of Research Advisor (2006), table of determining sample size of known population. The data were collected using the combination of two questionnaires namely educational leadership behaviour questionnaire (ELBQ) and community engagement Questionnaire. Pearson correlation and linear regression analysis were used to analyze the collected data. The findings revealed that interpersonal relationship, effective communication and participatory decision-making significantly and positively correlated with community engagement. Researcher recommended that principals should continue to demonstrate effective interpersonal relationship with school community in order to ensure the effective and efficient running of the school. Also, principals should make use of effective communication to encourage community involvement in education matters so as to influence community actions and bring about changes in school. Furthermore, principals should effectively involve community in decision affecting the school in order to encourage and inspire people to take required action for the progress of the school.

Keywords: community, participatory decision-making, leadership, educational

INTRODUCTION

The behaviour of educational leader generally affects relationship or engagement of community. Thus, the behaviour of the school leader counts a lot in school community engagement. The way and manner school personnel receive visitors in the school could make or mar the image of the school. In view of this, the engagement between the school staff especially the school principal should be approachable, friendly, and fair in dealing with people in order to improve school-community engagement. It has become pertinent for educational leaders to be abreast of the type and composition of the community in which they operate so as to foster good school-community relations by adopting appropriate approach for any given community based on its peculiarity.

When schools seem not to be meeting up with community expectation or producing unintended output like indiscipline, unproductive and uncultured individuals, members of the community will not hesitate to query the activities of the schools for wasting the resources invested and will therefore call for reactions. In any social interaction, the need to understand each other's plans, activities, problems and prospects cannot be undervalued and this can only be achieved through effective communication, interpersonal relationship and participatory decision making.

Numerous studies have been conducted on school leadership and community partnerships. Mavis (2014) embarked on principal leadership for school, family and community partnership using system approach to reform implementation. Valli, Stefanski and Jacobson (2013) carried out leadership in school-community partnerships. Aydin, Hakam and Bulent (2015) investigated school principals' roles in establishing collaborative professional learning communities at schools. Sample of 15 principals were selected for the study. Qualitative research procedures were used for describing, analyzing and interpreting a culture-sharing groups. The findings revealed that school principals have significant roles establishing professional learning communities. Ahmad and Said (2013) conducted principal role in promoting school-home relationship in government secondary schools in Khyber-Pakhtunkhwa, Pakistan. Sample of 100 principals were selected for the study. The data collected were interpreted and presented in simple percentage and diagrams. The result showed that school principals in Pakistan do not play an active role in promoting community participation. The study further discovered that principal considered parental involvement in education as interference in school affairs. There are several areas on school leadership and community engagement that are yet to be covered by these Scholars. These areas include educational leadership behaviour and community engagement in Kwara State, Nigeria. Also, to the best knowledge of researcher, there have been no researches in Nigeria so far that focused on the effective communication, interpersonal relationship and participatory decision making as critical variables to measure educational leadership behaviour. Therefore, this study endeavour to fill the gaps left by the previous Scholars.

The following objectives have been formulated to guide the conduct of the study.

a) Determine the relationship between effective communication and community engagement.
b) Examining the relationship between interpersonal relationship and community engagement.
c) Investigate the relationship between participatory decision-making and community engagement.
d) Determining the relationship among effective communication, interpersonal relationship, participatory decision-making and community engagement in Kwara State, Nigeria.

RESEARCH HYPOTHESES

The following hypotheses were formulated and answered.

(1) There is no significant relationship between effective communication and community engagement.
(2) There is no significant relationship between interpersonal relationship and community engagement.
(3) There is no significant relationship between participatory decision-making and community engagement.
(4) There is no significant relationship among effective communication, interpersonal relationship, participatory decision-making and community engagement in Kwara State, Nigeria.

LITERATURE REVIEW

Educational leadership

Educational leadership refers to the head of a school, the custodian of the school culture, personification of the school motto, architect of the school psyche as well as the mirror of the tone of the school (Uketui, 2010). Educational leadership behaviour is very important in the organisation of the school system. Apart from directing the affairs of the school, the school principal is responsible for efficient utilization of human and material resources and coordination through effective communication, interpersonal relationship and participatory decision-making towards the realization of organisational goals. The success of the secondary schools in implementing the educational programmes depend largely on the principal-community relationship (Emenalo, 2010). The school principal is at the nerve centre of and the seat of accountability in establishing and fostering good school-community engagement.

