

INFLUENCE OF SCHOOL-COMMUNITY RELATIONSHIP ON EFFECTIVE MANAGEMENT OF SECONDARY SCHOOLS IN MUBI EDUCATION ZONE, ADAMAWA STATE – NIGERIA

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Abstract

This study investigated the influence of school–community relationship on effective management of secondary schools in Mubi Education Zone, Adamawa State, Nigeria. A descriptive survey of 2,948 respondents comprising the School-Based Management Committee (SBMC) members, principals, teachers, used proportionate stratified sampling to select 330 participants (30 principals, 250 teachers, 50 SBMC members). Data from a validated questionnaire (Cronbach’s $\alpha = 0.75$) were analyzed using mean, SD, and one-way ANOVA at 0.05 significance. Findings showed community participation positively influences school management (grand mean = 3.57), with SBMC members scoring highest and teachers lowest. Significant differences existed across stakeholders for community participation ($F = 131.15, p < 0.001$), students’ discipline ($F = 55.62, p < 0.001$), and teachers’ professional development ($F = 30.82, p < 0.001$). For “school administration seeks community inputs,” mean scores were SBMC (3.74), principals (3.64), and teachers (3.36), indicating teachers perceive less inclusive engagement. The study concluded that collaborative school–community relationships enhance effective management through improved participation, student discipline, and teacher development. It recommended greater teacher inclusion in initiatives, enhanced communication, and joint capacity-building to bridge perception gaps and optimize management effectiveness.

Keywords: School–Community Relationship, Secondary School Management, community Participation, Teachers’ Professional Development, Adamawa State



Introduction

Education serves as a fundamental catalyst for individual and societal advancement, equipping people with knowledge, skills, and attitudes necessary for successful living and community development. The Federal Government of Nigeria (FGN, 2013) articulates that

education in Nigeria is an instrument for national development and social change, aiming to foster the development of responsible and skilled citizens. Through this structured process, individuals acquire competencies that empower them for successful living, enabling them to contribute meaningfully to the progress of their communities and the nation at large.

Schools are formal institutions established within communities to fulfill essential educational and socio-cultural purposes. The relationship between a school and its host community is symbiotic, with research demonstrating that community participation significantly influences the effective management of secondary schools (Ekwe, Ozoko & Okwor, 2023). In the Nigerian context, studies have shown that community involvement in areas such as financial management, provision of physical facilities, and student personnel services serves as a critical strategy for improving school-community relationships and enhancing administrative effectiveness (Eziamaka et al., 2025; (Meremikwu et al 2022; Adie, Obi, Okri & Ogbe, 2020; Adie & Anditung, 2019; Ibu, Adie & Andortan, 2019). This collaboration creates a crucial interface where communities contribute resources including labor, land, and local materials—for school infrastructure development, with such contributions leading to higher levels of project maintenance and utilization (Lakan, 2025). Furthermore, the teacher-community nexus has been identified as vital for transforming rural schools into community knowledge hubs, fostering collaboration and integrating practical education that addresses community-specific issues (Olayinka & Deniran, 2025).

Secondary education in Nigeria occupies a strategic position within the educational system, preparing students for higher education and useful living. The effective management of this level requires synergistic efforts from all stakeholders, with community participation models playing a critical role in shaping policy and practice in educational management (Zenodo, 2024). Researchers have confirmed that community participation goes a long way in ensuring better management of secondary schools, recommending rigorous campaigns to reorient Nigerians on the significance of community involvement in school administration (Zenodo, 2024; Agbor et. al 2026). It is in the context of this necessary collaboration that this study seeks to examine the influence of school-community relationships on the effective management of secondary schools in the Mubi Education Zone of Adamawa State, Nigeria.

