

**MEASURES FOR ENHANCING SECONDARY SCHOOL ADMINISTRATION  
THROUGH SCHOOL-COMMUNITY PARTNERSHIP FOR  
SUSTAINABLE QUALITY ASSURANCE IN NSUKKA  
EDUCATION ZONE OF ENUGU STATE**

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**ABSTRACT**

This study was carried out to ascertain measures for enhancing secondary school administration through School-Community Partnership for Sustainable Quality Assurance in Nsukka Education Zone of Enugu State. Two research questions and one null hypothesis guided the study. The study adopted a descriptive survey research. A sample of 98 made up of 28 principals and 70 PTA executives was used for the study. The instrument used for data collection was an 18-item questionnaire. The research questions were answered using mean and standard deviations while the null hypothesis was tested using t-test statistics. The findings of the study revealed that the community members can actively participate in decision making in partnership with school administrators for sustainable quality secondary education provision. Also, it was revealed that community members can participate in provision of infrastructural facilities, among others. Based on the findings, the researchers recommended that Government should encourage the operation of school based management committee in the schools for smooth school-community partnership. The state government should also through a possible medium sensitize all communities on the need for increased partnership in schools administration and provision of facilities into schools for sustainable quality assurance.

**Keywords:** School-Community Partnership, Sustainable Quality Assurance, Secondary School Administration

**Introduction**

Education is an inevitable tool for sustainable development and a vehicle for advancing the frontier of knowledge. Education has been recognized as a process of imparting knowledge, skills, value and attitudes to the learners in homes, skill acquisition centers and schools such as primary and secondary. Nigeria operated 6-3-3-4 system of education in

the past years, but, the nation is currently implementing 9-3-4 system of education, which is 9 years basic education (primary and junior secondary education combined), 3 years senior secondary and 4 years tertiary education with the aim of offering holistic education to her citizens. In the nation educational system secondary education occupies very important position. According to Owadae (2011) secondary education is the type of education offered to children who have completed their primary education. Secondary education is made up of the junior and senior secondary school levels. It is divided into three years of junior secondary and three years of senior secondary. Education that is offered at this level has two main purposes; to prepare students acquire the necessary skills that would help them live functionally in their communities, and to prepare them to continue with their academic careers in higher institutions (Adesina, 2014). According to Federal Republic of Nigeria (FRN) (2013), the objectives of secondary school shall be to:

provide all primary school leavers with the opportunity for a higher education; offer diversified curriculum to cater for the differences in talents, opportunities and future roles; provide trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, arts and culture in the context of world's cultural heritage; inspire students with a desire for self-improvement and achievement of excellence; foster national unity with an emphasis on the common ties that unite the nation diversity; Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development(p:6).

According to Federal Republic of Nigeria (FRN, 2013) achieving these objectives is the responsibility of all stakeholders in education which include members of the local communities, school administrators, among others. This is because many public secondary schools in Nigeria are characterized by inadequacy of infrastructure, facilities and personnel, poor funding, hence declining standard, examination malpractices and substandard products that are released into the labour market without adequate skills acquired due to poor school administration.

Federal Republic of Nigeria (2013) in her National Policy on Education recognized that education is an expensive social service that requires adequate financial provisions from all tiers of government, private sector, communities, individuals and other organizations for successful implementation of education programmes. The policy document stated that

education cannot be free at all levels. Therefore, school administrative effectiveness calls for the community-school partnership.

School-community partnership enhances effective teaching and learning process as it engenders the interest of all stake holders. Oyedele (2010) described community school relations as ways by which the school relates with the immediate and large communities where the school is located. Oyedele noted that through the relationships that exist between the school and community, the community learns about the progress, development, problems, purposes, programmes and the needs of the schools and where the community could be involved and assist. The community needs to monitor and supervise the schools to see to their needs, problems and progress towards the education of their children. In support, Bello (2011) noted that open relationship between the school and community could bring about high opportunities that will allow community resources to be optimally utilized for the school improvement.