Communication and Community Engagement

Communication can be seen as an active process and a purposeful shared experience, ideas, opinion, information and views involving two or more people (Ijaiya, 2010). An effective communication needs to be established and maintained by a school principal for good school-community engagement. Nnabuo and Emenalo (2002) posit that, to avoid ugly situation like apathy to the school, non-cooperation, tension and confrontation, constant petitions and violence, and lack of communication should never be allowed by the school leader. The school principal as the public relation officer of the school, needs to let the community know about the activities, needs, achievements, programmes and problems and prospects of the school for better understanding and appreciation in order to foster good school-community engagement (Ong, Dino, Calimag & Hidalgo, 2019).

Interpersonal Relationship and Community Engagement

Interpersonal relationship between the school and community is highly needed for the school to function effectively. The school principal as an administrator is faced with a lot of roles and responsibility to ensure good school-community engagement since the school does not operate in isolation and not an island unto itself. The interpersonal relationship between school and community should not be regarded as one dictating to the other, it should rather be reciprocal. The school principal should endeavour to involve the community members to provide needs of the school such as donating books to the school, giving scholarship award to the best performing students and the likes.

Participatory Decision-making and Community Engagement

Participatory decision-making can be seen as a way by which community have a voice in the decision affecting the schools situated in their domain (Joshua &Samuel, 2013). This implies a situation where by school administrator involves the Parent Teacher Association (PTA), town union, religious organisations, political office holders, old students, traditional rulers and the likes in the decision affecting the progress and development of school system.

Community Engagement

School-community engagement is described as a genuine involvement in planning, organizing, coordinating, staffing, budgeting as well as working for the good and progressiveness of the school (Emenalo, 2010). This implies that, it entails a two-way process and flow of ideas between the school and the community to ensure mutual understanding and effective team work for the realization of educational goals and objectives. In Nigeria, most schools are built by the community and handed over to the government for appropriate maintenance and supervision in order to achieve effective educational objectives.

The provision and maintenance of facilities requires collective efforts of school principals and community through effective planning, organizing, coordinating, decision-making and controlling. Broadened educational goals and objectives as a result of changes in socio-economic development have necessitated the involvement of several minds in the provision and maintenance of facilities. It requires expert input from wide range stakeholders. Over the years, school managers have emphasized that physical facilities available for teaching and learning activities are grossly inadequate (Ihuoma, 2010). This issue is very sensitive and demanding because it bears direct

relevance to the funding of education and mostly to the quality of outputs of the educational system.

Adequate funding is always a problem for managers in an organisation. The school principals therefore, is not left out in this problem. However, it is necessary for school administrator to look for alternative means of generating fund within and outside the community because government subvention and funds from all forms of fees and levies are usually inadequate (Ibiam & Okunamiri, 2010). Discipline is very crucial in a school as nothing will work well if there is no discipline in the school. The principal must ensure that discipline exists in the school and always maintain and sustain it through cordial relationship with community.

THEORETICAL FRAMEWORK

Theoretical framework of this study is based on two factors theory postulated by Herzberg (1967). He researched into the elements of jobs that make worker either satisfied or dissatisfied. Herzberg therefore, labeled the factors that caused dissatisfaction "hygiene factors" and those that can bring about satisfaction as the "motivators". The dissatisfier or hygiene factors were dominated by interpersonal relations with supervisor or peers, salaries, working condition, personal life, technical supervision and company policy. The second sets that were called satisfiers or motivators include achievement opportunities, recognition, work itself, advancement and personal growth. Herzberg argues that, although presence of hygiene factors will not motivate people in an organisation, yet they must be present otherwise dissatisfaction will set in. He equally stated that if the motivator factors are not present, motivation will not be effective. Furthermore, Herzberg holds that work satisfaction and dissatisfaction are not antagonistic. The factors that lead to job satisfaction are the motivators only.

This theory can be applied in the school system in that, the principal as the recognized leader of the school and community has the responsibility to helm staff members and community to get satisfaction from their profession and to move towards the fulfilment of their needs and objectives. The principal should remember to use the "motivator" by improving staff and community needs, recognition, advancement, personal growth as well as engaging community in decision which affect them.

