



## FOSTERING COLLABORATION BETWEEN SCHOOLS AND COMMUNITIES FOR EFFECTIVE MANAGEMENT OF EDUCATION IN IMO STATE SECONDARY SCHOOLS

**Dr Nwankwo Ijeoma Veronica**

Department of Social Science

Faculty of Education

Imo State University, Owerri

Phone Number: 08033361166

E-mail: Ijeomamartins55@Gmail.Com

### **Abstract**

This study advocates for strengthened school community partnership to enhance entrepreneurship education administration in Imo State secondary schools for effective management of entrepreneurship education in secondary school administration in Owerri Education zone 1 of Imo state. The study argued that collaborative efforts between schools, local business, and communities can improve entrepreneurship skill promote innovation and drive economic growth. Two research questions and one null hypothesis guided the study. The study adopted a descriptive survey research. A sample of 190 made up of 120 principal/teachers and 70 PTA executives was used for the study. The instrument used for data collection was a 18-tem questionnaire. The research, questions were answered using mean and standard deviations while the null hypotheses were tested using t-test statistics. The findings of the study revealed that community members can actively participate in decision making of entrepreneurship, education administration. Also, it was revealed that community members can participate in provision of infrastructural facilities for entrepreneurship education administration, Based on the findings, the researchers recommended that government should encourage the operation of the school based management committee in the schools for smote school-community collaboration and that state government should through a possible medium sensitize all communities on the need for increased partnership in schools administration and provision of facilities for entrepreneurship education.

**Keywords:** School-Community, collaboration effectiveness, Entrepreneurship management

### **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. Secondary education is the type of education offered to children who have completed their primary education. It is divided into three years of junior secondary and three years of senior secondary. According to Federal Republic

of Nigeria (FRN) (2013.), the education that is offered at this level has two main purposes; to prepare students with the opportunities to continue with their academic careers in higher institutions and to acquire the necessary skills that would help them live functionally in their communities which can be achieved through entrepreneurship education.

Entrepreneurship education is the type of education, designed to change the orientation and attitude of the recipients and the process that will equip them with the



skills and knowledge to enable them start and manage a business and attain personal wellbeing (Agu, 2006). UNESCO (2008) stated that entrepreneurship education is made up of all kinds of experience that give trainees the ability and vision of how to access and transform opportunities of different kinds which go beyond business creation. It is about increasing learners' ability to anticipate and respond to societal changes. This affirms why Lee & Wong (2008) sees it as education and training 'which allows learner to develop and use creativity and to take initiatives, responsibility and risks. According to Shame and Venkataraman (2013), entrepreneurship education entails identifying sources of opportunities the process of discovery, evaluation and exploitation of opportunities. Therefore, entrepreneurship education generally seeks to prepare people to be sensible and enterprising individuals, who become entrepreneurs or entrepreneurial thinkers, contributing to economic development, sustainable communities and personal fulfillment. Ojeifo (2013:12) opined that entrepreneurship education is structured to achieve the following objectives: to offer functional education for the youth that will enable them to be self-employed and self-oriented, provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities, to serve as a catalyst for economic growth and development, offer graduates with adequate training in risk management, to make certain bearing feasible, to reduce high rate of poverty, create employment generation, reduction in rural — urban migration, provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses, to inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on and create

smooth transition from traditional to a modern industrial economy.

These objectives are promising and geared towards reducing unemployment and boosting the economy of the nation. Such laudable objectives of entrepreneurship education in secondary schools cannot be achieved by the government alone. In other words, the public secondary schools cannot meet the educational needs of the teeming population of the country if left for the government alone. This is because many public secondary schools in Nigeria and Enugu state in particular, are characterized by inadequacy of infrastructure, facilities and personnel, poor funding, hence declining in standard of education resulting into production of substandard and unskillful graduates.

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, the need for effective teaching-learning process and school effectiveness calls for the community-school partnership.

School-community partnership enhances effective teaching and learning process as it engenders the interest of all stakeholders. 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. Bello (2011) believed 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 collaboration 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 stakeholder such as School Based Management Committees (SBMC), Parent-Teachers Association (PTA), Old Students' Association, Non-Government Organizations, Age grades, Communities, Corporate bodies, Individuals and other social institutions. This synergy is necessary because a virile and responsive school-community relationship is a building block for the attainment of specified, standards and set goals and production of quality outputs that will satisfy the expectations of the institution's customers/society (Ojedele, 2007). Therefore, school-community partnership could help in solving problems of secondary school administration.

