



Administrative Strategies for Enhancing School-Community Partnership in Quality Assurance Sustainability in Technical Colleges of Kaduna State

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ABSTRACT

This study was carried out to ascertain administrative strategies for enhancing school-community partnership for quality assurance sustainability in Kaduna State-owned Technical Colleges. Two (2) research questions and two null hypotheses guided the study. The study adopted descriptive survey research. There was no sampling because the target population is considered to be a manageable size. This comprises of 25 management staff and 36 PTA executives, was used for the study. The instrument used for data collection was a structured questionnaire titled "Administrative Strategies for Enhancing School-Community Partnership Questionnaire (ASESCPQ)", developed by the researcher. 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 the administrative strategies that community members can actively participate in decision-making processes, namely: engaging the communities in setting the best alternative course of action, regular consultations with community development unions on school programmes and activities, allowing the community to take part in deciding school levies and the amount charged, provision of infrastructural facilities, provision of furniture, rehabilitation of school infrastructural facilities among others.

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INTRODUCTION

Education is conceived by people of varying backgrounds, ages, needs and aspirations as a tool for sustainable development. The potency of education is more evident in its globalization trends imbued with instrumental values of nurturing productive citizens for sustainable development and democracy. Education is an inevitable tool for sustainable development and a vehicle for advancing the frontier of knowledge (Abdul-Kareem, 2001). Education has been recognized

as a process of imparting knowledge, skills, value and attitudes to the learners. This could take place in homes, skill centres and schools, among others to ensure the total development of the children.

Technical colleges are sometimes been referred to as trade centres or principal vocational institutions which are different from technical schools in Nigeria. They give full vocational training intended to prepare students or trainees for entry into various occupations. Technical colleges train craftsmen in auto-



mechanics, plumbing, carpentry and joinery, cabinet making, painting and decorating, welding, electrical installation, radio and TV repairs, building construction and a few other areas. On the completion of the course of training, trainees obtain work in industries or establish a business on their own.

The laudable objectives of Technical Education cannot be achieved by the government alone. In other words, the technical colleges cannot meet the educational needs of the teeming population of the country if left for the government alone. This is because many Technical Colleges in Nigeria are characterized by inadequacy of infrastructure, facilities and personnel, poor funding, hence declining standards, examination malpractices and substandard products.

School-community relationship enhances effective teaching and learning process as it engenders the interest of all stakeholders. Oyedele (2000) described community school relations as strategies 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. Suleiman (2001) stated that the purpose of having community-school relations is to enhance effective goals achievement in the schools. The schools are established for the immediate community.

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 a 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), and Old Students' Association, Non-Governmental 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 (Ayeji, 2010). Therefore, school-community partnerships could help in solving problems of secondary school administration.

School administration may be seen as all activities on how to influence or engineer resources to achieve the objectives of teaching and learning in the school (Ajayi & Ayodele, 2002). It can also be defined as the process of skillfully arranging the human and material resources and programmes available for education and carefully using them for achieving educational objectives (Adelokun, 2004). Therefore, school-community relations could enhance school administration in such areas as decision making, provision of infrastructural facilities, funding, recruiting an adequate number of teachers (staff personnel), and promoting discipline, among others.

Decision making, according to Ibukun (2005), is a deliberate and conscious resolve of an individual or a group of people to act in a specified manner or direction for a purpose. Decision making involves a deliberate choice from among alternatives with consideration for the possible outcome of such a decision (Ajayi & Ayodele, 2002). It is a rational administrative function that involves choosing one course of action from all the available alternatives.

Facilities refer to equipment and available materials that facilitate teaching and learning activities in an educational institution (Adesina, 2004). According to Adelokun (2004), facilities consist of buildings, furniture, sanitation facilities, computer systems and teaching and learning materials, among others. From these foregoing, one can be deduced that facilities are things such as buildings, classrooms, furniture, library equipment and needed materials for effective teaching and learning processes in the schools.