METHODOLOGY

Research Design

Quantitative research design was adopted in this study as it provides chance to describe the issue and phenomenon of the study. It helps to examine the interrelationship that occur between educational leadership behaviour and community engagement in secondary schools. In addition, it serves as a technique of collecting information from a cluster that represents the entire population as well as analyze the collected data with the use of proper data analysis technique and reach a convincing conclusion about the population from the findings of the study (Punch, 2005; Mugenda & Mugenda, 2003)

Population and Sample Techniques

The target population of this study encompassed 6,894 teachers in public senior secondary schools in Kwara State. Sample of 364 teachers were selected with the use of Research Advisor (2006) table of determining sample size of a known population.

Table 1: *Population Sample*

S/N	Senatorial Districts	Total number of teachers	Sample of teachers Selected
1	Kwara Central	1023	54
2	Kwara North	2307	122
3	Kwara South	3564	188
	Total	6894	364

Proportional sampling technique was used to select sample of 364 teachers across the three senatorial districts, this involves obtaining the population of teachers in each selected secondary school in the three senatorial districts in Kwara State and selecting the sample proportionally from these population as shown in table 1. Stratified random sampling technique was used to select teachers from the sample schools in order to guarantee that all classes of teachers were given equal opportunity of being selected.

Instrumentation

The instrument used in this study were combination of two tested questionnaires include self-constructed questionnaire titled "*Educational Leadership Behaviour Questionnaire" (ELBQ)* and community engagement developed by Aydin, Hakam & Bulent, 2015; Ong, Dino, Calimag & Hidalgo (2019); Abdullahi, 2019). Total number of 15 items were used to measure educational leadership behaviour with three subscales namely: interpersonal relationship (5 items), effective communication (5 items) and participatory decision-making (5 items). The items of questionnaire regarding community engagement Questionnaires were concluded from Aydin, Hakam and Bulent (2015) on interpersonal relationship, Ong, Dino, Calimag and Hidalgo (2019) on effective communication and Abdullahi (2019) on participatory decision-making. It consisted of 18 items with three mechanisms: interpersonal relationship (7 items), effective communication (6 items) and participatory decision-making (5 items). Participants responded to four-point Likert scale (4=Strongly Agreed; 3= Agreed; 2= Disagreed; 1= Strongly Disagreed). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the item below criterion mean value is disagreed by the participants. This researcher made use of four-point Likert scale for the reason that it is easier to answer and complete faster by the participant than 5 or 7 -point scales as well as allows the use of four extreme options without the provision of neutral option (Bond & Fox, 2015).

Validity and Reliability

Validity of the instrument was ensured by giving the draft copies of the instruments to three experts in educational management and three experts in measurement and evaluation. Germane modifications and changes were made based on their observations and recommendations. Also 25 revised copies were further administered to teachers who are part of the samples to observe their understanding of the items of the instructions and understandability of the scales and questions in order to detect if there is any difficulty that may occur in filling the questionnaire. Therefore, some suggestions made were corrected properly before sending out final copies.

Cronbach's alpha was used to test the reliability of the instrument. As shown in Table 2, the value for Cronbach's alpha for this study was proven to be reliable and acceptable.

Table 2
Reliability test for ELBQ and CEQ

Variable	Sub-variable	N	Cronbach's Alpha	Decision
Educational Leadership Behaviour	Interpersonal relationship	5	0.84	All items are reliable and acceptable
	Effective communication	7	0.86	All items are reliable and acceptable
	Participatory decision-making	5	0.82	All items are reliable and acceptable
Community Engagement	Provision and maintenance of facility	6	0.82	All items are reliable and acceptable
	Adequate funding	6	0.80	All items are reliable and acceptable
	Discipline	6	0.84	All items are reliable and acceptable

Table 2 shows the results of the reliability test for ELBQ educational leadership behaviour variables, the Cronbach's Alpha values for the sub-construct are 0.84 for interpersonal relationship, 0.86 for effective communication, and 0.82 for participatory decision-making. Based on community engagement CEQ variables, the Cronbach's Alpha value for the sub-variables are 0.82 for provision and maintenance of facility, 0.80 for adequate funding, and 0.84 for discipline. Values above 0,70 are considered reliable and acceptable (Brannen, 2017; Leady & Ormrod, 2005).