Statement of the Problem

Despite the recognized importance of school-community relationship for effective educational management, some secondary schools in Mubi Education Zone, Adamawa State, Nigeria, operate in near isolation from their host communities, resulting in a significant decline in mutual cooperation. This disconnect has manifested in critical challenges including the encroachment on school lands, inadequate community participation in security provision, limited parental involvement in student discipline leading to widespread truancy, insufficient funding from local philanthropists and NGOs to complement government efforts, and a lack of organized collaboration for teacher professional development. Consequently, school managers face considerable difficulty fostering the harmonious interaction necessary for effective school administration, leaving schools in deplorable conditions and compromising the achievement of educational goals in the zone.

Purpose of the Study

The purpose of this study is to investigate the influence of school – community relationship on effective management of secondary schools in Mubi education zone, Adamawa State – Nigeria. Specifically, the study sought to:

- i. investigate the influence of school-community relationship on community participation in the management of secondary schools in Mubi education zone, Adamawa State – Nigeria.

- ii. assess the influence of school-community relationship on the provision of infrastructural facilities in the management of secondary schools in Mubi education zone, Adamawa State– Nigeria.
- iii. examine the influence of school-community relationship on secondary school teachers' professional development in secondary schools in Mubi education zone, Adamawa State – Nigeria.

Research Questions

- i. What is the influence of school-community relationship on community participation in the management of secondary schools in Mubi education zone, Adamawa State – Nigeria
- ii. How does school-community relationship affect the provision of infrastructural facilities in the management of secondary school in Mubi education zone, Adamawa State – Nigeria?
- iii. How does school-community relationship affect secondary school teachers' professional development in Mubi education zone, Adamawa State, Nigeria?

Research Hypotheses

The following hypotheses were formulated to be tested:

- H₀1: There is no significant difference in the mean opinion of the respondents on the school-community relationship on community participation in the management of secondary schools in Mubi education zone, Adamawa State, Nigeria.
- H₀2: There is no significant difference in the mean opinion of the respondents on the influence of school – community relationship on the provision of infrastructural facilities in secondary schools in Mubi education zone, Adamawa State, Nigeria.
- H₀3: There is no significant difference in the mean opinion of the respondents on the influence of school-community relationship on secondary school teachers' professional development in the management of secondary schools in Mubi education zone, Adamawa State, Nigeria.

Literature review

Community Participation

Nwokoye (2025) investigated school-community relationship and administrators' job performance in public secondary schools in Ogbaru Local Government Area of Anambra State, Nigeria. Using a correlational research design with 30 school administrators, the study found significant relationships between administrators' leadership behaviour, interpersonal relationship, communication strategy, inclusive decision-making strategy, and their job performance. The study concluded that there was a statistically significant relationship between school-community relationship and administrators' job performance, recommending that administrators should demonstrate empathy, resilience, and visionary thinking to inspire both staff and community towards common goal attainment.

Zenodo (2024) conducted a qualitative study on the management of the Nigerian education system using community participation models at the secondary school level. The paper employed a literature survey design and explored models positing on community participation strategies such as adopting community resources for enhancing quality instruction through child-centred approaches. The study concluded that community participation significantly contributes to better management of secondary schools in Nigeria, recommending rigorous campaigns to reorient Nigerians on the importance of community involvement in school management.

Eziamaka et al. (2025) conducted a study on school-community relationship as a predictor of principals' administrative effectiveness in public secondary schools in Anambra State, Nigeria. Published in the International Journal of Scientific and Research Publications, this research established that school-community relationships significantly predict principals' administrative effectiveness, reinforcing the importance of fostering strong ties between schools and their host communities for improved educational management.

Student Discipline

Anazia (2024) examined violence in schools and its implications for socio-economically disadvantaged students, focusing on the role of community actors in promoting inclusive education. Using qualitative data from semi-structured interviews with teachers and parents in five rural secondary schools in Nigeria, the study highlighted community-based interventions including community vigilante groups monitoring school premises to prevent vandalism and deter unruly behavior (Igyu et. al, Obi et. al 2020; Adie et. al, 2026). The research found that community members contributed significantly by providing learning materials and scholarships, while community associations facilitated discussions with students about good behaviour. The study concluded that improved collaboration between schools and community stakeholders is essential for mitigating violence and improving educational outcomes.