School-community partnership is a driving force behind quality assurance practice, aimed at improving the quality of school administration, learning environment, curriculum delivery and students' learning outcomes. This could be done through the establishment of meaningful, close, strong and goal-oriented partnership between the school and other relevant stakeholders such as School Based Management Committees (SBMC), Parent-Teachers Association (PTA), Old Students' Association, Non-Government Organisations, Age grades, Communities, Corporate bodies, Individuals and other social institutions. This synergy is necessary because school-community partnership is a building block for the attainment of educational goals and production of quality outputs in educational institutions (Ojedele, 2017). Therefore, school-community partnership could help in solving problems of secondary school administration.

School administration may be seen as all activities on how to influence or engineer resources in order to achieve the objectives of teaching and learning in the school (Ajayi & Ayodele, 2012). It can also be described as the process of skillfully arranging the human, finance, material resources and programme available for education and carefully using them for achieving educational goals (Oyedele, 2010). Therefore, school-community partnership could enhance school administration in such areas as: decision making, provision of infrastructural facilities, funding, recruiting adequate number of teachers (staff personnel), promoting discipline, among others, for sustainable quality assurance.

Practically, it is obvious that communities have crucial roles to play in the process of repositioning education which cannot be achieved efficiently and effectively without the communities' active participation in school administration (Adesina, 2014). Yet despite the efforts of the communities in the provision of education, the citizens are totally in the dark as far as administering of the school is concerned. The Federal Republic of Nigeria (FRN) (2013) emphasized the importance of communities in the school administration when she stated that the local people, particularly parents, will be encouraged to participate

in school management. This implies that government takeover of schools, where applicable, was without prejudice to community participation in the administration of schools (Zuhari& Suparman, 2012). Therefore, community participation in school administration can never be over emphasized in quest for quality and sustainable development.

Quality assurance is regarded as a process and practice primarily concerned with conforming to mission specification and goal achievement within the publicly accepted standards of excellence (Okeke, 2008). Raouf (2008) asserted that, quality assurance refers to an aggregate of actions and measures taken regularly to assure the quality of education products, services or processes, with an emphasis on assuring that a prescribed threshold of quality is met. Okebukola (2010) maintained that quality assurance is an umbrella concept designed to improve quality of input, process, and output of the educational system. Quality assurance can also mean putting in place appropriate structures, legislations, supervision of personnel and materials in order to ensure that set minimum standard will be attained, sustained and seen to have meaningful impact on school system and societal economy (Adesina, 2014). It, therefore, means that quality assurance in secondary education is evidence based and as such depends on efficient and effective school administration.

Quality assurance is designed to improve the quality of an institution's methods, educational processes and products. According to Igborgbor (2012), quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society. The need for quality assurance in Nigerian secondary schools including Enugu State for effective teaching and learning cannot be overemphasized.

However, sustainable quality assurance in an educational institution is made possible when every stakeholder in the institution contributes his/her quota to the quality process (Asiayi, 2012). All these are required to ensure an all-round education, production of quality students, and consistent improvement in secondary school system (Adisina, 2014). It becomes, therefore, necessary to ascertain strategies for improving school-community partnership for sustainable quality assurance in secondary school administration in Nsukka Education zone. Invariably, it has also been observed that because of the huge resources demanded for secondary education for quality assurance, government alone cannot bear the burden. This is why the Nigerian government welcomes the involvement of private individuals, organisations and, most especially, communities in the provision and management of secondary education. Abnormally, it seems that many things are going wrong with secondary school education in Nigeria in the areas of administration, such as decision making, provision of infrastructural facilities and promotion of discipline, among others. This could be because host community members are not actively involved in secondary school administration. Therefore, if this continues it would affect the quest for

quality output in secondary schools in Nigeria. It is against this background that the researchers deemed it necessary to ascertain strategies for improving school-community partnership for sustainable quality assurance in secondary school administration in Nsukka Education zone. With this aim, the study was conducted to:

1. Identify ways the community can actively participate in the decision-making process in secondary schools for ensuring sustainable quality assurance;
2. Find out how the community can be actively involved in facilities provision in secondary school for ensuring sustainable quality assurance.

