

School-Community Partnership and Quality Education Delivery Among Public Senior Secondary Schools in Lagos State, Nigeria

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Abstract: This paper examined the school-community partnership and quality education delivery among public senior secondary schools in Lagos State, Nigeria. Lack of mutual relationship between school authorities and community leaders mostly hindered effective and efficient running of secondary schools' system in Nigeria. The study adopted correlational design. The population of the study comprised all 322 public secondary schools in Lagos State, Nigeria. The sample size of 600 principals, student and parents purposively selected through purposive sampling technique. Two research questions were raised, and two null hypotheses were tested at 0.05 level of significance. Two instruments namely: School-Community Partnership Questionnaire (SCPQ) and Quality Education Delivery Questionnaire (QEDQ) were used to collect data and analysis was carried out using Pearson Product Moment Correlation Coefficient through Statistical package for Social Science (SPSS) version 23.0. The test-retest method was used to measure reliability coefficient level of 0.82. The analysis showed that a significant relationship existed between principals' leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria ($r=0.516$; $N=600$; $p<0.05$), and that a significant relationship existed between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria ($r =0.526$; $N=600$; $p<0.05$). Sequel to the findings, it was recommended among other that school authorities and community leaders should work together toward delivery of quality education in Lagos State public senior secondary schools.

Keywords: School, community, partnership and quality education

1. Introduction

All over the world, schools are established in the community to cater for the education needs of the children. Parents desire to be informed about termly school progress (Preston et al., 2018). A good principal-parent relationship leads to better school effectiveness, while parents' adequate support for teachers will facilitate positive student-learning outcomes in school (Abdulrasheed, Hussin, & Kasa, 2016). Secondary education is the education children receive after primary education and before the tertiary stage (Asodike & Ikpitibo, 2013). Perhaps, the success of any secondary school depends upon the collection of individuals, including leaders and subordinates, and the amount of effort everyone puts into it. Most senior secondary schools in Nigeria have the following hierarchical structures with the principal as the head of the school. In contrast, vice principals are posited to assist the principal in academics and administration. The senior masters coordinate the daily routine of other teachers and boarding house masters. The administrative staff comprises the school secretary, bursar and office clerks, while the support staff includes the gardeners, security staff and cooks. Leadership behaviour is an essential determinant in the school-community partnership. A leader is a superior officer that influences followers to perform specific functions toward accomplishing organisational goals and objectives. Northouse (2019) viewed leadership as a position of dominance and prestige accompanied by the ability to direct, motivate and assist others in achieving a specified purpose. The principal must

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lead, guide, conduct, coach, and inspire the teaching and non-teaching staff toward achieving the school's goals and objectives. Leadership behaviour includes initiation, consideration, idiographic, nomothetic and transactional. The principal, as a leader, is the liaison officer that mediates between the school and society.

However, quality education primarily depends on school leadership and their capacity to improve teaching and learning activities. The quality of teachers and teaching pedagogy lies at the heart of all schooling systems. The Community Secondary Schools were established with collaboration between the Government and the local community (Suprayitno, Su'ad, & Sukirman (2022). These schools are operated and managed by both Government and the local community. Inefficiencies at the school level are common and result from ineffective leadership, supervision and administration. Mostly, the school belongs to the people as a whole. The community is a small localised, political, social unit whose members share common values; hamlets, villages and towns are often considered communities (Amanchukwu, Stanley, & Ololube, 2015). The school and the district are two inseparable institutions since the community provides the students that the school trains. School- community relations services to achieve the goals of education in a community. School leaders communicate with their external communities in an organised way to enhance their chances of getting better public support, minimising criticism, learning the values and priorities of a community, and receiving many functional ideas and resources to help educate students better. "A high-performing school requires broad-based community support and support that will come from communities that are well informed and well engaged in the educative processes that go on in the school" (Ulya, Utomo, & Ismaya, 2021).

In addition, school and community partnerships are built on relationships of trust and effective interpersonal communication. The interaction between the school and community makes it difficult for the teaching and non-teaching staff to function effectively and efficiently. However, the principals and teachers at secondary schools need good school-community relations for effective school management to achieve the goals of secondary education in the community (Imoni, 2019). The school staff should be involved in school-community relations-related programmes like student home-visiting and parents-teachers conferences and be devoted to their duties to ensure cordial relationships between the school and the community. Observation shows that some school staff often come to school late and may attend school irregularly. This type of behaviour falls short of the expectation of the employer, students and the community, and it does not build good school-community relations. Public secondary schools appear to be missing their students whose parents and guardians show much concern about their progress and welfare by taking them out of these schools and getting them enrolled on private schools.

Perhaps, it has been observed that some public secondary schools located in rural and urban communities in Lagos State have been affected by bad results in the Certificate of Secondary Education Examination since their commencement. Many secondary school principals faced challenges in controlling, improving, and sustaining schools in disadvantaged rural areas (Ngcobo & Tikly, 2010). As a result, the community leaders in education at district levels have made tremendous efforts to rescue the dwindling standard of education. Incidentally, the performance continues to worsen as shown in the result released by WAEC for the 2014 May/June Senior Secondary School Examination; only 31.28% (529.425) candidates out of 1.692.435 candidates who sat for the examination had credits in five subjects and above including Mathematics and English Language as against 38.81% and 36.57% in 2012 and 2013 May/June examinations respectively. Though the result of May/June 2017 had recorded an increase in the pass rate with 923,486 candidates representing 59.22% of a total of 1.471.151 candidates who sat for the examination scoring a minimum of five credits including Mathematics and English Language as against 52.97% in 2016, there is a lot more to be done therefore to encourage pass rate in schools.

