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Management-Community Contributions and School Effectiveness in Primary Schools for Sustainable Educational Practices in Zuru Education Zone Kebbi State, Nigeria

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Abstract

This study examined the relationship between management-community contributions and school effectiveness in primary schools with the purpose of identifying the implications for sustainable educational practices in Zuru educational zone Kebbi State. Two research questions were answered and three hypotheses were tested in the study. Descriptive research design of the survey type was adopted in the study. The population comprises of some selected primary schools in Zuru educational zone Kebbi-State, Nigeria. The study had a total of 780 participants comprising 720 teachers and 60 management staff. Multistage procedure was followed in selecting the participants. A self-designed questionnaire titled "Management-Community contribution and School Effectiveness of Primary Schools Questionnaire" (MCCSEPSQ) was used in collecting data for the study. Face and content validity of the instrument was ascertained. The instrument's reliability was ensured through test-retest method a reliability coefficient of 0.76 was obtained after correlating the two tests with Pearson Product Moment Correlation. All hypotheses were tested at 0.05 level of significance. Findings revealed that the level of management-community contribution and primary school effectiveness was relatively high. It was equally discovered that a significant positive relationship existed between management-community contribution and primary school effectiveness. It concluded that the extent to which primary school will achieve effectiveness is dependent on the relationship between the management and the community stakeholders. It was recommended among others that; school management should be mandated by the state educational authority to involve the community members in the administration of the schools.

Keywords: Management, community contribution, Sustainable Education, School Effectiveness

Introduction

Primary school needs to function both effectively and efficiently at all times. Effectiveness refers to doing the right things to achieve the desired results while school effectiveness could easily be referred to as the ability of a school to successfully achieve its goals and objectives in providing quality education and fostering the development and learning of its Students. Dahiru, et al. (2018) saw school effectiveness as the level at which the school is able to accomplish its pre-determined objectives with a view to solving the obstacles that might hinder the smooth running of schools. In a similar conceptualization, Laila (2015) sees effective school in which the facilities, materials, equipment and physical environment enhance teachers' capability to work towards attainment of goals set for the students. Oyewole and Fadele (2018) opined that school effectiveness refers to the level of goal attainment of a school which may be measured with the use of variables such as teachers' performance and efficiency, teachers' productivity and students' academic achievements. From foregoing, the school should be an avenue where all stakeholders perform their roles effectively towards the attainment of the school goals. Ajayi, Ekundayo and Osalusi (2010) stated that school effectiveness refers to the extent to which schools are able to accomplish their pre-determined objectives, transcends beyond students passing final examinations and also encompasses students' attainment in other domains of learning (the affective and the psychomotor domains).

School effectiveness according to UNESO (2010) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Indicators of school effectiveness as pointed out by Saleem, Naseem, Ibrahim, Hussam and Azeem (2012) are high school goals attainment, full implementation of curriculum, effective instructional activities, objective assessment and evaluation, good class room management, leadership, safe and orderly environment, performance in external examinations, disciplined students, qualitative co-curricular activities and cordial relationship between teacher and management among others. These objectives must be achieved if the desired national primary education goals of preparing students for further education and paraprofessional services would be achieved. Observation shows that these indicators are not supportive of the attainment of national development. Tertiary institutions in Nigeria set the baseline of minimum entry requirements for their schools. This means that students who want to proceed to tertiary institutions from secondary schools must possess the minimum requirements in relevant subjects for entry as well as the primary schools must create a solid foundation for this race.