The fund is a crucial factor that determines the extent of human and material resources that can be provided in the school (Ajayi & Ogunniyi, 2007). The fund involves the



money which is available to individuals, governments or organizations for spending on various economic activities (Enyi, 2011). According to Ogbonnaya (2012), a fund refers to a sum of money made available for executing school programmes. In this regard, it is a total sum of money made available and obtainable for the attainment of the teaching and learning objectives in an educational institution.

The teacher who is otherwise referred to as (Staff personnel) in this study, is described as a professional, who imparts knowledge, learning experiences at his disposal to stimulate, guide, direct and facilitate learners to acquire adequate mastery of the skills being imparted (Adesina, 2004). Also, a teacher is a person who helps pupils in the actualization of their learning abilities (Adeyemi, 2007). Therefore, a teacher is someone who causes learning to take place; someone who imparts knowledge, skills, values and attitudes to a group of learners in the school.

Adesina (2004) defined quality assurance as the confidence attached to a product or service in terms of maintaining the standard. Quality assurance can also refer to putting in place appropriate structures, legislation, supervision of personnel and materials to ensure that set minimum standard will be attained, sustained and seen to have a meaningful impact on society.

Technical Education has been widely accepted as an important level of education where practical saleable skills and knowledge are acquired towards self-reliance. It is of its importance that governments all over the world, including the Nigerian government, have invested massively in it. It has also been observed that because of the huge resources demanded Technical Education for quality assurance, 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 of technical education. However, it seems that many things are going wrong with Technical Education in Nigeria in the areas of administration, such as decision making, provision of infrastructural facilities, funding, recruitment of an adequate number of teachers (staff personnel), promotion

of discipline, among others. This could be because host community members are not actively involved in school administration. Therefore, if this continues it would affect our quest for quality output in Technical Colleges. It is based on this background the researcher deemed it necessary to ascertain strategies for enhancing school-community partnership for sustainable quality assurance in the administration of Technical Colleges.

Aim and Objectives of the Study

The study aims to ascertain administrative strategies for enhancing school-community partnerships for sustainable quality assurance in the administration of Technical Colleges in Kaduna State. The specific objectives are to:

- i. identify administrative strategies for enhancing community participation in the decision-making process in Technical Colleges for ensuring sustainable quality assurance;
- ii. find out how to enhance community participation in the provision of facilities in Technical Colleges for ensuring sustainable quality assurance;

Research Questions

The following research questions guided the study.

- i. What strategies can be employed to enhance community participation in the decision-making process in Technical Colleges to ensure sustainable quality assurance?
- ii. What strategies can be employed in enhancing community participation in the provision of facilities in Technical Colleges to ensure sustainable quality assurance?

Hypothesis

The following null hypotheses were formulated to guide the study and were tested at a 0.05 level of significance.

H₀₁: There is no significant difference between the mean responses of management staff and PTA executives on ways community



participation in the decision-making process can be improved in Technical Colleges.

H0₂: There is no significant difference between the mean responses of management staff and PTA executives on how community participation in facilities provision in Technical Colleges can be improved.

RESEARCH METHODOLOGY

The study adopted a descriptive survey research design. Survey research design, in the opinion of Nworgu (2006), is one in which a group of people or items is studied by collecting and analysing data from only a few people or items considered to be representative of the entire group. The study was carried out in Kaduna State-owned five (5) Technical Colleges. The target population for the study is 61, which comprises 25 Management Staff and 36 PTA executives in the colleges. There was no sampling because the target population was a manageable size. The instrument for data collection for this study is a structured questionnaire, which was developed by the researcher and the items were structured along four-point rating scale. The instrument (QSCPQASSA) was subjected to contents and face validation by three experts from the Department of Education Technical at Kaduna Polytechnic. Ten (10) copies of the questionnaire

were trial tested on 4 Management Staff and 6 PTA executives from Federal Science & Technical College, Kafanchan, which is outside the area of this study. The Cronbach Alpha method was used to determine the internal consistency. Cluster 'A' has a 0.93 reliability estimate, cluster 'B' has 0.86, cluster 'C' has 0.89, cluster 'D' has 0.94 and cluster 'E' has 0.91, respectively.