Procedure for Data Collection

The questionnaire was distributed to participants with the help of two trained research assistants. These participants were contacted in their respective offices to discuss the objectives of the research and instructions before the distribution of the questionnaire in order to ensure maximum response rate. The exercise of data collection was smoothly completed within two weeks since the questionnaire was personally distributed by the researcher, trained research assistants and with the help of colleagues in the selected secondary schools.

Data Analysis

The data collected for this study were analyzed using the quantitative and inferential analysis techniques. Statistical Package for Social Sciences (SPSS version 23) was used for statistical analysis. Descriptive statistics using simple percentage for demographic information, mean and standard deviation was used to answer the research objectives which are considered to analyze the perception of teachers on educational leadership behaviour based on three sub-constructs namely interpersonal relationship, effective communication and participatory decision-making. Inferential statistics such as Pearson product moment correlation and linear regression was used for the hypotheses at 0.5 level of significance to determine the rejection and acceptance of the hypotheses.

FINDINGS

This section presents a comprehensive result of the analysis made from the data collected in this study. It stated the demographic information of participants who participated using descriptive statistics.

Demographic Profile of Respondents

Table 3
Demographic Profile of the Participants

Category	Sub-Category	N = 539	Percentage (%)
Gender:	Female	196	54%
	Male	168	46%
		364	100%
Age:	21-30	78	21.4%
	31-40	143	39.3%
	41-50	102	28.%
	51 above	41	11.3%
		364	100%
Qualification	NCE	143	39%
	B.Ed.	213	59%
	Master degree	08	2%
		364	100%
Year of Experience	1-10 years	102	28%
	10-20 years	143	39%
	21 years Above	119	33%
		364	100%

Table 3 shows the demographic information of the participants that participated in this study. From the table 196 participants (54%) are female and 168 participants are male (46%). In terms of average age of the participants, the majority 143 of the participants (39.3%) are between ages 31-40 years while 41 participants (11.3%) are between ages 51 above. Based on the qualification of the participants, majority 213 participants (59%) are B.Ed holder while 8 participants (2%) are master degree holder. In the aspect of year of experience, majority 143 participants (39%) have

10-20 years of experience, while 119 participants (33%) have 21 years above experience in the sample public senior secondary schools.

Interpersonal relationship

Objective 1: Determine the relationship between interpersonal relationship and community engagement.

Table 4 presents the mean and standard deviation of data collected on interpersonal relationship and community engagement. The analysis generated results as shown in table 4.

Table 4
Interpersonal Relationship

S/N	Interpersonal relationship	Teachers Responses Mean SD		Decision
1	Interpersonal relationship ensures effective and efficient running of the school.	2.94	0.922	Agreed
2	Interpersonal relationship provides increased resources through fund raising effort.	2.85	1.035	Agreed
3	Interpersonal relationship facilitates appropriate discipline and attainment of school goals.	2.89	0.973	Agreed
4	Interpersonal relationship ensures a peaceful atmosphere in the school.	2.83	1.013	Agreed
5	Interpersonal relationship provides opportunity for community to take part in the school decision-making which can boost morale and reduce conflicts.	2.92	0.979	Agreed
	Overall mean	2.89	0.984	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

Table 4 shows the overall perception of the teachers on the impact of interpersonal relationship towards improving community engagement is interpreted as 'Agreed' (Mean = 2.89, SD = 0.984). This shows that the participants agreed that interpersonal relationship enhances community engagement in Kwara State, Nigeria. Also, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the teachers agree that interpersonal relationship i) ensures the effective and efficient running of the school (Mean = 2.94, SD = 0.922), ii) provides increased resources through fund raising effort (Mean = 2.85, SD = 1.035), iii) facilitates appropriate discipline and attainment of school goals (Mean = 2.89, SD = 0.973), iv) ensures a peaceful atmosphere in the school (Mean = 2.83, SD = 1.013), and v) provides opportunity for community to take part in the school decision-making which can boost morale and reduce conflicts (Mean = 2.92, SD = 0.979). The results indicate that the teachers agree that when principals create an environment that encourage mutual relationship, will perpetually improves community engagement.