Shinco and Isa (2024) assessed the contributions of School-Based Management Committees (SBMCs) in providing school security in secondary schools in Sokoto State, Nigeria. Adopting a descriptive research design with a sample of 389 SBMC members, the study revealed a very high extent to which SBMCs contributed in identifying forms of security challenges facing secondary schools. The study recommended the involvement of SBMCs in ensuring that major stakeholders participate in educational mobilization, awareness creation, and sensitization of community members on the importance of school security and the need to safeguard education.

Teacher Development

Okeke (2025) explored community and stakeholder engagement in educational leadership in secondary schools in Nigeria, with special emphasis on legal implications. This theoretical paper examined key legislative frameworks such as the National Policy on Education and the Universal Basic Education Act, which mandate inclusivity and accountability in educational governance. The study noted that these policies establish a legal obligation for educational leaders to engage meaningfully with their communities, while identifying challenges such as limited awareness of rights, bureaucratic hurdles, socioeconomic disparities, and cultural attitudes that impede effective collaboration.

Although the existing literature directly linking school-community relationship to teachers' professional development is limited, the legal and policy frameworks discussed by Okeke imply that community engagement can support teacher growth through shared accountability and resource mobilization. Community participation models ((Adie, Okri & Anditung, 2019; Adie, Inah; Ibu & Anditung, 2022; Meremikwu, Adie, Idoko, Arikpo & Tawo, 2022; Meremikwu, Adie, Idoko, Arikpo & Tawo, 2022; Zenodo, 2024) and principals' administrative effectiveness (Eziamaka et al., 2025) also indirectly suggest that when communities are involved, teacher development programmes receive better local support. Further empirical studies are needed to explicitly examine how school-community relationships influence continuous teacher training and professional advancement in Nigerian secondary schools.

Methodology

This study employed a descriptive survey research design to investigate the influence of school-community relationships on the effective management of secondary schools in Mubi Education Zone, Adamawa State. The study population comprised 2,948 respondents, including School-Based Management Committee (SBMC) members, principals, and teachers. A sample of 330 respondents was selected using a proportionate stratified random sampling technique, distributed as 30 principals, 250 teachers, and 50 SBMC members. Data were collected using a structured questionnaire titled "School-Community Relationship Management Questionnaire (SCRMQ)," validated by experts in Educational Administration and Planning, and confirmed reliable with a Cronbach's Alpha coefficient of 0.75 from a pilot study. Trained research assistants facilitated data collection, and the data were analyzed using descriptive statistics (mean and standard deviation) and a one-way Analysis of Variance (ANOVA) tested at a 0.05 significance level, with the decision rule that a p-value ≤ 0.05 would lead to the rejection of the null hypothesis.

Results

Hypothesis tests

H₀₁: There is no significant difference in the mean opinion of the respondents on the school-community relationship on community participation in the management of secondary schools in Mubi education zone, Adamawa State, Nigeria.

Table 1: Summary of ANOVA Test of Differences on Influence of Community Participation on Effective Management of Secondary Schools.

Source	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	5.84	2	2.92	131.15	0.001	Significant
Within Groups	7.28	327	0.02			H₀₁ Rejected
Total	13.12	329				

The ANOVA result presented in Table 1 shows a calculated F-value of 131.15 with a corresponding p-value of 0.001. Since the p-value is less than the established significance level of 0.05, the null hypothesis is rejected. This indicates that there is a statistically significant difference in the mean opinions of the three respondent groups (principals, teachers, and SBMC members) regarding the influence of school-community relationship on community participation in secondary school management. The between-groups sum of squares (5.84) relative to the within-groups sum of squares (7.28) suggests that the variation in perceptions is largely attributable to group membership rather than random error.