The overall reliability Coefficient of 0.93 was obtained. This indicates that the instrument is reliable. The direct delivery and retrieved method were used in the administration of the instrument. Three (3) research assistants were involved in data collection. The researcher coordinates the activities of the research assistants and collates the retrieved questionnaire within (7) days of administration. The data collected for this study with the aid of a questionnaire were analyzed using inferential statistics. Mean and standard deviation were used in answering the research questions and t-test statistics for testing the hypotheses at $p \leq 0.05$ level of significance.

Research Question One: What administrative strategies can be employed to enhance community actively participation in the decision-making process in Technical Colleges to ensure sustainable quality assurance?

Table 1: Mean responses of Management Staff and PTA executives on the strategies employed in enhancing community participation in the decision-making process in ensuring sustainable quality assurance in Technical Colleges (N=61)

S/N	ITEMS	Mgt staff \bar{X}	SD	Dec	PTA Exec. \bar{X}	SD	Dec.	Total \bar{X}	SD	Dec.
1	Involving the communities in setting best alternative course of action	2.72	.86	A	2.56	.92	A	2.64	.69	A
2	Regular consultations with community development unions on school programmes and activities	2.65	1.38	A	3.11	1.29	A	2.88	1.33	A
3	Allowing the community to take part in determining subjects offered in the	2.52	.62	A	2.55	.55	A	2.54	.81	A

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S/N	ITEMS	Mgt staff \bar{X}	SD	Dec	PTA Exec. \bar{X}	SD	Dec.	Total \bar{X}	SD	Dec.
	school.									
4	Community suggesting to school management extra-curricular and cultural activities to be organized for the students	2.20	1.08	D	2.11	1.32	D	2.16	1.20	D
5	Allowing the community to take part in deciding school levies and the amount charged.	2.79	.59	A	2.89	.86	A	2.84	.73	A
6	Community making in-put in school budget	2.25	.80	D	2.17	.63	D	2.36	.71	D
7	Community being involved in admission exercises	2.78	.59	A	2.88	.86	A	2.82	.73	A
8	Involving the communities in setting the school goals	2.65	1.38	A	3.11	1.29	A	2.81	.95	A
9	Investigating the causes and effects of an existing problem in the school.	2.52	.62	A	2.55	.55	A	2.53	.58	A
	Cluster mean	2.76	.06	A	2.88	.07	A	2.81	.07	A

Key: A = Agree; B = Disagree; Mgmt Staff=Management Staff

The above Table 1, presents the mean opinions of Management Staff and PTA executives on ways the community participation in the decision-making process in technical colleges can be enhanced to ensure sustainable quality assurance. From the data presented in Table 1, it is observable that the Management Staff rated items 1, 2, 3, 5, 7, 8 and 9 above the 2.50 benchmark and the PTA executives rated the same items above the 2.50 benchmark. This means that the Management Staff and the PTA executives share the view that the ways can community members participate in decision making can be improved include: involving the communities in setting the 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 the amount charged, the 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 same respondent's rated items 4 and 6 below the 2.50 benchmark. While the Management Staff rated the items 2.20 and 2.25; the PTA executives rated them 2.11 and 2.17. This means that both the Management Staff and the PTA executives share the view that the communities suggesting to school management extra-curricular and cultural activities to be organized for the students, and making in-put in school budget are not ways community participation can be enhanced for sustainable quality assurance. The cluster means are 2.76 (for Management Staff) and 2.88 (for PTA executives). These are indications that the respondents agree that majority of the items are ways community participation in decision-making in schools can be enhanced to ensure sustainable quality assurance.