School management 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 defined as the process of skillfully arranging the human and material resources and programme available for education and carefully using them for achieving educational objectives (Adelokun, 2004). Therefore, school-community relation

could enhance school administration in such areas as: decision making, provision of infrastructural facilities, funding, recruiting adequate number of teachers (personnel), promoting discipline, among others.

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. 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 National Policy on Education (FRN, 2013) emphasized the importance of communities in the school administration when it 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 involvement and participation in the administration of such school. Therefore, community participation in entrepreneurship education administration to secondary school level can never be over emphasized in our quest for job creation.

However, effective management in an educational institution is made possible when every stakeholder in the institution contributes his/her quota to such education process (Zuhari & Suparman, 2002). All these are required to ensure an all-round education, production of quality students, and consistent improvement in secondary school system. It becomes necessary to ascertain modalities for improving school-community partnership for effective entrepreneurship education administration at secondary school level in Owerri Education zone 1.



### Statement of the Problem -

Secondary education has been widely accepted as an important level of education. It is for its importance that governments all over the world, including Nigerian government have invested massively in it so as to produce skillful entrepreneurs. It has also been observed that because of the huge resources demanded for secondary education for entrepreneurship skills acquisition, government alone cannot bear the burden. This is why the Nigerian government.

Welcomes the involvement of private individuals, organizations and, most especially, communities in the provision and management secondary education curricula activities including entrepreneurship education; However, 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 our quest for quality output in secondary schools. It is based on this background that this researcher deemed it necessary to ascertain modalities for improving school-community collaboration for entrepreneurship education management at the secondary school level in Owerri Education zone 1.

### Purpose of the Study

The general purpose of the study is to ascertain ways of improving school and community 'sustainable quality assurance in secondary school management for Owerri Education zone of Imo state. Specifically, the study sought

- 1 identify ways the community can actively participate in the decision-making process of entrepreneurship

education management in secondary schools;

- 2 find out how the community can be actively involved in facilities provision for entrepreneurship education management in secondary schools;

### Research Questions

The following research questions guided the study.

- i. In what ways can the community actively participate in the decision-making process of entrepreneurship education management in secondary schools?
- ii. In what ways can the community be involved actively in the provision of facilities for entrepreneurship education management secondary school?

### Hypothesis

The following null hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

**H<sub>01</sub>:** There is no significance difference between the mean responses of principals/teachers and PTA members on how community can be involved in facilities' provision for entrepreneurship education administration in secondary schools.

### Methodology

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 Owerri, Education zone 1 of Imo state. Owerri educational zone consist of three local government areas; Owerri North Municipal Mbaitoli has. The zone has 29 secondary schools. The schools are



distributed as follows: Owerri north, municipal, Mbaitoli.

The population of the study is 719 which comprises of 400 teachers/29 principals and 290 PTA executives in the secondary schools in Owerri Education zone 1 of Imo State. Post Primary School Management Board (PPSMB), Owerri Zone 1 of Imo State. The sample for the study was 190. This compresses all the 29 principals, 91 teachers and 70 PTA Executives. However, simple random sampling technique was used to select 2% of the teachers and PTA executives in each of the three LGAs. That is, 62 in from Owerri North L.G.A, 70 in Mbaitoli L.G.A and 58 Owerri West L.G.A. The instrument used for data collection was, a structured questionnaire titled: Questionnaire on School-Community collaboration for quality Assurance (QSCCQA). The instrument (QSCCASSA) was subjected to face validation by three experts, two in Educational management and Planning and one in Measurement and Evaluation, all from the faculty of

education, imo state university, fifteen (15) copies o' the questionnaire was trial tested on 10 teacher/principals and 5 TA executives in Owerri Education zone I of Imo 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 retrieved method was used in the administration of the instrument. The data collected for the study was analyzed using mean and standard deviation for answering the research questions while t-test statistic was used for testing the null hypothesis at  $p \leq 0.05$  level of significance.

## Results

### Research Question One:

In what ways can the community actively participate in the decision-making process of entrepreneurship education administration in secondary schools?