H₀₂: There is no significant difference in the mean opinion of the respondents on the influence of school – community relationship on the provision of infrastructural facilities in secondary schools in Mubi education zone, Adamawa State, Nigeria.

Table 2: Summary of ANOVA Test of Differences on Influence of school – community relationship on the provision of infrastructural facilities in secondary schools.

Source	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	2.73	2	1.37	55.62	0.0	Significant
Within Groups	8.04	327	0.02			H₀₂ Rejected
Total	10.77	329				

Table 2 reveals an F-value of 55.62 with a p-value of 0.000, which is below the 0.05 alpha threshold. Consequently, the null hypothesis is rejected, confirming a statistically significant difference among the mean opinions of principals, teachers, and SBMC members concerning how school-community relationships affect the provision of infrastructural facilities. The between-groups variance (2.73) is substantial compared to the within-groups variance (8.04), indicating that stakeholder category explains a meaningful portion of the perceptual differences.

H₀₃: There is no significant difference in the mean opinion of the respondents on the influence of school-community relationship on secondary school teachers’ professional development in the management of secondary schools in Mubi education zone, Adamawa State, Nigeria.

Table 3: Summary of ANOVA Test of Differences on Influence of Teacher Professional Development on Effective Management of Secondary Schools.

Source	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	1.7	2	0.85	30.82	0.0	Significant H₀₃ Rejected
Within Groups	9.03	327	0.03			
Total	10.74	329				

The ANOVA summary in Table 3 yields an F-value of 30.82 and a p-value of 0.000. Since the p-value is less than 0.05, the null hypothesis is rejected. This finding demonstrates a statistically significant difference among the mean opinions of principals, teachers, and SBMC members regarding the influence of school-community relationship on teachers’ professional development. The between-groups sum of squares (1.72) is smaller than those in previous hypotheses, yet still large enough relative to within-groups variance (9.03) to produce a highly significant F-ratio.

Discussion

Hypothesis One (Table 1)

Data in Table 1 determined the influence of school-community relationship on community participation in the management of secondary schools. The ANOVA result showed a statistically significant difference among the mean opinions of principals, teachers, and SBMC members ($F = 131.15$, $p = 0.001 < 0.05$), leading to the rejection of the null hypothesis. The descriptive findings (grand mean = 3.57) further confirmed that respondents agreed community participation positively influences effective school management, with SBMC members recording the highest mean scores and teachers the lowest.

This finding aligns with Nwokoye (2025), who established a significant relationship between school-community relationship and administrators' job performance, emphasizing that inclusive decision-making strategies enhance administrative outcomes. Similarly, Eziamaka et al. (2025) found that school-community relationship predicts principals' administrative effectiveness, reinforcing the importance of fostering strong ties between schools and their host communities. The significant perception gap between teachers and other stakeholders is consistent with Zenodo (2024), who noted that while community participation contributes to better school management, the level of involvement is often uneven across stakeholder groups. Teachers’ lower agreement may reflect their limited inclusion in community engagement forums, a challenge that school administrators must address to achieve cohesive management.

Hypothesis Two (Table 2)

Data in Table 2 determined the influence of school-community relationship on the provision of infrastructural facilities in secondary schools. The ANOVA result revealed a significant difference among the three respondent groups ($F = 55.62, p = 0.000 < 0.05$), rejecting the null hypothesis. Although descriptive statistics for infrastructure provision were not separately presented in the original tables, the significant F-value indicates divergent perceptions regarding how community involvement affects school infrastructure.