Hypothesis One: There is no significant difference between the mean responses of Management Staff and PTA members on



strategies community participation in the decision-making process in Technical Colleges can be improved

Table 2: Independent t-test Analysis of mean responses of Management Staff and PTA executives on strategies community participation in the decision-making process in Technical Colleges can be enhanced (N=61)

Group	N	\bar{X}	SD	df	t-cal	Sig.	p-value	Dec
Management staff	25	2.76	.06	398	.773	1.134	0.05	NS
PTA executive	36	2.88	.07					

From Table 2, there was no significant difference between the mean ratings of Management Staff and PTA executives with regards to the strategies community participation in the decision-making process in Technical Colleges can be enhanced. This is because the sig. (1.13) value was greater than the p-value (.05). Therefore, the null hypothesis one which states that there is no significant difference between the mean responses of Management

Staff and PTA executives on strategies community participation in the decision-making process in Technical Colleges can be enhanced was not rejected.

Research Question Two: What strategies can be employed to enhance community participation in the provision of facilities in Technical Colleges to ensure sustainable quality assurance?

Table 3: Mean responses of Management Staff & PTA executives on the strategies to enhanced community participation in the provision of facilities in Technical Colleges to ensure sustainable quality assurance (N=61)

S/N	ITEMS	Mgnt Staff	SD	Dec.	PTA Executives		Dec.	Total	SD	Dec.
		\bar{X}			\bar{X}	SD		\bar{X}		
10	Asking the community to provide infrastructural facilities	2.62	.68	A	2.60	1.44	A	2.61	1.06	A
11	Convincing the community to donate land to the school	3.44	.37	A	3.40	.68	A	3.42	.53	A
12	Telling the community to provide furniture	2.55	1.16	A	2.68	.77	A	2.76	.96	A
13	Asking the community to assist in rehabilitation of school infrastructural facilities	2.72	.98	A	2.80	.61	A	2.21	1.34	D
14	Making the community assist in the replacement of damaged school furniture	2.30	1.37	D	2.11	1.36	D	2.21	1.37	D
15	Making the community ensure school facilities against risks and	1.60	1.24	D	1.90	1.45	D	1.75	1.34	D



S/N	ITEMS	Mgnt Staff	SD	Dec.	PTA Executives		Dec.	Total	SD	Dec.
		\bar{X}			\bar{X}	SD		\bar{X}		
16	Asking the community to assist in fencing the school compound if not fenced	2.33	1.37	D	2.12	1.36	D	2.22	1.36	D
17	Telling the community to help in the provision of instructional materials	2.55	1.16	A	2.68	.77	A	2.61	.96	A
18	Making the community to provide recreational facilities	3.44	.37	A	3.40	.68	A	3.42	.52	A
Cluster Mean		2.56	1.02	A	2.50	1.05	A	2.53	1.04	A

Key: A = Agree, D = Disagree, Mgnt Staff=Management Staff

From Table 3, the mean scores for items 10, 11, 12, 17 and 18 are above the 2.50 benchmark. This implies that community members' participation in the provision of infrastructural facilities can be enhanced by asking the community to donate land to the school, provide furniture to schools, rehabilitate school infrastructural facilities, provide instructional materials and provide recreational facilities. Items 14, 15, and 16 show that improvement of community participation is seriously desired in the replacement of damaged school furniture, insuring school facilities against risks and hazards, and fencing the school

compound if not fenced. The cluster means are 2.56 (for Management Staff) and 2.50 (for PTA executives) which indicate that the Management Staff and PTA executives share the view communities participation in school administration can be enhanced through the provision of school facilities to ensure sustainable quality assurance.

Hypothesis Two: There is no significant difference between the mean responses of Management Staff and PTA executives on how community participation in facilities provision in schools can be enhanced.

Table 4: Independent t-test Analysis of mean responses of Management Staff and PTA executives on how community participation involved in facilities provision in schools can be enhanced.