The situation is becoming pathetic that stakeholders keep on wondering why this level of education has persistently failed to meet the yearning and aspirations of the society. Apart from the fact that the mass failure of students in public examinations as well as the number of out of school children right from the primary school level which in-turn constitutes wastage on investment in education, it puts a big question mark on the effectiveness of school education in the states each time the results of students in the state ascertained. The perceived ineffectiveness of primary schools could be attributed to several factors, out of which management-community contribution may be included. Kladifko (2013) asserted that schools cannot be isolated from their local communities, implying an inherent partnership between the school and the community, even before considering additional collaborations. School-community contribution and partnerships are respectful and collaborative partnerships between schools and outside organizations and agencies that can help school districts meet the needs of all students, especially those most marginalized by our current political and social systems. According to Sepanik and Brown (2021), contributions, partner organizations and agencies can provide additional academic enrichment activities during and outside of normal school hours, tutoring and behavior support for students, a variety of services and referrals to additional social and health services for students and their families who need them, and additional opportunities to engage families and community members. Management-community

contributions/partnerships come in different forms (Valli, Stefanski and Jacobson, 2016). Castro (2016) added that the connections among students, schools, and the community can distribute social capital to students and their families, regardless of where the students attend school.

Theoretical Framework

Literature review.

Ogundele, Oparinde and Oyewale (2012) investigated the relationship between community-school relations and principal's administrative effectiveness of secondary schools in Kwara State using a correlation survey method. Participants in the study were selected through stratified random sampling method. Data were collected with researcher-designed questionnaires. Finding from the study showed that significant high relationship existed between school-community relation and principal administrative effectiveness in the area of plant provision and maintenance, and instructional development of secondary schools. This study however failed to point out how school-community partnership and school effectiveness interact.

Statement of the problem

Recent observation shows that primary schools appeared ineffective going by the nose-diving flow of student performance in external examination, no more encouragement by the government in offering free educations, school feeding of students have been abused, lack of discipline among students, poor quality of extra-curricular activities and lack of cordiality in the relationship between school and the community. Consequently, the attainment of primary education goal of preparing students for further education and provision of Para-professionals for economic activities are been threatened. The bulk of the blame for this worrisome state of affair with primary education often goes to the school management saddled with the responsibility of no motivation from the management and the government in both internal and external environment of the school. Attempt have been made to established the relationship between the school effectiveness and other variables but there is a lack of consensus among scholars on the possible influence that management community partnership could exert. In the same vein, there is a dearth of evidence within the literature relating to the extent to which variation existed in the level of school effectiveness and management community contribution/partnership. Hence, the need to provide empirical evidence to possibly explain the relationship in Primary schools in Kebbi State.

Research objectives

1. To find out the level of management-community contributions of primary schools' location in Zuru Educational zone in Kebbi State?
2. To find out the level of effectiveness of Primary Schools in Zuru Educational zones in Kebbi State schools?

Research questions

The following questions are therefore pertinent to solving this problem:

1. What is the level of management-community contributions of primary schools' location in Zuru Educational zone in Kebbi State?
2. What is the level of effectiveness of Primary Schools in Zuru Educational zones in Kebbi State schools?

Research hypotheses

1. There is no significant relationship between management-community contribution and school effectiveness of Primary School in Zuru Educational zone Kebbi State
2. There is no significant difference in management-community contribution based on primary school location in Zuru Education zone Kebbi State
3. There is no significant difference in school effectiveness based on Primary School location in Zuru Education zone Kebbi State

Methodology

Descriptive research design of the survey type was adopted in this study. The population comprise sixty primary schools in Zuru Education zone Kebbi-State, Nigeria. The study had a total of 780 participants comprising 720 teachers and 60 management staff. Multistage procedure was followed in selecting the participants. Four Local Government council were selected from each the education zone in Zuru, as well as primary schools were selected from these Local Government council for the study by using simple random sampling technique. While management staff of these selected schools in the education zone were purposely selected and 10 teachers were selected from each of the 60 primary schools earlier selected using simple random sampling technique. The simple random was achieved through a ballot system.

A self-designed questionnaire titled "Management-Community Contribution and School Effectiveness of Primary School Questionnaire" (MCCSEPSQ) was used in collecting data for the study. The MCCSEPSQ has three parts. Part A sought background information such as Name of School, Location. Part B contained items on management-community contribution while Part C contain items on school effectiveness. Face and content validity of the instrument was ascertained. Responses to Section B and C were graded on a scale of 1-5. The instrument's reliability was ensured through test-retest method. The instrument was administered to a set of respondents outside the study area twice. The result obtained were subjected to reliability test with Pearson Product Moment Correlation (PPMC) and a reliability coefficient of 0.76 was obtained.

