

Administrators' Community Engagement Strategies and Enhanced School Environment in Public Senior Secondary Schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State

¹Osuji, Catherine U. (PhD)*, ²Uchendu, Nathaniel Sokari

Department of Educational Management

Rivers State University, Port-Harcourt, Nigeria

Email ID: catherineosuji@ust.edu.ng

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Abstract

This study examined administrators' community engagement strategies and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The study was guided by three research objectives from which three research questions were posed and three hypotheses were tested. The study adopted a correlational survey design with a population of 1,670 administrators and community leaders comprising 24 administrators and 1646 community leaders in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The sample size of the study is 334 respondents comprising 24 administrators and 310 community leaders 24 public senior secondary schools and communities in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. All the administrators in the 24 school was studied without sampling. However, the sample of the community leaders is determined using Krejcie and Morgan sample determination table. The instrument for data collection were two sets of self-designed questionnaires titled: "Administrators' Community Engagement Strategies Questionnaire" and "Enhanced School Environment Questionnaire". The instruments were validated by three expert. The internal consistency of the instruments were determined using the Cronbach Alpha method. Reliability coefficients of 0.79, 0.81 and 0.83 were obtained for the various clusters of the instrument. The research questions and hypotheses were analyzed using Pearson Product Moment Correlation statistics. The hypotheses were further subjected to t-transformation at 0.05 level of significance. The result of the data analyzed revealed among others that there is a high and positive relationship between administrators' use of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. Similarly, the hypothesis one revealed that there is a significant relationship between administrators' use of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. Based on the findings, it was recommended among others that School administrators should strengthen and actively encourage the involvement of the Parents Teachers Association (PTA) in school development programs.

Regular meetings, transparent communication, and collaborative decision-making between administrators and PTA members can foster a positive school climate and contribute to better resource allocation and support systems.

Paper Identification



**Corresponding Author*

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Introduction

Education is one major instrument for engendering social change and empowering individuals to become functional members of their communities. Education generally takes the form of formal, informal or non-formal structure. Formal education in Nigeria as in most other parts of the world is structured at three levels, primary, secondary and tertiary. These various levels of education are sponsored by both the government and private sector.

However, the quality of education in public secondary schools has been a subject of growing concern in Nigeria, particularly in Rivers State. The intricate relationship between school administrators, community engagement, and the learning environment has garnered increasing attention from researchers and policymakers alike (Okoroma, 2020). In the Akuku-Toru and Asari-Toru Local Government Areas of Rivers State, public senior secondary schools face unique challenges that necessitate innovative approaches to educational management and community involvement.

The concept of community engagement in education has evolved significantly over the past decade. Researchers have consistently highlighted the positive impact of strong school-community partnerships on student outcomes, resource allocation, and overall school climate (Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn & Hutchins, 2019). In Nigeria, the importance of community participation in education has been recognized at the policy level, as evidenced by the Universal Basic Education Act of 2004 and subsequent reforms (Federal Republic of Nigeria, 2004). This view was further supported by the Sam-Kalagbor and Osuji (2021) which asserted that school administrators work to promote school-community relations through the participation of the school in community activities, programmes and projects, and community participation in the activities of the school. However, the implementation of these policies, especially at the senior secondary level, remains inconsistent across different regions of the country (Obasi, 2021).

Rivers State, located in the Niger Delta region, presents a complex educational landscape shaped by various socio-economic, cultural, and environmental factors. The Akuku-Toru and Asari-Toru Local Government Areas, being predominantly coastal and rural, face additional challenges such as environmental degradation, security concerns, and limited access to resources (Akinbami & Akinbami, 2017). These factors significantly influence the educational environment and underscore the need for effective community engagement strategies.

Recent studies have shown that school administrators play a pivotal role in fostering community engagement and improving the school environment. Nwogu (2019) found that principals who actively involve community members in school decision-making processes report higher levels of community support and improved school facilities. Similarly, Akpan et al. (2022) observed a positive correlation between community engagement initiatives and student academic performance in public secondary schools in South-South Nigeria.

