

PUBLIC-PRIVATE SECTOR PARTNERSHIP AS PREDICTORS OF SCHOOL ADMINISTRATORS' EMOTIONAL WELL-BEING IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract

The study investigated school-community relation as predictors of school administrators' emotional well-being in secondary schools in Nsukka Education zone, Enugu State, Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a correlation research survey design with a population of 62 principals in the 62 schools in Enugu State, Nigeria. There was no sampling as all the population was used as the sample because of its manageable small size. Two instruments, School Community Relationship Questionnaire (SCRQ) and School Administrators Emotional Well-being Questionnaire (SAEWQ) were used for data collection. Face validity was ensured for the instruments by three experts. The internal consistency reliability coefficients of 0.78 and 0.89 for SCRQ and SAEWQ were estimated through Cronbach alpha. Linear regression was used to answer the research questions while ANOVA regression was used to test the hypotheses at 0.05 level of significance. It was found that communication between the school and the community to a high extent significantly predicted school administrators' emotional well-being. It was also found that duo decision making in the coexistence to a high extent significantly predicted administrators' emotional well-being. It was recommended the school administrators should constantly liaise with the host community through Facebook, WhatsApp and face-to-face channels in communicating any information. The school administrators should constantly involve the community members especially the parents of the students in critical issues that concern the growth and development of the school in order to enhance the administrators' emotional well-being in the school.

Keywords: School-Community Relationship (Communication and Decision-Making), School Administrators and Emotional Well-Being

Introduction

Emotional well-being of school administrators are frequently threatened by constant attacks in the school as a result of series of insecurities in the host communities. Administrators are school heads saddled with the responsibility of managing human and non human programmes. According to Mefo (2024), school administrators are those who are in charge of planning, supervising, inspecting, coordinating and managing school programmes and activities. Administrators are those who are in charge of the school system. The principals ensure that through their administrative functions the noble goals and objectives of secondary education are achieved. The success of secondary schools depends largely on the principals as the head of administration. Principals are saddled with administrative functions such as school community relations, management of school finance, staff and student personnel administration, evaluation, curriculum development, supervision of instructions (Ezeocha, 2000). The management and administration of school programmes and activities by the school principals require some levels of stable emotions. Emotion is very important as it is the

psychological state of the school administrators that determines thought processes, attitude and behavioural dispositions. Emotion can be seen as a subjective conscious mental response (such as anger or fear) associated with physiological and behavioral changes in the body as a result of imminent strong feelings (American Psychological Association, 2024). Proper use of emotion and control of emotion can be seen as emotional well-being

Emotional wellbeing is the state of identifying sources of emotional disturbances in order to put them under control. According to Boston University (2022), emotional wellbeing is the act of being aware of experiences as well as managing a wide range of feelings and thoughts in a more positive manner. Boston University further stressed that emotional awareness is creating self awareness, knowing when to press pause and knowing when to seek support based on issues at hand. School administrators who have emotional wellbeing are seen discharging their jobs with less complaints and proper stress management.

The school administrators who lack emotional wellbeing may be underperforming in their job requirements. It was reported that most of the school administrators in public secondary schools have issues with job satisfaction and emotional stability (Nwafor, 2023). In the same vein, Ahmed (2023) reported that principals constantly experience mood swing as a result of their job enlargement and enrichment. These attributes are classifiable among some school administrators in Nsukka Education zone of Enugu State. In Nsukka education zone, it is observed that most of the public school administrators are suffering from psychosomatic problems ranging from high blood pressure to heart related problems. These unacceptable life threatening conditions of most of these administrators could be traceable to the challenges arising from their host communities.

The administrators carry out school community relations as one of its responsibility by making sure that the school and the host community enjoys cordial relationship. School community relationship is the level of awareness and goodwill that exists between school and society (Oboegbulem, 2004). School community relationship is the interactive relationship between the teachers, principals and the host community (Amopho, 2020). School community relationship is the understanding and goodwill which plays out between the school and the community (Okorie, Ememe & Egu 2009). In the same vein, school community relationship is the defined relationship between the school and the host community (Okam & Bozimo, 2004). ensuring school community relationship the principal allows the host community to make use of school properties such as playground, halls, fruits, furniture, vehicle and research property of the school at no or reduced cost. The school also benefits in return from the communal land, security, human resources and donations. The principals try to establish this mutual relationship with the host community by engaging stakeholders and chiefs in security and other developmental meetings. In this study, the components of the school community relationship that are of interest are communication and decision making. The reason for the concentration on communication and decision making is that they seem to be common practices among the school and communities.

