

1 School Partnerships and Principals' Administrative Effectiveness
2 in Secondary Schools in Ibesikpo Asutan Local Government Area
3 of Akwa Ibom State, Nigeria

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7 **Abstract**

8 The study investigated the influence of school partnerships on principals' administrative
9 effectiveness in secondary schools in the Ibesikpo-Asutan Local Government Area of Akwa
10 Ibom State, Nigeria. The study adopted an ex post facto research design. The target
11 population comprised all the principals, vice-principals, and teachers, totaling 328. The
12 sample of the study consisted of 176 respondents, comprising seven principals, 14 vice-
13 principals and 155 teachers representing, 50

15

16 **Index terms**— school partnership, administration, administrative, effective, principals administrative
17 effectiveness.

18 **1 Introduction**

19 The term administration, is the process by which material and financial resources are maximally harnessed to
20 achieve organizational set goals through collective and cooperative human effort in a conducive environment.
21 Armstrong (2006) posits that administration includes the function like management of the affairs with the use
22 of well thought out principles and practices like budgeting, staffing, evaluation along with the processes such as
23 leadership, organization, communication and coordination.

24 On the other hand, administrative effectiveness refers to the ability of the school administrator to carry out
25 administrative tasks related to instructional management, internal relation, organizational management, students'
26 performance and school community relations towards achieving the school objectives. Also, it is the management
27 skills, possessed by an individual to run an organization in an easy and efficient manner.

28 Principal administrative effectiveness is the efficient application of skills to run an institution in a manner that
29 is fulfilling to all the stakeholders of education including, the teachers, students, parents, and society. Brewer
30 (2001) asserts that a principal is claimed to exhibit administrative effectiveness when he is capable of carrying
31 out the assigned roles, such as focusing on modern instructional techniques, building a community of learners,
32 sharing decision making, sustaining time management techniques and supporting professional development for
33 all staff members. Also, the principal should ensure efficient and equitable management of resources, creation of
34 a climate of integrity, inquiry, and school partnership with education stakeholders.

35 Tanveer and Khan (2014) opine that an administration is considered smooth and enjoyable if the administrator
36 is endowed with desired personality traits and management skills, otherwise the administration will be full
37 of tension. Also, an administration is encumbered by lack of adequate funding, infrastructure, instructional
38 resources, and the likes where no collaborations exist. The absence of collaboration implies that the principal
39 cannot work in isolation of other support groups, to successfully achieve the set objectives of the secondary schools
40 in Akwa Ibom State. Worst still are the various unmet demands of the teachers, students, parents and even the
41 society. For this reason, the school partnership becomes very apt and a panacea for meeting the excessive needs
42 of the education stakeholders.

43 School partnership is an innovation whereby schools work together with identified partners to strengthen,
44 support and even transform individual partners (schools/institutions) resulting in improved programme quality,

7 THEORETICAL FRAMEWORK A) SITUATED LEARNING THEORY BY LAVE, J. & WENGER, E. (1991)

45 more efficient use of resources, better alignment of goals and curricula (Harvard Family Research Project (HFRP),
46 2010). School partnership further enhances students' skills by building an efficient workforce for the future,
47 promotes organizational image and visibility by providing a valued community service, internship and job training;
48 provides financial assistance, goods and services to the school (Howard County Public School System (HCPSS),
49 2009).

50 The benefits are that the more the principals collaborate with various independent groups, the more likely
51 they can address the global challenges in the school system. These partnerships bring together different groups,
52 such as religious organizations, Parent Teachers Association (PTA), the host community, etc. The aim of
53 the partnership is to expand the opportunities for knowledge creation, dissemination, and acquisition among
54 the students through financial supports for the employment of qualified staff, book supplies to the libraries,
55 construction of school buildings, etc. Meanwhile, many principals tend to be oblivious of the opportunities
56 inherent in school partnerships in terms of the developmental prospects of the school system. It is against this
57 background that the study is poised to investigate the influence of school partnerships on principals' administrative
58 effectiveness in secondary schools in Ibesikpo-Asutan Local Government Area of Akwa Ibom State, Nigeria.