However, the specific strategies employed by administrators in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas, and their effectiveness in enhancing the school environment, have not been thoroughly investigated. This gap in knowledge is particularly significant given the unique contextual factors of these areas, including their coastal location, cultural diversity, and economic challenges (Didia & Nwakpa, 2018).

The Nigerian education system has undergone several reforms aimed at improving quality and promoting community participation. The National Policy on Education, revised in 2013, emphasizes the importance of community involvement in school management (Federal Ministry of Education, 2013). However, Obi and Obi (2020) argue that the implementation of these policies at the local level, particularly in senior secondary schools, remains a challenge due to factors such as inadequate funding, lack of training for administrators, and insufficient understanding of local contexts.

In Rivers State, the Ministry of Education has made efforts to improve educational quality and encourage community participation. The Rivers State Education Sector Plan (2020-2025) outlines strategies for enhancing community engagement in schools (Rivers State Ministry of Education, 2020). However, the effectiveness of these strategies and their impact on the school environment in specific local government areas have not been comprehensively evaluated.

The importance of this research is further underscored by recent global educational initiatives. The United Nations Sustainable Development Goal 4 aims to ensure inclusive and equitable quality education for all by 2030 (United Nations, 2015). Achieving this goal in Nigeria, particularly in challenging environments like the Niger Delta region, requires innovative approaches to educational management and community engagement (Asiyai, 2021).

Furthermore, the COVID-19 pandemic has highlighted the critical role of community support in maintaining educational continuity during crises. Adedoyin and Soykan (2020) note that schools with strong community ties were better able to adapt to remote learning and support vulnerable students during school closures. This underscores the need for effective community engagement strategies that can enhance school resilience and adaptability. Some of these strategies include Parents-Teachers Association, administrators' partnership with local organizations, advocacy and fund raising, administrators' engagement of alumni and joining school-community service projects.

Administrators actively involve parents in the decision-making process through Parent-Teacher Associations. PTAs help bridge the gap between the school and the home, fostering collaboration in addressing school needs, monitoring students' academic performance, and supporting school programmes. Administrators establish partnerships with local businesses, non-governmental organizations (NGOs), and community leaders to secure resources, financial support, and other forms of assistance. These partnerships can provide infrastructure improvements, donations of teaching materials, and sponsorship for school activities.

Furthermore, schools organize community service projects that involve students and staff in addressing local needs, such as environmental cleanups, healthcare campaigns, or social welfare initiatives. This not only benefits the community but also helps students develop a sense of responsibility and civic engagement (Okoroma, 2020). Administrators often reach out to former students (alumni) to engage them in school development projects. Alumni can contribute by mentoring current students, donating funds for school improvement, or organizing support networks for the school.

While the importance of community engagement in education is well-established, there is a clear need for research that examines the specific strategies employed by administrators in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. This study aims to fill this gap by investigating how administrators' community engagement strategies related to enhanced the school environment.

Statement of the Problem

The quality of education in public senior secondary schools within Akuku-Toru and Asari-Toru Local Government Areas (LGAs) of Rivers State, Nigeria, is significantly hindered by numerous challenges, including inadequate infrastructure, insufficient funding, teacher shortages, and socio-economic difficulties. These issues have led to an uncondusive school environment, characterized by poor student performance, low attendance rates, and lack of motivation among both students and staff. In such a context, the role of school administrators is crucial in transforming the school environment and enhancing educational outcomes.

One of the key strategies that administrators can employ to address these challenges is effective community engagement. When school administrators successfully engage the community, they can leverage local resources, foster a supportive environment, and create a sense of shared responsibility for the school's success. However, despite the recognized importance of community engagement, there is limited research on the specific strategies employed by school administrators in Akuku-Toru and Asari-Toru LGAs and the extent to which these strategies contribute to an enhanced school environment.

Moreover, the impact of these community engagement strategies on various aspects of the school environment, such as infrastructure, student behavior, and academic performance, remains underexplored. Without a clear understanding of the most effective engagement practices, administrators may struggle to mobilize the community effectively, thereby perpetuating the existing challenges within these schools.

The question then is does the adoption of community engagement strategies by school related to enhancement of school environment in public senior secondary schools in Akuku-Toru and Asari-Toru LGAs? Providing answer to this question is the problem of the study.