Effective communication

Objective 2: Investigate the relationship between effective communication and community engagement.

Table 5
Effective Communication as Responded by Teachers

S/N	Effective Communication	Teacher Responses Mean SD		Decision
6	Effective communication serves as a means of influencing community actions and also bring about changes in school.	2.77	1.033	Agreed
7	Effective communication serves as a medium for resolving conflict, reducing tension and defining direction for school and community.	2.97	0.973	Agreed
8	Effective communication helps to provide social interaction between school and community.	2.97	0.944	Agreed
9	Community morale and motivational forces are stimulated and encouraged through communication.	2.82	0.958	Agreed
10	Communicate regularly with community create a cordial relationship to support the school.	2.85	0.997	Agreed
	Overall Mean	2.88	0.981	

(Mean > 2.50 Agree, Mean <2.50 Disagree).

Table 5 shows the overall perception of the teachers on the impact of effective communication towards enhancing community engagement and is thereby interpreted as 'Agreed' (Mean = 2.88, SD = 0981). This shows that the participants agreed that effective communication improve community engagement in Kwara State, Nigeria. Furthermore, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the teachers agree that effective communication i) serves as a means of influencing community actions and also bring about changes in school (Mean = 2.77, SD = 1.033), ii) serves as a medium for resolving conflict, reducing tension and defining direction for school and community (Mean = 2.97, SD = 0.973), iii) helps to provide social interaction between school and community (Mean = 2.97, SD = 0.944), iv) stimulates and encourage community morale and motivational forces (Mean = 2.82, SD = 0.958), v) create a cordial relationship to support the school (Mean = 2.85, SD = 0.997).The results indicate that the teachers agree that effective communication bring about community engagement in the school activities.

Participatory decision-making

Objective 3: Determine the relationship between participatory decision-making and community engagement.

Table 6 presents the mean and standard deviation of data collected on participatory decision-making and community engagement. The analysis generated results as shown in table 7.

Table 6

Participatory Decision-Making as Responded by The Teachers

S/N	Participatory Decision-Making	Teacher Responses Mean	SD	Decision
11	Participatory decision-making encourages and inspire people to take required action for the progress of the school.	2.99	0.971	Agreed
12	Participatory decision-making helps to achieve the needed coordination and cooperation for the implementation of educational policy.	3.00	0.928	Agreed
13	Participatory decision-making helps community to become more acquainted with their children's educational activities.	2.87	0.964	Agreed
14	Participatory decision-making helps in dealing with negative attitude of the administrators, teachers and students.	2.92	0.930	Agreed
15	Participatory decision-making contributes to the development and maintenance of functional, healthy and safe facilities.	2.88	1.023	Agreed
	Overall mean	2.93	0.963	

(Mean ≥ 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 6, the overall perception of the teachers on the impact participatory decision-making towards ensuring community engagement is interpreted as 'Agreed' (Mean = 2.93, SD = 0.963). This shows that the participants agreed that Participatory decision-making bring about effective community engagement in Keara State, Nigeria. Furthermore, all the responses obtained mean values higher than the criterion mean value of 2.50. This shows that the teachers agree that Participatory decision-making i) encourages and inspire people to take required action for the progress of the school (Mean = 2.99, SD = 0.971), ii) helps to achieve the needed coordination and cooperation for the implementation of educational policy (Mean = 3.00, SD = 0.928), iii) helps community to become more acquainted with their children's educational activities (Mean = 2.87, SD = 0.964), iv) helps in dealing with negative attitude of the administrators, teachers and students (Mean = 2.92, SD = 0.930), and v) contributes to the development and maintenance of functional, healthy and safe facilities (Mean = 2.88, SD = 1.023). The results indicate that the teachers agree that when principals adequately make use of participatory decision-making, it will bring about community engagement in the improve and achievement of educational goals and objectives.

Hypotheses Testing

Pearson product moment correlation statistics was used to analyze the relationship between independent and dependent variables.

Ho$_1$:   There is no significant relationship between interpersonal relationship and community engagement.