59 2 II. Statement of the Problem

60 There are several complexities that tend to limit the degree to which secondary school principals in Ibesikpo-
61 Asutan Local Government Area can be effective, especially considering the large and increasing students'
62 enrolments amidst grossly inadequate and obsolete infrastructural facilities. On the other hand, the principals
63 tend to contribute to the problem especially when they lack proper coordination. Sometimes, the principals
64 are accused of negligence, laziness, permissiveness, lack of dedication, and zeal to work. These issues suggest
65 that something is fundamentally wrong with the performance or effectiveness of the public secondary schools'
66 principals. The consequence of this problem is the poor academic performance of students. Therefore, the
67 study aims at investigating the influence of school partnerships on principals' administrative effectiveness in the
68 secondary schools in the Ibesikpo-Asutan Local Government Area of Akwa Ibom State, Nigeria.

69 3 III.

70 4 Purpose of the Study

71 The purpose of the study was to investigate the influence of school partnerships on principals' administrative
72 effectiveness in terms of: i. Ascertaining the influence of school partnerships with the religious organizations on
73 principals' administrative effectiveness.

74 ii. Assessing the influence of school partnerships with the host community on principals' administrative
75 effectiveness.

76 5 a) Research Questions

77 i. What is the influence of school partnerships with the religious organization on principals' administrative
78 effectiveness in secondary schools? ii. What is the influence of school partnerships with the host community on
79 principals' administrative effectiveness in secondary schools?

80 6 b) Null Hypotheses

81 i. There is no significant influence of school partnerships with the religious organizations on principals'
82 administrative effectiveness in secondary schools. ii. There is no significant influence of school partnerships
83 with the host community on principals' administrative effectiveness in secondary schools.

84 IV.

85 7 Theoretical Framework a) Situated Learning Theory by Lave, 86 J. & Wenger, E. (1991)

87 According to Lave and Wenger (1991), the theory focuses on the relationship between learning and certain forms
88 of social co-participation. The theorists argued that learning is a social process whereby knowledge is constructed
89 and meaningfully propagated for the benefit of the individual learner and society. The theorists further articulated
90 that learning is situated in a specific context and embedded with a particular social and physical environment
91 to ensure its sustainability. This implies that schools cannot survive in isolation of viable co-contributors. Thus,
92 there must be coparticipations with the community, individuals, groups, and institutions.

93 The conditions laid by the situated learning theory give the principal a situated context to solve the problem
94 of providing the immediate needs of the school by partnering. Lave and Wenger (1991) refer to these groups
95 as communities of practice that can be formal or informal. Communities of practice contain three components,
96 namely; joint enterprise, mutual engagement, and a shared repertoire. The relevance of the theory to this study
97 is that partnerships can be developed to include diverse groups of old students of the institutions (Alumni),
98 philanthropists, Parents Teachers Association (PTA), host communities, etc, so that they can render some
99 educational services to the school's system. These services will, in turn, lessen the stress borne by the principals

100 while promoting administrative effectiveness elicited from the useful inputs in the environment injected into the
101 day-to-day running of the school. Year 2020 V.

102 **8 Review of Literature a) School partnership with religious 103 organizations and principals' administrative effectiveness**

104 The history of modern education in Nigeria could be traced to the religious organizations, especially the Christian
105 Mission ??Fafunwa, 2004). Religious organizations are groups of religious bodies or churches that function
106 through organizations with specific goals (Oladipo, 2013). In Nigeria, the religious organizations include, the
107 Islamic organization and Christian organization. For this study, the scope would be limited to Christian religious
108 organizations since the study area is predominantly Christians. These groups have on a regular basis provided
109 to the various secondary schools, some monetary and material donations, as well as offer for use some church
110 spaces and facilities to promote the teaching and learning activities in secondary schools in Ibesikpo-Asutan Local
111 Government Area.

112 Ekpendu, Audu, and Ekpendu (2016) conducted a study on evaluation of the role of religious organizations
113 in the development of schools in Nigeria. Qualitative and descriptive method of inquiry was used in the study.
114 It was discovered that the religious groups had played starring roles in educational growth in Nigeria through
115 the provision of school infrastructure, donation of books and other educational resources. Also, the religious
116 organization ensured the inculcation of morals through teaching, seminars, and symposia in schools.

117 Ngussa and Makewa (2018) investigated the role of Christian Religious Education in secondary school students'
118 discipline in Lake-zone, Tanzania. A survey research design was used to gather data from teachers and students in
119 19 sampled schools, using questionnaires, interview schedules and focus group discussion. The data obtained were
120 analyzed using descriptive statistics. The study revealed that Christian Religious Education prepared learners to
121 be morally upright. Also, there was a significant difference in teachers' ratings on the frequency of disciplinary
122 cases between schools that teach CRE and those which do not teach the subject.