Purpose of the Study

The purpose of this study was to examine administrators' community engagement strategies and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. Specifically, the study sought to achieve the following objectives:

1. determine the relationship between administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

2. assess the relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.
3. ascertain the relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Research Questions

The study was guided by the following research questions:

1. What is the relationship between administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State?
- 1 What is the relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State?
- 2 What is the relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.
2. There is no significant relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.
3. There is no significant relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Methodology

This study adopted correlational research design. This study was carried out in Akuku-Toru and Asari Toru Local Government Areas of Rivers State, Nigeria. Akuku-Toru is a Local Government Area in Rivers State, Nigeria. The population of the study was 1,670 administrators and community leaders comprising 24 administrators of the 24 public senior secondary schools and 1,646 community leaders in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The sample size of the study was 334 respondents comprising 24 administrators and 310 community leaders 24 public senior secondary schools and communities in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. All the administrators in the 24 public schools were studied without sampling. However, the sample of the community leaders was determined using Krejcie and Morgan

sample determination table. The random sampling technique was adopted in selecting 10 communities from each LGA to arrive at 20 communities.

Two sets of questionnaires were used as instruments for data collection in this study. The questionnaires were titled “Administrators’ Community Engagement Strategies Questionnaire” (ACESQ) and “Enhanced School Environment Questionnaire” (ESEQ). The first instrument had two sections (“A” and “B”). Section “A” was designed to collect bio-data from respondents while Section “B” had statement items drawn from the research questions of the study. The second instrument was designed to measure Enhanced School Environment. Responses to the questionnaire items is designed on a summated 4-point rating scale of: Strongly Agree (SA)=4, Agree (A)=3, Strongly Disagree (SD)=2, and Disagree (D)=1. Face and content validity of the research instrument was carried out by three experts. A test of internal consistency was carried out using Cronbach Alpha to establish the reliability of the instrument. A pilot study was carried out involving ten (10) administrator and ten (10) community leaders in a public senior secondary school in Ogbakiri Community in Emohua Local Government Area of Rivers State. Their responses were analyzed using Cronbach Alpha method. Reliability coefficients of 0.79, 0.81 and 0.83.

Out of the 334 copies of the questionnaire administered, 324 copies were successfully retrieved and used for analysis. This comprises 22 copies for administrators and 302 copies for community leaders. This represents 97% retrieval rate. Data collected for this study were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) statistics. The research questions were answered based on the value and direction of the correlation coefficient, (positive and high, positive but low, or negative and high or negative but low or moderate). Values of 0.1-0.4 were counted as low correlation, values of 0.5 were considered moderate correlation while 0.6-1.0 were considered high correlation. Similarly, the hypotheses were tested for significance of relationship at 0.05 level of significance. They were further tested by transforming the coefficient of correlation (r) to t in order to establish the significance or otherwise of the r – value.

Results

Research Question 1: What is the relationship between administrators’ engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State?

Table 1: Pearson Product Moment Correlation on Relationship between Administrators’ Engagement of Parents Teachers Association and Enhanced School Environment in Public Senior Secondary Schools

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r-cal	Remarks
Administrators’ Engagement of Parents Teachers Association (X)	324	755.10	2108.10			2245.02	0.77	High positive

Enhanced School Environment 324 2015.14 3109.07
 (Y)

The analysis from Table 1 revealed a correlation value of $r = 0.77$. This value is high and positive, thus indicating that there is high and positive relationship between administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. This result indicated that administrators' engagement of Parents Teachers Association leads to enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Research Question 2: What is the relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State?

Table 2: Pearson Product Moment Correlation on Relationship between Administrators' Partnership with Local Organizations and Enhanced School Environment in Public Senior Secondary Schools

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	Rcal	Remarks
Administrators' Partnership with Local Organizations (X)	324	856.02	2056.02	2618.02	0.80	High Positive
Enhanced School Environment (Y)	324	1001.04	3040.02			

The analyses from Table 2 revealed a correlation value of $r = 0.80$. This value is high and positive, thus indicating that there is high and positive relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The relationship here being positive implied that the adoption of administrators' partnership with local organizations enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Research Question 3: What is the relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State?