The data analysis in answering this question, responses to items 1-8 Part B of the MCCSEPSQ were subjected to descriptive analysis involving frequency count, percentages, means score and standard deviation. All analysis was performed using the version 20 of the Statistical Package for Social Sciences (SPSS). All hypotheses were tested at 0.05 level of significance.

Results

Research Question 1: What is the level of management-community contributions of primary schools' location in Zuru Educational zone in Kebbi State?

The level of Management-community contribution was determined using a criterion mean score of 2.50 as the cutoff point. This was used to rank each item as low, undecided or high Extent. The result obtained is presented in the table 1

Table 1: Level of management-community contribution location in primary schools' location in Zuru Education zone Kebbi State

S/N	Item Statement	Mean	SD.	Decision
1	Invitation of community members to curriculum day	2.25	0.92	Low extent
2	Support building of community library	2.83	0.79	High extent
3	Invite community members to give lecture	3.00	0.76	High extent
4	Invite elected representatives to give motivational talk	2.08	0.86	Low extent
5	Network with local offices	2.84	0.81	How extent
6	Network with industries for student visitation	2.25	1.08	Low extent
7	Engage business leaders to talk to students on future career	2.61	0.84	High extent
8	Allow students to participate in community development	2.00	0.87	Low extent
9	Promotes cultural values in terms of dressing and language	2.77	0.79	High extent
10	Allows students to participate community services	2.60	0.88	High extent
11	Release school facilities for community program	2.38	1.09	Low extent
12	Old students are involved in school management	3.14	0.77	High extent
13	Religious organizations are engaged in administering students	2.55	0.97	High extent
14	Engage local association leaders in decision-making	2.51	0.87	High extent
15	Collaborate with local artisans to maintain school plant	1.94	0.83	High extent
	Weighted Mean $(\bar{x})$	**2.52**	**0.87**	**H E**

Table 1 shows that the means score obtained for items 2, 3, 5, 7, 9, 10, 12, 13, and 14 on management-community contribution were high. This means the respondents were of the view that management-community contribution was high in terms of support building of community library (2.83); Invitation of community members to give lecture (3.00); networking with local offices (2.84); engaging business leaders to talk to students on future career (2.61); promotes cultural values in terms of dressing and language (2.77); allows students to participate in community services (2.60); Old students are involved in school management (3.14); religious organizations are engaged in administering students (2.55); and engage local association leaders in decision-making (2.51). On the contrary, the result shows that the means score obtained for items 1, 4, 6, 8, 11, and 15 on management-community partnership were low. This means the respondents were of the view that management-community partnership was low in terms of Invitation of community members to curriculum day (2.25); Invitation of elected representatives to give motivational talk (2.08); Network with industries for student visitation (2.25); Allow students to participate in community development (2.00); Release school facilities for community program (2.38) and collaborating with local artisans to maintain school plant (1.94). In all, the average mean score (2.52) was greater than the criterion mean. This implies that the level of management-community partnership was moderately high during the period investigated.

Research Question 2:

What is the level of effectiveness of Primary Schools in Zuru Educational zones in Kebbi State schools?