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

**Table 1: Mean responses of teachers and PTA executives on the ways can the community actively participate in the decision-making, process of entrepreneurship education administration in secondary schools in Owerri Education zone 1**

S/N	ITEMS	Principals/Teachers			PTA Executives		
		X	SD	RMK	X	SD	RMK
1	Involving the communities in setting best alternative course of action	2.72	.86	A	2.56	.92	A
2	Regular consultations with community development unions on school programmes and activities	2.65	1.38	A	3.11	1.29	A
3	Allowing the community to take part in determining subjects offered in the school.	2.52	.62	A	2.55	.55	A
4	Community suggesting to school management extra-curricular and	2.20	1.08	D	2.11	1.32	D



	cultural activities to be organized for the students							
5	Allowing the community to take part in deciding school levies and amount charged.	2.79	.59	A	2.89	.86	A	
6	Community making in-put in school budget	2.25	.80	D	2.17	1.29	D	
7	Community being involved in admission exercises	2.78	.59	A	2.88	.86	A	
8	involving the communities in setting the school goals	2.65	1.38	A	3.11	1.29	A	
9	investigating the causes and effects of an existing problem in the school	2.52	.62	A	2.55	.55	A	
	Cluster Mean	2.76	.06	A	2.88	.07	A	

The above Table presents. the mean opinions of principal) teachers and PTA executives on ways can the community actively participate in the decision-making process of ‘entrepreneurship education administration in secondary schools. From the data presented on the table it is observable that the principal! teachers rated items 1, 2, 3, 5, 7,8 and 9 2.72, 2.62, 2.52, 2.79, 2.78 3.11 and 2.52 with overall mean of 2.76 while the PTA executives rated the same items 2.56, 3.11, 2.55, 2.89, 2.88, 3.11 and 2.55 with overall mean of 2.88 respectively. This means that the principal teachers and the PTA executives share the same view on the ways community

members can participate in school decision making process. These are indications that majority of the items in this cluster can enhance school-community partnership in the decision-making process of entrepreneurship education administration in secondary schools in Owerri educational zone 1

#### Research Question Two

In what ways can the community be involved actively in the provision f facilities for entrepreneurship education administration in secondary school?

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



**Table2: Mean responses of teachers and PTA executives on the ways can the community involved actively in the provision of facilities entrepreneurship education management in secondary schools in Owerri Education zone 1**

S/N	ITEMS	Principals/Teachers			PTA Executives		
		X	SD	RMK	X	SD	RMK
1	Provision of infrastructural facilities	2.62	.68	A	2.60	1.44	A
2	Donating land to the school	3.44	.37	A	3.40	.68	A
3	Provision of furniture	2.55	.1.16	A	2.68	.77	A
4	Rehabilitation of school infrastructural facilities	2.72	.98	A	2.80	.61	a
5	Replacement of damaged school furniture	2.30	1.37	D	2.11	1.36	A
6	insuring school facilities against risks and hazards	1.60	1.24	D	1.90	1.45	D
7	Fencing the school compound if not fenced	2.33	1.37	d	2.12	1.36	A
8	Provision of instructional materials	2.55	1.16	A	2.68	.77	A
9	Provision of recreational facilities	3.44	.37	A	3.40	.68	A
	Cluster Mean	2.56	1.02	A	2.50	1.05	A

From Table 2, the mean scores for items 10, 11; 12, 13, 14 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 means 2.56 (for teachers) and 2.50 (for PTA executives) it means that the teachers and PTA executives



share the same view on how communities can partner with the school authorities in the provision of facilities for entrepreneurship education management in secondary schools in Owerri Education zone 1.

Hypothesis. I  
 There is no significance difference between the mean responses of principals/teachers and PTA members on how community can be involved in facilities provision in secondary school

**Table 3: Independent t-test Analysis of principals/teachers and PTA members on how community can be involved in facilities provision in secondary schools**

GROUP	N	X	SD	DF	t-Cal	Sig-T	Remark
Principal/Teachers	120	2.86	.88	398	.18	.55	NS
PTA Executive	70	2.88	.77				

From the Table 4, the calculated t- value at 246 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 ( $P > 0.05$ ). Therefore, the hypothesis is not rejected; hence, there is no significant difference between the mean ratings of principal! teachers and PTA executives with regards to how community can be involved in facilities provision for entrepreneurship education management in secondary school in Owerri Education zone 1.