Table 7

Correlational Analysis for Interpersonal Relationship and Community Engagement

		Interpersonal Relationship	Community Engagement
Interpersonal Relationship	Pearson correlation	1	0.87**
	Sig. (2-tailed)		.000
	N	364	364
Community Engagement	Pearson Correlation	0.87**	1
	Sig. (2-tailed)	.000	
	N	120	120

Table 7 indicates that interpersonal relationship has a positive and significant relationship with community engagement with calculated r-value = 0.87; p < .000. This shows that there is a significant and positive relationship between interpersonal relationship and community engagement in public senior secondary schools in Kwara State. Therefore, the hypothesis which state that there is no significant relationship between interpersonal relationship and community engagement is rejected.

Ho$_2$:   There is no significant relationship between effective communication and community engagement.

Table 8

Correlational Analysis for Effective Communication and Community Engagement

		Effective Communication	Community Engagement
Effective Communication	Pearson Correlation	1	0.92**
	Sig.(2-tailed)		.000
	N	364	364
Community Engagement	Pearson Correlation	0.92**	1
	Sig.(2-tailed)	.000	
	N	364	364

Table 8 indicates that effective communication has a positive and significant relationship with community engagement with calculated r-value = 0.92; p < .000. This shows that there is a positive and significant relationship between effective communication and community engagement in public senior secondary schools in Kwara State. Therefore, the hypothesis which state that there is no significant relationship between effective communication and community engagement is rejected

Ho$_3$:   There is no significant relationship between participatory decision-making and community engagement.

Table 9
Correlational Analysis for Participatory Decision-Making and Community Engagement

		Participatory Decision-Making	Community Engagement
Participatory Decision-Making	Pearson Correlation	1	0,88**
	sig.(2-tailed)		.000
	N	364	364
Community Engagement	Pearson Correlation	0.88**	1
	Sig.(2-tailed)	.000	
	N	364	364

Table 9 indicates that participatory decision-making has a significant and positive relationship with community engagement with calculated r-value = 0.88; $p < .000$. This shows that there is a significant relationship between participatory decision-making and community engagement in public senior secondary schools in Kwara State. Therefore, the hypothesis which state that there is no significant relationship between participatory decision-making and community engagement is rejected

Ho4: There is no significant relationship among interpersonal relationship, effective communication, participatory decision-making and community engagement in Kwara State, Nigeria.

Linear Regression Analysis

This explain the linear regression finding that measure the educational leadership behaviour on community engagement in Kwara State, Nigeria.

Table 10
Linear Regression of Educational Leadership Behaviour and Community Engagement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.509	0.316	0.420	0.416

a. Predictors: (constant), interpersonal relationship, effective communication and participatory decision-making

Table 10 shows the value of educational leadership behaviour on community engagement. Regarding of R Square value that educational leadership behaviour has impact on community engagement with 0.416 by staff regarding of R square value from the table. Therefore, the result showed that educational leadership behaviour can influence community engagement in education.

Table 11

Linear Regression Coefficients for Educational Leadership Behaviour and Community Engagement

Model	Unstandardized coefficients		Standardized coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	0.566	0.373		6.922	0.000
Interpersonal Relationship	0.323	0.214	0.347	4.249	0.001
Effective Communication	0.074	0.224	0.168	1.608	0.049
Participatory Decision-Making	0.326	0.177	0.258	3.142	0.038

a. Dependent Variable: Community Engagement

table 11 indicated results of running linear regression model that standard regression weight of the beta coefficient value for educational leadership behaviour was 0.566 which indicated that positive behaviour of educational leader can bring about effective community engagement in educational setting. Also, showed that educational leadership behaviour and community engagement were positively related. T-test of 6.922 was sufficiently high with corresponding p-value of 0.000. Thus, in comparison, interpersonal relationship has the highest effect (Beta=0.347) follow by participatory decision-making (Beta=0.58) and effective communication (Beta=0.168). In summary, there is significant and positive relationship among interpersonal relationship, effective communication, participatory decision-making and community engagement.