### **Research Questions**

The following research questions guided the study.

1. In what ways could the community actively participate in the decision-making process in public secondary schools to ensure sustainable quality assurance?
2. In what ways could the community be involved actively in the provision of facilities in public secondary school to ensure sustainable quality assurance?

### **Hypotheses**

Two null hypotheses guided the study and were tested at 0.05 level of significance.

1. There is no significance difference between the mean responses of principals and PTA members on how community could be involved in decision making in public secondary schools.
2. There is no significance difference between the mean responses of principals and PTA members on how community could be involved in facilities provision in public secondary schools.

### **Method**

The design of this study was descriptive survey design. According to Nworgu (2015), descriptive survey is a type of study which aims at collecting data, and describing in a systematic manner, the characteristic features or facts about a given population. The study was carried out in Nsukka Education zone of Enugu State. Nsukka Education zone consists of three local government areas; Igbo-Etiti, Nsukka and Uzo-Uwani.

The population of the study is 278, which comprised 28 principals and 250 PTA executives in the secondary schools in Nsukka Education zone of Enugu State. (Source: Post Primary School Management Board (PPSMB), Enugu). The sample for the study was 98. This comprised all the 28 principals and 70 PTA Executives. Since the principals' population is manageable all of the principals were used. However, simple random sampling technique was used to select PTA executives in each of the three LGAs. That is, 28 from Igbo-Etiti L.G.A, 35 from Nsukka L.G.A and 35 Uzouwani L.G.A. This was done through balloting. The instrument used for data collection was a structured questionnaire titled: Questionnaire on School-Community Partnership for Quality Assurance. The instrument was subjected to face validation by three experts, two in Educational Administration and Planning and one in Measurement and Evaluation, all from the Faculty of Education,

University of Nigeria, Nsukka. Fifteen (15) copies of the questionnaire were trial tested on 15 principals and 15 PTA executives from 15 public secondary schools in Enugu Education zone of Enugu State, which is outside the area of this study. The Cronbach Alpha method was used to determine the internal consistency and overall reliability coefficient of 0.93 was obtained. The direct delivery and retrieval method was used in the administration of the instrument. The data collected for the study were analyzed using mean and standard deviation for answering the research questions using mean value while t-test statistic was used for testing the null hypotheses at  $p \leq 0.05$  level of significance.

## Results

### Research Question One

In what ways could the community actively participate in the decision-making process in secondary schools to ensure sustainable quality assurance?

The data for answering the above research question are presented on Table 1:

**Table 1: Mean responses of principals and PTA executives on the ways can the community actively participate in the decision-making process in secondary schools to ensure sustainable quality assurance in Nsukka Education zone.**

S/N	ITEMS	Principals		PTA Executives	
		$\bar{X}$	SD	$\bar{X}$	SD
1	Involving the communities in setting best alternative course of action	2.72	.86	2.56	.92
2	Regular consultations with community development unions on school programmes and activities	2.65	1.38	3.11	1.29
3	Allowing the community to take part in determining subjects offered in the school.	2.52	.62	2.55	.55
4	Community suggesting to school management extra-curricular and cultural activities to be organized for the students	2.20	1.08	2.11	1.32
5	Allowing the community to take part in deciding school levies and amount charged.	2.79	.59	2.89	.86
6	Community making in-put in	2.25	.80	2.17	.63

school budget

7	Community being involved in admission exercises	2.78	.59	2.88	.86
8	Involving the communities in setting the school goals	2.65	1.38	3.11	1.29
9	Investigating the causes and effects of an existing problem in the school	2.52	.62	2.55	.55
<b>Cluster mean</b>		<b>2.76</b>	<b>.06</b>	<b>2.88</b>	<b>.07</b>