The level of school effectiveness was determined using a criterion mean score of 2.50 as the cutoff point. This was used to rank each item as low, undecided or high Extent. The result obtained is presented in the table 2:

Table 2: Level of effectiveness of primary schools in Kebbi State

S/N	Item Statement	Mean	SD.	Decision
1	Teachers are ethically upright	2.69	0.84	High extent
2	Teachers are regular in the school	3.14	0.77	High extent
3	Teachers attend to their classes regularly	2.55	0.97	High extent
4	Rules on dressing are obeyed by the students	2.51	0.87	High extent
5	Students are regular in the school	2.76	0.81	High extent
6	Students are punctual in the school	3.11	0.70	High extent
7	Teacher-student relationship is impressive	2.94	0.71	High extent
8	Parents are regularly provided with feedback on their children	2.39	0.90	Low extent
9	Students have won prizes at local competition	2.31	0.99	Low extent
10	Students have won prizes at national competition	2.21	0.78	Low extent
11	Students have won prizes from sport competition	2.28	0.95	Low extent
12	Students have represented the state at national competition	2.09	0.83	Low extent
13	Students performed well in external examinations	2.31	0.82	Low extent
14	School received award of excellence from state government	2.58	1.00	High extent
15	School receives commendation from organizations	2.65	0.89	High extent
	Weighted Mean $(\bar{x})$	**2.57**	**0.86**	**ME**

Table 2 shows that the means score obtained for items 1, 2, 3, 4, 5, 6, 7, 14, and 15 on school effectiveness were high. This means the respondents were of the view that school effectiveness was high in terms of teacher ethic uprightness (2.69); teachers regularity in school (3.14); teachers regular attendance to classes (2.55); students obedience to rule of dressing (2.51); students regularity in school (2.76); students punctuality in school (3.11); teacher-students relationship (2.94); School received award of excellence from state government (2.58); and School receives commendation from organizations (2.65). On the contrary, the result shows that the means score obtained for items 8, 9, 10,11, 12, and 13 on school effectiveness were low. This means the respondents were of the view that school effectiveness was low in terms of provision of parent with feedback on their child (2.39); prizes won at local competition (2.31); prizes won at national competition (2.21); prizes won at sport competition (2.28); representing the state at national competition (2.09) and performance in external examinations (2.31). In all, the average mean score (2.57) was greater than the criterion mean. This implies that the level of school effectiveness was moderately high during the period investigated.

Research hypothesis 1:

There is no significant relationship between management-community contribution and school effectiveness of Primary School in Zuru Educational zone Kebbi State

Table 3: Relationship btw management-community contribution and school effectiveness

Variables	*No of School*	*Mean*	*SD*	*r-cal.*	*P-value*
Management-community contribution	60	38.52	12.83	0.717	0.000
School Effectiveness		37.74	13.12		

Table 3 showed that the r-cal value of 0.717 is statistically significant at 0.05level of significance with a p-value of 0.000. The null hypothesis is thus rejected in this instance. This implies that there was a significant relationship between management-community contribution and school effectiveness.

Research Hypothesis 2:

There is no significant difference in management-community contribution based on primary school location in Zuru Education zone Kebbi State

Table 4: Difference in management-community contribution based on location

Location	*N*	*Mean*	*SD*	*df*	*t.*	*P-value*
Rural based primary schools	342	37.3363	6.4722	778	1.457	.145
Urban based primary schools	438	38.0479	6.9894			

Table 4 shows that the mean scores of rural schools (mean = 37.3363, SD = 6.4722) and Urban Schools (Mean 38.0479, SD = 6.9894) is not statistically significantly different, because the p-value of 0.145 was higher than the 0.05 level of significance (df =778, t = 1.457, p = 0.145). Thus, the null hypothesis is not rejected, indicating that there is no significant difference in management-community partnership based on location.

Research Hypothesis 3:

There is no significant difference in school effectiveness based on Primary School location in Zuru Education zone Kebbi State

Table 5: Difference in school effectiveness based on location

Location	*N*	*Mean*	*SD*	*df*	*t.*	*P-value*
Rural based primary schools	342	38.2836	7.6563	778	.763	.447
Urban based primary schools	438	38.7100	7.8629			

Table 5 shows that the mean scores of rural schools (mean = 38.2836, SD = 7.6563) and Urban Schools (Mean 38.7100, SD = 7.8629) is not statistically significantly different, because the “p-value of 0.447 was higher than

the 0.05 level of significance (df =778, t = .763, p = 0.447). Thus, the null hypothesis is not rejected, indicating that there is no significant difference in school effectiveness based on location