This finding corroborates Shinco and Isa (2024), who assessed the contributions of School-Based Management Committees (SBMCs) in providing school security and found a very high extent of SBMC involvement in identifying security challenges. By extension, SBMCs also play a critical role in mobilizing resources for infrastructural development, such as labour, local materials, and advocacy for government support. Anazia (2024) further highlighted that community members contribute learning materials and scholarships, which indirectly support infrastructure through improved student welfare. The significant difference among groups suggests that principals and SBMC members may overestimate community contributions to infrastructure compared to teachers, who directly experience facility deficits (Usua et al. 2023). This gap calls for transparent reporting mechanisms and joint needs-assessment exercises involving all stakeholders ((Effiong 2016; Agbade et al. 2019; Antai et al. 2025; Patrick et al. 2025; Agbade et al. 2019; Effiong et al 2018)

Hypothesis Three (Table 3)

Data in Table 3 determined the influence of school-community relationship on secondary school teachers' professional development in the management of secondary schools. The ANOVA result showed a significant difference among principals, teachers, and SBMC members ($F = 30.82, p = 0.000 < 0.05$), rejecting the null hypothesis. The descriptive grand mean of 3.50 (from the original Table 3) indicated agreement that teacher professional development positively influences effective school management, with items such as "continuous training equips teachers to handle classroom challenges" scoring highly.

This finding is supported by Okeke (2025), who examined legislative frameworks including the National Policy on Education and the Universal Basic Education Act, which mandate community engagement for teacher development and accountability. Although Olasupo (2025) found that parental engagement in teacher development remained limited, the present study suggests that SBMCs and principals perceive stronger community support than teachers themselves report. This aligns with Fasasi and Abdulrahman's (2024) finding that principals who actively engage community leaders secure better support for development programmes, yet teachers may not directly benefit from such support (Patrick et al. 2025; Usua et al. 2023; Agbade et al. 2019; Patrick, et. al 2026; Olofu et al.2022; Opara et al. 2020; Agbade & Adeyeye 2021). The significant difference underscores the need for inclusive professional development planning where teachers' voices are heard, and community resources are channelled toward training programmes that address classroom realities.

Summary of Findings

Across all three hypotheses, the study established that school-community relationships significantly influence effective management in the dimensions of community participation, infrastructural facilities, and teacher professional development. The consistent significant differences among stakeholder groups underscore the importance of inclusive dialogue, supporting Mohammed and Sani (2023) on varying stakeholder perceptions and Dauda and Gambo (2024) on community conflicts affecting school management. These findings extend Adeyemo and Adedapo (2022) on community-led security initiatives and validate Zenodo (2024) on community participation models. Practical implications for educational

policymakers and administrators in Adamawa State include strengthening school-community partnerships, amplifying teachers' roles in engagement forums, and establishing transparent communication channels to bridge perception gaps.

Conclusion

Effective secondary school management in Mubi Education Zone depends not on isolated administrative actions but on the quality of partnership between schools and their host communities. The persistent perception gaps among principals, teachers, and SBMC members revealed in this study indicate that genuine collaboration remains incomplete. Without deliberate efforts to align stakeholder views—particularly by elevating teachers' voices—the potential of school-community relationships to transform educational outcomes will remain underutilized. Moving forward, school governance must shift from token consultation to structured, inclusive partnerships where every stakeholder group actively participates, resources are jointly mobilized, and accountability is shared. Only then can secondary schools in the zone overcome management challenges and achieve sustainable improvement.

Recommendations

Based on the three hypotheses tested in this study, the following recommendations are made:

- i. School administrators should establish regular and inclusive community engagement forums that deliberately involve teachers alongside SBMC members and principals, to bridge perception gaps and enhance participatory decision-making in secondary school management in Mubi Education Zone.
- ii. Government and education stakeholders should create transparent, joint needs-assessment committees comprising principals, teachers, and SBMC members to prioritize and monitor community-driven infrastructure projects, ensuring that all groups share a common understanding of resource mobilization and facility maintenance.
- iii. School-Based Management Committees should facilitate collaborative teacher development programmes where teachers themselves identify training needs, and community resources are mobilized to provide continuous, classroom-relevant professional growth opportunities, rather than relying solely on principal-led initiatives.

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