The Table 1. presents the mean opinions of principals and PTA executives on ways the community could actively participate in the decision-making process in secondary schools to ensure sustainable quality assurance in secondary school administration. From the data presented on the table it is observable that the principals rated items 1, 2, 3, 5, 7, 8 and 9 with overall mean value of 2.76 while the PTA executives rated the same with overall mean value of 2.88. This means that the principal and the PTA executives share the same view on the ways community members could participate in school decision making process. These are indications that majority of the items in this cluster could enhance school-community partnership in the decision-making process in secondary schools to ensure sustainable quality assurance in Nsukka Education zone.

### Research Question Two

In what ways could the community be involved actively in the provision of facilities in secondary school to ensure sustainable quality assurance?

The data for answering the above research question are presented on Table 2.

**Table2: Mean responses of principals and PTA executives on the ways could community be involved actively in the provision of facilities in secondary schools to ensure sustainable quality assurance in Nsukka Education zone.**

S/N	ITEMS	Principals		PTA Executives	
		$\bar{X}$	SD	$\bar{X}$	SD
10	Provision of infrastructural facilities	2.62	.68	2.60	1.44
11	Donating land to the school	3.44	.37	3.40	.68
12	Provision of furniture	2.55	1.16	2.68	.77
13	Rehabilitation of school	2.72	.98	2.80	.61

	infrastructural facilities						
14	Replacement of damaged school furniture	2.30	1.37	2.11	1.36		
15	Insuring school facilities against risks and hazards	1.60	1.24	1.90	1.45		
16	Fencing the school compound if not fenced	2.33	1.37	2.12	1.36		
17	Provision of instructional materials	2.55	1.16	2.68	.77		
18	Provision of recreational facilities	3.44	.37	3.40	.68		
	<b>Cluster mean</b>	<b>2.56</b>	<b>.52</b>	<b>2.50</b>	<b>.51</b>		

From Table 2, the mean scores for items 10, 11, 12, 13, 17 and 18 exceeded 2.50 the critical mean scores. This indicated that community members can participate in provision of infrastructural facilities, donating land to the school, provision of furniture to schools, rehabilitation of school infrastructural facilities, provision of instructional materials and provision of recreational facilities. Whereas, items 14,15, and 16 show low community participation in such areas like replacement of damaged school furniture, insuring school facilities against risks and hazards, and in fencing the school compound if not fenced. From the cluster mean values 2.56(for principals) and 2.50 (for PTA executives) it means that the principals and PTA executives share the same view on how communities can partner with the school authorities in the provision of facilities in secondary school to ensure sustainable quality assurance in Nsukka Education zone.

### Hypothesis One

**Ho<sub>1</sub>:** There is no significance difference between the mean responses of principals and PTA members on how community could be involved in decision making in public secondary schools.

**Table 3: Independent t-test Analysis of principals and PTA members on how community could be involved in decision making in public secondary schools**

Group	N	$\bar{X}$	SD	Df	t-cal	Sig-t	Remark
Principals	28	2.52	.52	96	1.13	1.96	NS
PTA Executives	70	2.50	.51				

From the Table 3, the calculated t- value at 96 degree of freedom and 0.05 level of significance is 1.13. Since the calculated value of  $t=1.133$ and is significant at 1.96; the value is not significant at 0.05. This is because 1.96 is greater than 0.05 ( $P=1.96$ ;  $P > 0.05$ ). Therefore, the hypothesis is not rejected; hence, there is no significant difference between



the mean ratings of principals and PTA executives with regards to the ways community can actively participate in the decision-making process in secondary schools in Nsukka Education zone.

### Hypothesis Two

**Ho<sub>2</sub>:** There is no significance difference between the mean responses of principals and PTA members on how community could be involved in facilities provision in public secondary schools.