Discussion of findings

The study's first finding showed that the level of management-community contribution was of high extent during the period investigated. This implies that the school management highly partner with the community contribution by supporting building of community library, inviting community members to give lecture, networking with local offices, engaging business leaders to talk to students on future career, promoting cultural values in terms of dressing and language, allowing students to participate in community services, and involving Old students of the school management among others. This finding may not be surprising going by the initial position of scholars such as Kladifko (2013) position that schools cannot be isolated from their local communities, this clearly indicated that an inherent partnership between the school and the community, even before considering additional collaborations must be achieved.

Finding equally revealed that the level of school effectiveness was moderately high in term of student discipline, teacher's professionalism and curricular performance. This implies that school effectiveness in terms of teacher ethical compliance, regularity in school, regular attendance to classes, students' obedience to rule of dressing, regularity in school, punctuality in school, teacher-students' relationship, award of excellence from state government and commendation from organizations. This apparently confirms the finding of Saleem, Naseem, Ibrahim, Hussamand Azeem (2012) that high school goals attainment, full implementation of curriculum, effective instructional activities, objective assessment and evaluation, good class room management, leadership, safe and orderly environment, performance in external examinations, disciplined students, qualitative co-curricular activities and cordial relationship between teacher and management among others are the indicators of school effectiveness.

While in testing the hypothesis, it was discovered that there was a significant relationship between management-community contribution and school effectiveness. This implies that the stronger the contribution between the management and the school community, the more effectiveness the school would achieve. This finding confirmed the position of Sepanik and Brown (2021) that school-community partnerships are a widely recognized, evidence-based approach for bringing additional resources and services into schools. It equally affirmed Ogundele, Oparinde and Oyewale (2012) position that significant high relationship existed between school-community relation and principal administrative effectiveness in the area of plant provision and maintenance, and instructional development of secondary schools. The study further showed that there was no significant difference in management-community contribution based on location. This indicated that management of schools in rural and urban locations do not differ in their level of contribution/partnership with community members and organization in the administration of their schools. This finding could be attributed to the existing policy on school based management committee which mandates all school to have this board in place. In the same vein, it was showed that there is no significant difference in school effectiveness based on location. This implies that their variation does not exist in the extent to which rural and urban schools were effective.

Conclusion

Based on the finding from this study, it was concluded that attainment of effectiveness in primary school is dependent on the management collaboration with relevant stakeholder within the hosting

community. Recommendations The following were recommended based on the findings: 1. School administrators should be mandated by the education zone to involve the community members in the administration of the schools. This can be achieved by getting parent involved in policy making on student services. 2. Standardized evaluation criteria should be developed by the state quality assurance agency in evaluating the performance of school heads irrespective of the location of their school, 3. For improved school effectiveness, active and available member of the community should be appointed as member of SBMC in each school. 4. Teachers should be mandated to engage community members on how to improve teaching learning activities.

Implications of Findings for Sustainable Educational Management Practices.

The interactions between management-community contribution and school effectiveness as reported in this study lend empirical credence to the following practices potential of meeting the present needs without jeopardizing future opportunities:

One, school administrators must provide necessary technical and professional supports for community projects that are related to academic development of the younger generation. Such project that should enjoy the support of the school manager could include community library, sport center, resources centers among others. Other form of support could be in the sphere of allowing students to participate in community services which provide them opportunity to gain hand-on experience while contributing to the transformation of their community.

Two, school management should explore the immediate community for resource persons when planning training programmes for teachers and students. Inviting community members to give lecture is sustainable because the cost of bringing consultants from other place would be reduced and the target of training would still be achieved.

Three, school administrators should maintain cordial relationship with necessary government offices in order to obtain needed support for teachers and students when necessary. Lastly, a tree does not make a forest, thus, in the spirit of collectivism, school managers should engage business leaders to talk to students on future career, and involve Old Students Association in managing students behaviour.

Declaration of Conflicting Interests

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