Table 3: Pearson Product Moment Correlation on Relationship between Administrators' Adoption of Advocacy and Funding Raising Campaigns and Enhanced School Environment in Public Senior Secondary Schools

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	Rcal	Remarks
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Administrators' Adoption of Advocacy and Funding Raising Campaigns (X)	324	726.03	2562.01									
Enhanced School Environment (Y)	324	1206.20	3117.02									
								2603.21	0.88		High positive	

The analyses from Table 3 revealed a correlation value of $r = 0.88$. This value is high and positive, thus indicating that there is high and positive relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. This result implied that administrators' adoption of advocacy and funding raising campaigns enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Test of Hypotheses

H₀₁: There is no significant relationship between administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Table 4: T-test Summary Analysis between Administrators' Engagement of Parents Teachers Association and Enhanced School Environment

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	Df	α	r_{cal}	t_{cal}	t_{crit}	P-value	Rmk
Administrators' Engagement of Parents Teachers Association (X)	324	755.10		2108.10									
Enhanced School Environment (Y)			2015.14		3109.07	2245.02	322	0.05	0.77	18.20	1.96	0.02	Sig. Reject H ₀

The analysis on Table 4 showed Pearson correlation summary between administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The correlation coefficient is 0.77 and the p-value is 0.02 which is less than 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between administrators' use of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State is rejected. This implied that there is a positive relationship between administrators' engagement of Parents Teachers Association and enhanced school

environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

H₀₂: There is no significant relationship administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Table 5: T-test Summary Analysis Between Administrators' Partnership with Local Organizations and Enhanced School Environment in Public Senior Secondary Schools

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	Df	α	r_{cal}	t_{cal}	t_{crit}	P-value	Rmk
Administrators' Partnership with Local Organizations (X)	324	856.02	2056.02	2618.02	322	0.05	0.80	20.12	1.96	0.02	Sig. Reject H ₀
Enhanced School Environment (Y)	324	1001.04	3040.02								

The analysis on Table 5 showed Pearson correlation summary between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The correlation coefficient is 0.80 and the p-value is 0.02 which is less than 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State is rejected. This indicates that there is a positive relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

H₀₃: There is no significant relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Table 6: T-test Summary Analysis between Administrators' Adoption of Advocacy and Funding Raising Campaigns and Enhanced School Environment in Public Senior Secondary Schools

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	Df	α	r_{cal}	t_{cal}	t_{crit}	P-value	Rmk
Administrators' Adoption of Advocacy and Funding Raising Campaigns (X)	324	726.03	2562.01	2603.21	322	0.05	0.88	17.01	1.96	0.01	Sig. Reject H ₀

Enhanced School 324 1001.04 3040.02
Environment (Y)

The data analysed in Table 6 revealed the Pearson correlation summary between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The correlation coefficient is 0.88 and the p-value is 0.01 which is less than 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State is rejected. This indicates that there is a positive relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State.

Discussion of Findings

The result of the finding of the study for research question one revealed that respondents were of the opinion that there is a high and positive relationship between administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. It was revealed that PTA promote public private participation of parents and teachers toward education of their children. From a global perspective PTA plays major roles in education. The parents' teachers association were established under Education Act (1968), revised in (212) and conferred with the responsibility of promoting health working relationships between teachers and parents. Similarly, the hypothesis one revealed that there is a significant relationship administrators' engagement of Parents Teachers Association and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. This finding is in line with the findings of Obi (2003) states that in Nigeria, PTA ensures high moral standards and academic excellence in consultation with the school Board of Management (BOM). He further adds that PTA is represented in government local authorities with the purpose of common interest of the school, students and staff but do not interfere directly with day-to-day running of the school. Another study by Okumbe (1999) states that the PTA formulates school policies towards the achievement of the school objectives, they should identify the sources of funds, physical facilities, and the human resources available, they organize and coordinate the activities of the school with the prime function of achieving objectives of the school with maximum efficiency and effectiveness. They influence and stimulate the human resources, provide appropriate organizational climate at the same time integrating the school and its activities with the society setup all these roles according to Okumbe (1999) in his study enhances school environment in public senior secondary schools.