**Table 4: Independent t-test Analysis of principals and PTA members on how community could be involved in facilities provision in secondary schools**

Group	N	$\bar{X}$	SD	Df	t-cal	sig-t	Remark
Principals	28	2.86	.88	96	.18	.55	NS
PTA Executives	70	2.88	.77				

From the Table 4, the calculated t- value at 96 degree of freedom and 0.05 level of significance is 0.18. Since the calculated value of  $t = 0.18$  and is significant at .55; the value is not significant at 0.05. This is because .55 is greater than 0.05 ( $P=.55$ ;  $P > 0.05$ ). Therefore, the hypothesis is not rejected; hence, there is no significant difference between the mean ratings of principals and PTA executives with regards to how community could be involved in facilities provision in secondary schools in Nsukka Education zone.

### Discussion of the Findings

#### **Ways community could actively participate in the decision-making process in secondary schools for ensuring sustainable quality assurance in Nsukka Education Zone**

The results obtained from research question 1 revealed that the ways community members could actively participate in decision making include: involving the communities in setting best alternative course of action , regular consultations with community development unions on school programmes and activities, allowing the community to take part in determining subjects offered in the school, allowing the community to take part in deciding school levies and amount charged,community being involved in admission exercises,involving the communities in setting the school goals and investigating the causes and effects of an existing problem in the school.

The finding corroborates the study of Effiom (2012) who reported that community members can participate in setting best alternative course of action. It's also in line with Albert (2012) who asserted that school -community partnership is a key to community participation in promoting effective decision making process in the schools. Ekudayo and Arogundade (2009) who reported that community participation in decision making would enhance secondary school administration for quality assurance.

The null hypothesis one was accepted as formulated. The acceptance of this hypothesis is understandable since the study revealed that there is no significant difference between the mean ratings of principals and PTA executives with regards to the ways community can actively participate in the decision-making process in secondary schools.

### **How the community could be actively involved in facilities provision in secondary school for ensuring sustainable quality assurance in Nsukka Education Zone**

The results from research question 2 revealed that community members can participate in provision of infrastructural facilities, donating land to the school, provision of furniture to schools, rehabilitation of school infrastructural facilities, provision of instructional materials and provision of recreational facilities.

This finding is consistent with the findings of Asiayi (2012) who revealed that community participation has helped in provision of facilities to secondary schools. This finding is also in agreement with Fabiyi (2009) and Adesina (2014) who observed that community involvement in the provision of infrastructural facilities to schools will improve school administration quality assurance in secondary schools. Onyeka (2010) who revealed that host community members' participation in the provision and maintenance of facilities in schools is a better way of enhancing quality assurance in secondary schools. It is also in line with Abia, (2013) who reported that communities have also played significant roles in the provision and maintenance of facilities and equipment. Ofojebe (2008), also submitted that involving parents in provision of facilities will enhance quality of schooling in Nigeria education system.

The null hypothesis two was accepted as formulated. The acceptance of this hypothesis is understandable since the study revealed that there is no significant difference between the mean values of principals and PTA executives with regards to how community could be involved in facilities provision in secondary schools in Nsukka Education zone. This fact is buttressed by the responses of the principals and PTA executives to hypothesis two of the study as presented in Table 4.

### **Conclusion**

This study ascertains ways for improving school-community partnership for sustainable quality assurance in secondary school administration in Nsukka Education zone. However,

based on the findings, the study concludes that community members should partner with schools in decision making and provision of infrastructural facilities for quality assurance in the schools. The findings of the study concluded that for quality assurance and effective administration of public secondary schools in Nsukka Education zone, there is the need for school-community partnership.

## Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government should encourage the operation of the school based management committee in the schools for smooth school-community partnership through policy provision that will empower principals to form such committee with the support of various community heads.
2. The State Government should through a possible medium such as radio jingle, PTA meetings and community heads sensitize all communities on the need for increased partnership in schools management and provision of facilities for schools.
3. The school authority (principals) should identify resource persons within the community and reach out to them when the need arises for decision making.

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