Communication can be seen as the way of conveying message from one point to the other. Communication can be seen as the sharing of gush of information between the school leaders' and the representatives of the host community (Amopho, 2020). According to Empirical (2006), effective communication is needed for proper coexistence between school and the community. In the view of Amopho, communication is necessary in the management of the students and their immediate environment. Digitalization and communication have strengthened links between the school and community in their association (Wilson, 2021). It was also reported that online communications have become the avenue to easily reach out to the community especially the parents and leaders (Nwuka, & Nwanguma, 2024). Utilization of technology has helped schools to better their communication and information sharing with host community (Jones, 2018). Amopho

reported that there will be peaceful coexistence between the school and the host community if they are sufficiently communicated and are aware of their various needs and roles.

Decision making is another component of school community relationship. Decision making is the bringing in of various stakeholders in a discussion in order to make it open, accountable and cooperative in reaching an agreement (Nwuka, & Nwanguma, 2024). Decision making is a process that directs actions. Educational leaders also must know whom to include, and know which specific decision-making model to practice. Decision making of the school with the host community can help them reap major benefits of improving student outcomes and that of the growth of society (Adams, 2018). According to Johnson (2019), there is evidence of academic achievement in society where there is a strong bond and open decision making channels between the school and host community. These symbiotic relationships can lead to supports necessary for improved attendance rate, academic performance, and increase in classroom participation (Brown, 2020). It was also reported that schools which make room for community participation in decision making handle pressing needs easily (Hernandez, 2022). Based on the background of this study, it revealed that there are no much studies that focused on school-community relationship as predictors of administrators' emotional wellbeing especially as it is obtainable in public secondary schools in Nsukka Education zone of Enugu state. This created an obvious gap necessitating the present study on school-community relationship as predictors of school administrators' emotional well-being in secondary schools in Nsukka Education zone of Enugu state, Nigeria.

Statement of the Problem

School administrators are supposed to be emotionally balanced in order to manage the complexities associated with their statutory and non statutory administrative functions. The reverse appears to be the case for most of the school administrators in Nsukka Education zone of Enugu State. Most of these administrators are obviously seen manifestation positive decision difficulties, lack concentration, are irritated and express a great deal of complaints about the nature of their roles as administrators. These scenarios may affect their optimal functional abilities which may have a resultant effect in the school administration and personnel relationship. This unsatisfactory state of affair may be attributed to the personality composition of the administrators, lack of subordination from the subordinates and poor community support. Therefore the problem of this study in a question form, to what extent does school-community relationship predict school administrators' emotional well-being in secondary schools in Nsukka Education zone of Enugu state, Nigeria.

Purpose of the Study

The study investigated school-community relationship as predictors of school administrators' emotional well-being in secondary schools in Nsukka Education zone, Enugu state, Nigeria. specifically, the study sought to:

1. determine the predictive power of school-community communication on school administrators' emotional well-being.
2. find the predictive power of school-community decision-making on administrators' emotional well-being.

Research Questions

The following research questions were answered to guide the study.

1. What is the predictive power of school-community communication on school administrators' emotional well-being?
2. What is the predictive power of school-community decision-making on administrators' emotional well-being?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. School-community communication does not significantly predict school administrators' emotional well-being.
2. School-community decision-making does not significantly predict administrators' emotional well-being.

Methods

The study adopted a correlational research survey design with a population of 62 principals in the 62 schools in Enugu State, Nigeria. There was no sampling as all the population was used as the sample because of its manageable small size. Two instruments, School Community Relationship Questionnaire (SCRQ) and School Administrators Emotional Well-being Questionnaire (SAEWQ) were used for data collection. Face validity was ensured for the instruments by three experts. The internal consistency reliability coefficients of 0.78 and 0.89 for SCRQ and SAEWQ were estimated through Cronbach alpha. The internal consistency reliability coefficients of 0.76 and 0.71 were computed for the clusters of school-community communication and decision-making. Linear regression was used to answer the research questions while ANOVA regression was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the predictive power of school-community communication on school administrators' emotional well-being?