1.1 Problem Statement

It has been observed that most public secondary schools in Lagos State are bedevilled with maladministration, inadequate fund, dilapidated infrastructure and poor partnership in school-community relations. The leadership of public secondary schools has been enmeshed with many challenges due to the behaviour of some principals. This hindered effectiveness and efficiency among teaching and non-teaching style, students and the community.

1.2 Objectives

The purpose of the study was to:

- a) Determine the relationship between principals' leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria?
- b) Evaluate the relationship between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria?

1.3 Hypotheses

The following null hypotheses were tested in the study:

- H_{01} : There is no significant relationship between principals' leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria.

H₀₂: There is no significant relationship between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria.

2. Methodology

The study adopted a correlation design because data was collected explicitly from a representative sample of a larger population through questionnaires and records. The study population comprised all principals, SS323 students and parents in public senior secondary schools in Lagos State, Nigeria. The sample size included 600 respondents made up of Yoruba teachers through purposive sampling. These comprised 82 selected from each of the six (6) Education Districts of Lagos State. The study tested two hypotheses. Two powerful instruments were used to collect data. These include School-Community Partnership Questionnaire (SCPQ) and Quality Education Delivery Questionnaire (QEDQ), respectively, to seek the response of teachers and students. The questionnaires were scored based on the response options on each of the items, namely Strongly Agree (4), Agree (3), Disagree (2) Strongly Disagree (1). The instrument was subjected to a test-retest reliability exercise, which involved two-time administration of the instruments within two-week intervals through Pearson’s Product-Moment Correlation statistical analysis. The scores obtained at different times were correlated, and the reliability was established to be 0.89.

3. Results and Discussion

The result of the analysis through Pearson’s Product-Moment Correlation Co-efficient shows that a positive significant relationship existed between principals’ leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria. Precisely, it summarises that with 599 degrees of freedom at a 0.05 significant confidence level, the calculated Pearson’s Product Moment Coefficient of Correlation value ($r = 0.516$; $N=600$; $p < 0.05$, 2-tailed). This study found that a significant relationship exists between principals’ leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria. This finding also corroborated with the results by Ahmed (2016), Hallinger & Lee (2013), and Hitt & Tucker (2016) that a principal in a disadvantaged school needs thorough supervision of the teaching and learning process to ensure that the lesson is structured, appropriate delivery of the curriculum, and practical assessment of the learning process. Also, the study’s findings showed that a significant relationship exists between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria. Precisely, it summarises that with 599 degrees of freedom at a 0.05 significant level of confidence, the obtained Pearson’s Product Moment Coefficient of Correlation value ($r = 0.526$; $N=600$; $p < 0.05$). This study finding is in line with Williams’ in Valli, Stefanski, & Jacobson’s (2018) rural school partnerships found that effective leadership fostered collective responsibility and that the site team structure legitimated shared leadership.

3.1 Testing of Hypotheses

3.1.1 Hypothesis One

There is no significant relationship between principals’ leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria.

Table 1: Pearson’s correlation analysis between principals’ leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria

Variables		Principals’ Leadership Behaviour	Quality Education Delivery
Principals’ Leadership Behaviour	Pearson Correlation	1	.516**
	Sig. (2-tailed)		.000
	N	600	600
Quality Education Delivery	Pearson Correlation	.516**	1
	Sig. (2-tailed)	.000	
	N	600	600

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 indicates a positive significant relationship between principals’ leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria ($r = 0.516$; $N=600$; $p < 0.05$, 2-tailed). Hence, the hypothesis states that there is no significant relationship between principals’ leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria, is rejected. This implies a critical relationship exists between principals’ leadership behaviour and quality education delivery in Lagos State Senior Secondary Schools, Nigeria.

3.1.2 Hypothesis Two

There is no significant relationship between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria.

Table 2: Pearson's correlation analysis between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria

Variables		School Community Partnership Practices	Quality Education Delivery
School Community Partnership Practices	Pearson Correlation	1	.526**
	Sig. (2-tailed)		.000
	N	600	600
Quality Education Delivery	Pearson Correlation	.526**	1
	Sig. (2-tailed)	.000	
	N	600	600

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 indicates a positive significant relationship between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria ($r = 0.526$; $N=600$; $p < 0.05$, 2-tailed). Hence, the hypothesis that there is no significant relationship between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria, is rejected. This implies a meaningful relationship exists between school-community partnership practices and quality education delivery in Lagos State Senior Secondary Schools, Nigeria.

4. Conclusion and Recommendations

The roles communities play in the planning and management of secondary education cannot be over-emphasized. The communities provide land and fund schools for the general good. School-community partnership brings about stability amongst stakeholders in education. The study concludes that cooperation between schools and leaders is attributed to quality education delivery in Lagos State public secondary schools. Therefore, quality education will be provided through a conducive working environment for teachers, adequate funding, provision of instructional materials, motivation of teachers, community support for proper recruitment and in-service training for teachers, as well as community participation in school's programme.

Based on the findings, the following recommendations were made 1) government should encourage community leaders to fund the school programme as they are part of stakeholders in public schools, and 2) school authorities and community leaders should work together toward the delivery of quality education in Lagos State public senior secondary schools, 3) community leaders should partner with school authority in the teacher's recruitment based on teacher's subject specialisation, 4) school administrators should adopt various leadership styles that could yield the much-needed results in quality education delivery, 5) school principals should promote capacity building for teachers through regular workshops to improve their pedagogical knowledge and competence in various teaching subjects.

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