Group	N	\bar{X}	SD	Df	t-cal	Sig.	p-value	Dec
Management Staff	25	2.56	1.02	398	.834	.176	0.05	NS
PTA executive	36	2.50	1.05					

From Table 4, there was no significant difference between the mean ratings of Management Staff and PTA executives on how community participation in facilities provision in schools can be enhanced. This is because of the sig. (.176) value was greater than the p-value (.05). Therefore, the null hypothesis two states that there is no significant difference between the

mean responses of Management Staff and PTA executives on how community participation in facilities provision in schools can be enhanced.

FINDINGS OF THE STUDY

The following constitutes the basic findings of the study



1. The administrative strategies community participation in decision making can be enhanced include: engaging the communities in setting the 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 the amount charged, among others.
2. Community members' participation in the provision of infrastructural facilities, can be enhanced by asking the community to donate land to the school, provide furniture to schools, rehabilitate school infrastructural facilities, provide instructional materials, provide recreational facilities, among others.

DISCUSSION OF THE FINDINGS

The results obtained from Research Question 1, revealed the strategies to be employed to enhance community members participate in decision making, namely: engaging the communities in setting the 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 the amount charged, the 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 Asiyai (2012) who reported that community members can participate in setting the best alternative course of action. It is also in line with Albert (2012) who asserted that school-community partnership is a key to community participation in promoting effective decision-making processes in the schools. Ekudayo and Arogundade (2009) reported that community participation in decision making would enhance school administration for quality assurance.

The analysis of data for null hypothesis one, which states that "there is no significant

difference between the mean ratings of Management Staff and PTA executives with regards to the strategies community participation in the decision-making process can be enhanced in schools, is presented in Table 2. The hypothesis was accepted as postulated which means that there is no significant difference between the mean ratings of Management Staff and PTA executives with regards to the strategy participation in the decision-making process can be enhanced in schools.

The results from Research Question 2, revealed that community participation in the provision of infrastructural facilities can be enhanced by making the community donate land to the school, provision of furniture to schools, rehabilitate school infrastructural facilities, provide instructional materials and provide recreational facilities.

This finding is consistent with the findings of Asiyai (2012) who revealed that community's participation has helped in the provision of facilities to schools. The finding is also in agreement with Ogbonnaya (2012) who observed that community involvement in the provision of infrastructural facilities to schools will improve school administration and quality assurance in schools. Onyeka, (2010) observed that the host communities participation in the provision and maintenance of facilities in schools is a better way of enhancing quality assurance in schools. It is also in line with Ayeni (2010) who reported that communities have also played significant roles in the provision and maintenance of facilities and equipment. Asiyai, (2008) noted that involving parents in the provision of facilities will enhance the quality of schooling.

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 ratings of management staff and PTA executives with regards to how community participation in facilities provision in schools can be improved. This fact is buttressed by the responses of management staff and PTA executives to research question two of the study as presented in Table 3.



CONCLUSIONS

The following conclusions are drawn from the major findings of the study.

1. Community participation in decision-making can be enhanced by engaging the communities in setting the alternative courses of action, regular consultations with community development unions, and allowing the communities to take part in deciding school levies and the amount charged.
2. Community members' participation in the provision of infrastructural facilities can be improved by asking the communities to donate land to the school, provide furniture to schools, rehabilitate school infrastructural facilities, and provide instructional materials.
3. There is no significant difference between the mean ratings of management staff and PTA executives with regards to the strategies community participation in the decision-making process in schools can be improved.
4. There is no significant difference between the mean ratings of management staff and PTA executives with regards to how community participation in the provision of facilities in schools can be enhanced.

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 the mobilization of the host communities in the administration of schools to sustainable quality assurance.
2. The state government should sensitize all communities on the need for increased participation in schools management and provision of facilities and instructional materials for schools located in their locality.
3. The school authority (principals) should identify resource persons within the community and reach out to them when the need arises.

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