123 **9 b) School partnership with the host community and princi- 124 pals' administrative effectiveness**

125 Community collaboration with schools complements and reinforces values, culture and learning opportunities
126 that most schools cannot provide for their students. These partnerships make schools more efficient in working
127 towards the attainment of their set objectives. Kladifko (2013) opines that the effective partnership of the host
128 communities with the school encourages the principal to seek assistance in monitoring the school in terms of
129 possible vandalism during holidays.

130 Ataine and Nkedishu (2017) conducted a study on community relations in the development of primary
131 education in Delta State, Nigeria. The study adopted a descriptive survey design. The population was 16,961
132 head teachers, assistant head teachers and teachers in primary schools and community elders in Delta State.
133 From the population, 1696 respondents were selected using a proportionate stratified random sampling technique.
134 Researchers' developed questionnaire titled: School Community Relation and Development of Primary Education
135 Questionnaire (SCRDPEQ) was used for data collection. Data collected were analyzed using descriptive statistics
136 of the mean score and standard deviation. The study revealed, among other things, that the community provides
137 land for building primary schools, helps in funding the primary schools, helps in providing more classrooms in
138 the primary schools. On the other hand, the community makes use of the school open space during elections,
139 its classrooms for community meetings when the school is not in session; schools playground are used for local
140 games as well as organize cultural displays during festive seasons.

141 Ogundele, Oparinde and Oyewale (2012) investigated the relationship between community school relations
142 and principals' administrative effectiveness in secondary schools in Kwara State. A correlational survey research
143 design was employed for the study. Two thousand respondents comprising the principals, vice-principals, PTA
144 executive, and representatives of religious bodies were selected using a stratified random sampling technique.
145 The study employed Community Schools Relations and Principal Administrative Effectiveness Questionnaire
146 (CSRPAEQ) for data collection while the Pearson Product Moment Correlation statistic was used for data analysis
147 at 0.05 significance level. The findings revealed that high significant relationship exists between community
148 school relations, and principal administrative effectiveness, school plant provision and maintenance, as well as
149 instructional material development for the secondary schools.

150 **10 VI.**

151 **11 Research Method**

152 The ex-post facto research design was adopted for this study. The design was considered appropriate because
153 the variables were assumed to have occurred without being subjected to any form of manipulation. The target
154 population was 328 school personnel comprising seven principals, 14 vice-principals, and 307 teachers. A random
155 sampling of 50 percent of the teachers were selected from each school numbering 155 teachers, while the census
156 method was used to select seven principals and 14 vice-principals totaling 176 respondents.

17 B) SCHOOL PARTNERSHIP WITH HOST COMMUNITY AND PRINCIPALS' ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS

157 Researchers' self-developed instrument titled: School Partnerships and Principals' Administrative Effectiveness
158 Questionnaire (SPPAEQ) was employed for data collection. SPPAEQ instrument was based on a four-point
159 rating scale with Strongly Agree (SA) being four (4) points and Strongly Disagree (SD) one (1) point for the
160 positively worded items. At the same time, reverse scoring was used for negative items. The reliability of the
161 instrument was obtained using Cronbach's Alpha reliability method, which yielded a 0.83 reliability coefficient.
162 The questionnaires were administered to the 176 respondents in their respective schools and 100% return rate
163 obtained. Data were analyzed using simple linear regression to test the null hypotheses at 0.05 level of significance.

164 12 VII.

165 13 Data Analysis and Results

166 Research Question 1: What is the influence of school partnerships with the religious organizations on principals' administrative effectiveness in secondary schools? 1 shows the summary of the regression test for the influence of
167 school partnerships with the religious organizations on principals' administrative effectiveness. The table shows
168 the regression coefficients. For every unit rise in religious organization partnerships, principals' administrative
169 effectiveness increases by 0.231. Furthermore, the correlation index (r) is 0.22, indicating a weak positive
170 relationship between religious organization partnerships and principals' administrative effectiveness. The
171 coefficient of determination $R^2 = 0.049$, showing that 4.9% changes in administrative effectiveness are as a
172 result of religious organization partnerships.

173 Research Question 2: What is the influence of school partnerships with the host community on principals' administrative effectiveness in secondary schools? $.33 r = 0.33; R^2 = 0.109$

174 Table 2 shows the summary of the regression test for the influence of school partnerships with the host
175 community on principals' administrative effectiveness. The table shows the regression coefficients. For every
176 unit rise in community partnerships, principals' administrative effectiveness increases by 0.308. The correlation
177 index (r) is 0.33, indicating a positive relationship between the host community partnerships and principals'
178 administrative effectiveness. The coefficient of determination (R^2) is 0.109, showing that 10.9% changes in
179 administrative effectiveness are as a result of community partnerships.