DISCUSSION

The result of objective one in Table 4 reveals that interpersonal relationship improve effective community engagement in Kwara State, such that it ensures effective and efficient running of the school, provides increased resources through fund raising effort, facilitates appropriate discipline and attainment of school goals, ensures a peaceful atmosphere in the school as well as provides opportunity for community to take part in the school decision-making which can boost morale and reduce conflicts. Results from hypothesis one revealed that there is positive and significant relationship between interpersonal relationship and community engagement in Kwara State. This finding conforms to Valli, Stefanski and Jacobson (2013) that interpersonal relationship has been found to support students' learning, strengthen school and family as well as helping community flourish. This finding agreed with Aydin, Hakam and Bulent (2015) that educational leadership behaviour create an environment that encouraging mutual cooperation, emotional support and community engagement in education

The findings in Table 5 shows that effective communication enhance community engagement in Kwara State, such that it serves as a means of influencing community actions and also bring about changes in school, a medium for resolving conflict, reducing tension and defining direction for school and community, helps to provide social interaction between school and community, stimulates and encourage community morale and motivational forces as well as Communicate regularly with community create a cordial relationship to support the school. Results from hypothesis two showed that there is significant and positive relationship between effective communication and community engagement in Kwara State. This finding agreed with Raj & Bennie (2007) that effective communication determine community engagement in education of their children and the role they play in school governance.

The findings in Table 6 shows that participatory decision-making bring about effective community engagement in Kwara State, such that it encourages and inspire people to take required action for the progress of the school, helps to achieve the needed coordination and cooperation for the implementation of educational policy, helps community to become more acquainted with their children's educational activities, helps in dealing with negative attitude of the administrators, teachers and students as well as contributes to the development and maintenance of functional, healthy and safe facilities. Results from hypothesis three revealed that there is positive and significant relationship between participatory decision-making and community engagement in Kwara State. This finding agreed with Abdullahi (2019) participatory decision-making improve quality education. This finding is in line with (March, 2010; Ojokuku & Sajuyigbe, 2014) that participatory decision-making serves as a managerial tool improving organisational performance and management of educational system. This finding is in line with Koonce and Harper (2005) That participatory decision-making serves as the most crucial components for community engagement in education.

The finding of regression analysis revealed that there is a positive relationship between educational leadership behaviour and community engagement in Kwara State, Nigeria. This shows that interpersonal relationship, effective communication and participatory decision-making has positive value of improving community engagement in Kwara State, Nigeria. This finding disconcurs with the findings of Ahmad and Said (2013) that community engagement in education create more management issues for school rather than solutions.

IMPLICATIONS AND CONCLUSSION

The findings of this study will be of benefit to principals, teachers, government, stakeholders and researchers in education. The findings of this study will help principals to effectively relate, communication and involves the community in the matters relating to educational development of their children so as to achieve educational goals and objectives. The findings of this study will also be of benefit to teachers by understanding the important of community engagement in educational setting. In addition, this study will encourage government and stakeholders to continue to engage community in the planning of education policy in order to achieve effective education goals and objectives. Furthermore, this study would serve as a valuable guide and reference citation for further researchers in the field of education.

This study investigates the impact of educational leadership behaviour, such as interpersonal relationship, effective communication and participatory decision-making on community engagement. The findings revealed that participants agreed that educational leadership behaviour improve and enhance community engagement in education setting in terms of provision and maintenance of facilities, adequate funding and discipline. This study like other studies, has some limitations. Therefore, further researchers can expand this study by using different variables as indices of educational leadership behaviour apart from variables used in this study. This study can also be carried out in other institutions as well as using different statistical analyses.

RECOMMEDATIONS

Principals should continue to demonstrate effective interpersonal relationship with school community in order to ensures effective and efficient running of the school, provides increased resources through fund raising effort, facilitates appropriate discipline and attainment of school goals, ensures a peaceful atmosphere in the school as well as provides opportunity for community to take part in the school decision-making which can boost morale and reduce conflicts. Also, principals should make use of effective communication to encourage community involvement in education matters so as to influencing community actions and bring about changes in school, resolve conflict, reducing tension and define direction for school and community, provide social interaction between school and community, stimulates and encourage community morale and motivational forces as well as Communicate regularly with community create a cordial relationship to support the school. Furthermore, principals should effectively involve community in decision affecting the school in order to encourage and inspire people to take required action for the progress of the school, help to achieve the needed coordination and cooperation for the implementation of educational policy, help community to become more acquainted with their children's educational activities, help in dealing with negative attitude of the administrators, teachers and students as well as contributes to the development and maintenance of functional, healthy and safe facilities.