Table 1: linear regression of the predictive power of school-community communication on school administrators' emotional well-being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 ^a	.687	.682	2.60848

Data on Table 1 revealed that regression and regression square coefficients of 0.829 and 0.687 respectively. The coefficient of determinism of 68.7% showed that school-community communication to a high extent predicts school administrators' emotional well-being in secondary schools in Nsukka Education Zone, Enugu, State. This shows that the 31.3% of the variation in emotional wellbeing is not accounted by school-community communication in secondary schools in Nsukka Education zone.

Hypothesis 1: School-community communication does not significantly predict school administrators' emotional well-being.

Table 2: ANOVA regression of the predictive power of school-community communication on school administrators' emotional well-being

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	895.637	1	895.637	131.631	.000 ^b
	Residual	408.250	60	6.804		
	Total	1303.887	61			

Data on Table 2 revealed that the ANOVA value is $F(1, 60) = 131.631$, Sig. $0.00 < 0.05$. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05 with degree of freedom of 1 and 445. Therefore, School-community communication significantly predicted school administrators' emotional well-being secondary schools in Nsukka Education Zone, Enugu, State.

Research Question 2: What is the predictive power of school-community decision-making on administrators' emotional well-being?

Table 3: Linear regression of the predictive power of school-community decision-making on school administrators' emotional well-being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	.556	.549	3.10650

Data on Table 3 revealed that regression and regression square coefficients of 0.746 and 0.556 respectively. The coefficient of determinism of 55.6% showed that school-community decision making to a high extent predicts school administrators' emotional well-being in secondary schools in Nsukka Education Zone, Enugu, State. This shows that the 44.4% of the variation in emotional wellbeing is not accounted by school-community decision in secondary schools in Nsukka Education zone.

Hypothesis 2: Decision-making does not significantly predict administrators' emotional well-being.

Table 4: ANOVA regression of the predictive power of decision-making on school administrators' emotional well-being

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	724.865	1	724.865	75.113	.000 ^b
	Residual	579.022	60	9.650		
	Total	1303.887	61			

Data on Table 4 revealed that the ANOVA value is $F(1, 60) = 75.113$, Sig. $0.00 < 0.05$. The hypothesis is rejected because the significant value of 0.00 is less than the alpha value of 0.05 with degree of freedom of 1 and 445. Therefore, School-community decision significantly predicted school administrators' emotional well-being secondary schools in Nsukka Education Zone, Enugu, State.

Discussion of Findings

The finding of this study revealed that school-community communication to a high extent significantly predicted school administrators' emotional well-being. The finding of this study can be attributed to the fact that effective communication makes intents and mission very clear and showed the capacity to properly delineate the roles and responsibilities of the

school to community and that of the community to the schools. The finding of this study buttressed that of Wilson (2021) which reported that digitalization and communication have strengthened links between the school and community in their association. The finding of this study is also in agreement with that of Nwuka and Nwanguma (2024) which reported that online communications have become the avenue to easily reach out to the community especially the parents and leaders. Similarly, the finding of this study concurred with that of Jones (2018) which the utilization of technology has helped schools to better their communication and information sharing with host community. In support of the finding of Amopho (2020) which reported that there is peaceful coexistence between the school and the host community if they are sufficiently communicated and are aware of their various needs and roles.

The finding of this showed that school-community decision making to a high extent significantly predicted administrators' emotional well-being. School-community decision making is has proven that it can bring about improved administrators' emotional wellbeing. This is because the more the host community is involved in the activities of the school the more the school administrators record emotional stability. The finding of this study is in line with that of the Johnson (2019) which submitted that there is evidence of academic achievement in society where there is a strong bond and open decision making channels between the school and host community. The finding of this study also buttressed that of Brown (2020) which showed that symbiotic relationships can lead to supports necessary for improved attendance rate, academic performance, and increase in classroom participation. In the same manner, the finding of the study is in agreement with that Hernandez (2022) which reported that schools which make room for community participation in decision making handle pressing needs easily.

Conclusion

Based on the findings of this study, the researchers concluded that school-community relationship is a significant determinant of school administrators' emotional wellbeing in secondary schools in Nsukka Education Zone, Enugu State. Specifically, school-community relationship of communication and decision making has proven to be indispensable in the actualization of school administrators' emotional wellbeing in secondary schools in Nsukka Education, zone of Enugu State.

Recommendations

Based on the findings of this study the researchers recommended that:

1. The school administrators should constantly liaise with the host community through Facebook, WhatsApp and face-to-face channels in communicating any information.
2. The school administrators should constantly involve the community members especially the parents of the students in critical issues that concern the growth and development of the school in order to enhance the administrators' emotional well-being in the school.

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