182 14 c) Null hypotheses

183 H_{01} : There is no significant influence of school partnerships with the religious organizations on principals'
184 administrative effectiveness in secondary schools. 3 shows a summary of the f-test for significance. The result
185 indicates that the calculated f value is 8.882 at 1 and 174 degrees of freedom and 0.05 alpha level, the critical
186 f value (F_{crit}) is 3.94. Since F_{cal} is greater than F_{crit} , the results are statistically significant, and the null
187 hypothesis is rejected. Thus, there is a significant influence of school partnerships with the religious organizations
188 on principals' administrative effectiveness in secondary schools.

189 H_{02} : There is no significant influence of school partnerships with the host community on principals'
190 administrative effectiveness in secondary schools. 4 shows a summary of the f-test for significance. The result
191 indicates that the calculated F value is 21.306 at 1 and 174 degrees of freedom and 0.05 alpha level. The critical
192 f value (F_{crit}) is 3.94. Since F_{cal} is greater than the F_{crit} , the result is statistically significant, and the null
193 hypothesis is rejected. Thus, there is a significant influence of school partnerships with the host communities on
194 principals' administrative effectiveness in secondary schools.

195 15 VIII.

196 16 Discussion of Findings a) School partnership with religious organizations and principals' administrative effectiveness

197 The corresponding hypothesis test shows that there is a significant influence of school partnerships with the religious organizations on principals' administrative effectiveness in secondary schools. The finding agrees with a similar study by Ekpendu, Audu, and Ekpendu (2016), which found that religious groups have played starring roles in educational growth in Nigeria through the provision to schools, donation of educational resources to schools, and inculcating morals through teaching, seminar and symposia done in schools.

203 17 b) School partnership with host community and principals' administrative effectiveness in secondary schools

204 The study shows that there is a significant influence of school partnerships with the host communities on
205 principals' administrative effectiveness in secondary schools. This finding aligns with an earlier study by Atanine
206 and Nkedishu (2017), which found a positive influence of school partnerships with the host communities and
207 enhanced effectiveness. The finding also corroborated by Ogundele, Oparinde, and Oyewale (2012), which
208 indicated a significant relationship between the school partnerships with the host communities in the area of
209 provision and maintenance of school plants in the secondary schools.

211 18 IX.

212 19 Conclusion

213 Based on the findings of the study, it is concluded that school partnerships with the religious organizations and
214 host communities have a significant influence on principals' administrative effectiveness. Thus, school partnerships
215 have a significant influence on principals' administrative effectiveness in secondary schools in Ibesikpo-Asutan
216 Local Government Area of Akwa Ibom State, Nigeria.

217 20 X.

218 21 Recommendations

219 Based on the findings and conclusion of this study, the following recommendations are made:

- 220 1. Principals' should continue to collaborate with the religious organizations in the area of moral education
221 to reduce the tide of moral decadence in the society, as well as the provision of educational resources to enhance
222 academic excellence in secondary schools in Ibesikpo Asutan Local Government Area of Akwa Ibom State, Nigeria.
- 223 2. Principals of secondary schools should develop and sustain good relations with their host communities as such symbiotic relationships will enhance the safety of school property against vandalism, among other things.

1

	Model	Unstandardized coefficients		Standardized coefficients	
		B	Std. Error	Beta	
1	(Constant)	2.219	.228		
	Rel. Partnership	0.231	.078	.22	

r = 0.22; R 2 = 0.049

Table

Figure 1: Table 1 :

2

	Model	Unstandardized coefficients		Standardized coefficients	
		B	Std. Error	Beta	
1	(Constant)	2.016	.196		
	Comm. Partnership	.308	.067		

Figure 2: Table 2 :

3

	Model	administrative effectiveness					
		Sum of Squares	df	Mean Square	F cal	F crit	Decision
1	Regression	7.091	1	7.091	8.882	3.94	*
	Residual	138.904	174	.798			
	Total	145.994	175				

* Significant at 1 and 174 degrees of freedom and 0.05 alpha level

Figure 3: Table 3 :

21 RECOMMENDATIONS

4

	Model	Sum Squares	of df	Mean Square	F cal	F crit	Decision
1	Regression	15.927	1	15.927	21.306	3.94	*
	Residual	130.068	174	.748			
	Total	145.994	175				

* Significant at 1 and 174 degrees of freedom and 0.05 alpha level
Table

Figure 4: Table 4 :

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