REFERENCES

Abdullahi, N. J. K. (2019). Good governance issues in education system and management of secondary schools in Kwara State, Nigeria. *eJournal of Education Policy, 2,* 1-14.

Ahmad, I. & Said, H. B. (2013). Role of school principal in promotion of school-home relationship: Case of government secondary schools in Khyber, Pakhtunkhwa, Pakistan. *International Journal on New Trends in Education and Their Implication, 4*(1)*,* 115-124.

Aydin, B., Hakam, K. & Bulent, A. (2015). School principals' roles in establishing collaborative professional learning communities at schools. *Procedia-Social and Behavioural Sciences, 197,* 134- 147.

Bond, T. G. & Fox, C. M. (2015). *Applying the Rasch Model Fundamental Measurement in the Human Sciences (3ʳᵈ Ed.).* New York & London: Routledge.

Brannen, J. (2017). *Mixing methods: Qualitative and quantitative research*. Retrieved from https://www.taylorfrancis.com/books/9781351917186

Emenalo, E. C. (2010). The school and the community. In I. L. Anukam, P. O. Okunamiri & R. N. O. Ogbonna (Eds.). *Basic text on educational management*. Eettech Versatile, Imo State.

Herzberg, F. (1967). Dual factors theory of job satisfaction: Personal psychology. New York: Random House Inc.

Ibiam, N. & Okunamiri, M. C. (2010). Financing of education in Nigeria. In I. L. Anukam, P. O. Okunamiri & R. N. O. Ogbonna (Eds.). *Basic text on educational management*. Eettech Versatile, Imo State.

Ihuoma, P. A. (2010). Facilities management in schools. In I. L. Anukam, P. O. Okunamiri & R. N. O. Ogbonna (Eds.). *Basic text on educational management*. Eettech Versatile, Imo State.

Ijaiya, N. Y. S. (2010). Communication in school management. In F. Durosaro & S. Ogunsaju (Eds.). *The craft of educational management*. INDEMAC Print Media, Kwara State.

Joshua, S. & Samuel, O.M. (2013). The influence of governance system on student's performance in public secondary schools in Karatu district, Tanzania. International Journal of Science and Research, 6(14), 1595-1598.

Koonce, D. A & Harper, J. W. (2005). Engaging African American parents in the schools: A community-based consultation model. *Journal of Educational Psychology Consultation, 16*, 55-74.

Leady, P. D, & Ormrod, J. E. (2005). Practical research: Planning and design. New Jersey: Pearson Merril Prentice Hall.

March, J.G. (2010). Primer on decision-making: How decisions happen. New York, NY: Simon and Schuster.

Mavis, G. S. (2014). Principal leadership for school, family and community partnership: The role of a system approach to reform implementation. *An American Journal of Education, 120*(2)*, 233-255.

Nnabuo, P. O. M. & Emenalo, F. C. (2002). Communication and school-community relations in Imo State secondary schools. *Journal of Education Studies, 2*(1)*, 14-22.

Ojokuku, R.M. & Sajuyigbe, A.S. (2014). Effect of employee participation in decision-making on performance of selected small and medium enterprises in Lagos, Nigeria. European Journal of Business and Management, 6(10), 93-97.

Ong, I. L., Dino, M. J. S., Calimag, M. M. P., Hidalgo, F. A. (2019). Development and validation of interpersonal learning assessment tool for health professionals in continuing professional development. *PLOS ONE, 14*(1)*, 1-16.

Punch, K. F. (2005). *Introduction to social research*. Quantitative and qualitative approaches. London SAGE Publication Ltd.

Raj, M. & Bennie, G. (2007). Collaboration and communication as effective strategies for parent involvement in public schools. Educational Research and Review, 2(7), 176-185.

Research Advisor (2006). Sample size table. http://www.research-advisor.com

Uketui, F. A. (2010). Concept of principalship. In I. L. Anukam, P. O. Okunamiri & R. N. O. Ogbonna (Eds.). *Basic text on educational management*. Eettech Versatile, Imo State.

Valli, L., Stefanski, A., & Jacobson, R. (2013). Leadership in school-community partnerships. *Procedia-Science and Behavioural Science, 141,* 110-114.