### Discussion of the Findings

Ways community can actively participate in the decision-making process of entrepreneurship education administration in secondary schools in Owerri Education Zone 1.

The results obtained from research question 1 revealed that the ways community members can actively participate in decision making include: involving the communities in setting best alternatives 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.

How the community can be actively involved facilities provision for entrepreneurship education administration in secondary schools Owerri Education Zone 1.

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 the communities' participation has helped in provision of facilities to secondary schools. This finding is also in agreement with Fabiyi (2009) 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 the host communities' participation in the provision and maintenance of facilities in schools is a better ways of enhancing quality assurance in secondary schools. It is also in line with Abia, (2003) who reported that communities have also played significant roles in the provision and maintenance of facilities and equipment. ofojebe (2008), who submitted that involving parents in provision of facilities will enhance quality of schooling in Nigeria education system. The null hypothesis 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 principal teachers and PTA executives with regards to how community can be involved in facilities provision for entrepreneurship education administration in secondary schools in Owerri Education zone 1. This fact is buttressed by the responses of the principal/ teacher and PTA executives to research question two of the study as presented on Table 3.

### Conclusion

This study ascertains ways for roving school-community collaborate for entrepreneurship education management in secondary schools in Nsukka Education zone. However, based on the findings, the study concludes that community members can partner with schools in decision making, provision of infrastructural

facilities and students discipline for effective administration of entrepreneurship education in secondary schools. The findings of the study concluded that for effective ac1miiiisatidn of entrepreneurship education at the secondary school level in Owerri 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 smote school-community partnership.
2. The state government should through a possible medium sensitize all communities on the need for increased partnership in entrepreneurship education administration aid 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 entrepreneurship education management.
4. Government should review entrepreneurship education in secondary schools periodically to evaluate the degree of success of the policy and the level of accomplishment of the policy objectives.

### References

- Abia, O. S. (2003). Extent of community involvement in the administration of primary schools in Obio/Akpor local government area of River state: *Education Journal of Educational Planning and Administration* (3) 88-105,



- retrieved from <http://www.infed.org/com/comifor>.
- Asiyai, R.I. (2012), The contributions of community participation in the management of the universal basic education: A survey: *African Journal of Social Sciences* (12) 2045-8460, retrieved from [www.sachajournals.com](http://www.sachajournals.com)
- Adelokun, D. (2004). *Introduction to educational management*. Ibadans: flourish book limited, sceptre prints.
- Agu, I. F. (2006). University lecturers' perception of entrepreneurship education at the tertiary levels of education. *African Journal of Educational Research and Development*, 3(2). 79-85.
- Ajayi, A. & Ayodele, J J. (2012); *Fundamentals of educational malagement*. Ibadan: Great link publisher.
- Bello, T.O. (2011). Public — private partnership infrastructural development and academic goals achievement f universities in the southwest. Unpublished Ph.D Thesis University of Ilorin.
- Ekudayo, & Arogundade (2009). Parents' involvement in school administration as a correlate of effectiveness o secondary schools in Nigeria. *Journal of Education* 4(2)
- Federal Republic of Nigeria, (2013). *National policy on education 5th edition*. Lagos: Nigerian educational research and development council.
- Nworgu, B.G. (2015). *Educational research: Basic issues and methodology*. (3rd edition) Nsukka: University trust publishers.
- Ofojebe, E.N. (2008). Strategies for involving communities in secondary education management in Awka education zone. Unpublished M. Ed Dissertation, Nnamdi Azikiwe university, Awka.
- Ojedele, P.K. (2007). School based "management committee: some historical antecedents and quality of education at the primary school level in Nigeria. Y.L. Adepoju (ed). *Managing education industry in Nigeria; A system approach*. Ibadan: educational industries Nigeria ltd.
- Onyeka, E. I. (20W). Community participation in the administration of primary schools in Nsukka urban. M. ed thesis. unpublished: university of Nigeria Nsukka
- Oyedele, A. O. (2010). Private and community participation: Education Journal of Educational planning and. Administration? (3) 1 08-135, retrieved from <http://www.ixifed.org/comifor>
- UNESCO (2008). Promoting entrepreneurship education in Primary schools. Final report of UNESCO inter-regional Seminar on promoting entrepreneurship education in Primary Schools, held in Bangkok, Thailand.