The result of the finding of the study for research question two revealed that respondents were of the opinion that there is a high and positive relationship between administrators' partnership with local organizations and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. It was revealed that the role of administrators in fostering partnerships with local organizations is pivotal in creating a conducive school environment. The corresponding hypothesis two showed that there is a significant relationship between administrators' partnership with local organizations and enhanced school

environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. This agrees with the findings of Sanders (2008), which revealed that administrators act as gatekeepers and facilitators in these partnerships, ensuring that local resources are strategically utilized to support school improvement efforts. Sanders stated that the leadership style of the administrator is crucial; those who practice transformational leadership tend to foster stronger partnerships, as they engage and motivate both internal and external stakeholders toward common goals. Furthermore, Sanders highlighted that partnerships are more effective when administrators actively involve teachers, students, and parents in the collaboration process, as this promotes a shared sense of ownership and responsibility for the school environment.

The result of the finding of the study for research question three revealed that respondents were of the opinion that there is a high and positive relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The study showed that the role of school administrators in enhancing the school environment has become a focal point in contemporary educational discourse, particularly in contexts where resource constraints and infrastructural inadequacies are significant challenges. Administrators are increasingly turning to advocacy and fundraising campaigns as strategies to supplement limited governmental funding and improve the school environment. The corresponding hypothesis three revealed that there is a significant relationship between administrators' adoption of advocacy and funding raising campaigns and enhanced school environment in public senior secondary schools in Akuku-Toru and Asari-Toru Local Government Areas of Rivers State. The findings of this study agrees with the findings of Chapman, (2019) which revealed that Fundraising campaigns represent another important tool that school administrators use to enhance the school environment. These campaigns are designed to generate financial resources that can be allocated toward improving physical infrastructure, acquiring learning materials, and supporting extracurricular programs. Effective fundraising often involves collaboration between the school and external stakeholders, including community members, businesses, non-profits, and alumni networks. Chapman (2019) notes that administrators who leverage their community ties are often able to secure in-kind donations, which can include school supplies, technology, or even professional expertise. For example, partnerships with local construction companies can result in discounted or donated services for school building projects, while technology firms might provide schools with computers or software licenses at reduced rates as all these efforts gears toward the betterment of the learning environment. Similarly, Berends et al., (2021) in their study also stated that one of the most immediate outcomes of successful advocacy and fundraising campaigns is the improvement of the physical school environment. Improved infrastructure is crucial to creating a conducive learning environment, and in many cases, it directly impacts student performance and teacher satisfaction. For example, funds raised through community and corporate partnerships have been used to build new classrooms, renovate outdated facilities, and upgrade sanitation systems in schools that lacked basic amenities.

Conclusion

The findings of this study underscore the significant role of school administrators in fostering an enhanced school environment in public senior secondary schools. The positive relationships identified between administrators' engagement of Parents Teachers Association (PTA), partnerships with local organizations, adoption of advocacy and fundraising campaigns, indicate that active engagement and collaboration with various stakeholders can

substantially improve the school environment. These practices not only contribute to the physical and social development of the school but also create a sense of shared ownership and responsibility among students, parents, alumni, and the community. It is evident that administrators play a pivotal role in leveraging these relationships to create a more supportive, resourceful, and nurturing environment that benefits all members of the school community.

Recommendations

The following recommendations were made based on the findings of the study:

1. School administrators should strengthen and actively encourage the involvement of the Parents Teachers Association (PTA) in school development programmes. Regular meetings, transparent communication, and collaborative decision-making between administrators and PTA members can foster a positive school climate and contribute to better resource allocation and support systems.
2. Administrators should proactively establish and nurture partnerships with local organizations, businesses, and community leaders. This can include securing financial or material resources, developing internship or mentorship programs for students, and organizing joint events. Collaboration with local stakeholders can help build a stronger community support system for the school and provide students with real-world exposure, fostering a more vibrant and resource-rich learning environment.
3. School administrators should prioritize advocacy and fundraising campaigns as part of their strategic planning. Schools can create dedicated committees or teams that work with the community, alumni, and other stakeholders to raise funds for infrastructure, educational resources, or extracurricular activities.

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