

## SCHOOL COMMUNITY RELATIONS AND INSTITUTIONAL EFFECTIVENESS IN STATE COLLEGES OF EDUCATION IN NORTH WEST ZONE, NIGERIA

By

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### Abstract

*The study examined school-community relations and institutional effectiveness in colleges of education in North-West Zone, Nigeria. Two research questions guided the study. Descriptive survey research design was employed. The population of the study consisted of 99 administrators (Deans and Heads of Department) and 3,658 lecturers making a total of 3757 participants that cut across the entire seven state-owned colleges of education in North-West, Zone, Nigeria. Proportionate sampling technique was used to select a total of 368 participants across the sampled*

*five colleges. Data were collected using two well validated researcher developed instruments titled: (i) School Community Relations Rating Scale (SCRRS) and (ii) Institutional Effectiveness Rating Scale (IERS). Content validity index of School Community Relations Rating Scale (SCRRS) is 0.86 and Institutional Effectiveness Rating Scale (IERS) is 0.78. Test-retest method at two weeks interval was used to establish reliability indexes of 0.89 and 0.86 for SCRRS and IERS respectively. Data were analyzed using descriptive statistics of mean and standard deviation and regression analysis. Findings revealed a low level of institutional effectiveness in state-owned colleges of education in North West Zone. Also a statistically significant relative contribution of school community relation on institutional effectiveness was revealed. School-community communication emerged as the most significant contributor on institutional effectiveness, followed by school-community collaboration and school-community use of resources in that order. The study recommended that, college administrators and policymakers should prioritize the implementation of comprehensive governance and quality assurance frameworks; Colleges should actively develop and maintain structured mechanisms for engagement with their surrounding communities.*

**Keywords:** School-community Relations, Institutional Effectiveness, Colleges of Education

## Introduction

Tertiary education, comprising universities, polytechnics and colleges of education, plays a pivotal role in shaping the country's socio-economic and political development. It serves as the backbone for producing skilled manpower, fostering innovation, and generating new knowledge through research and development. In Nigeria, tertiary education is regarded as a critical instrument for national transformation and global competitiveness. Precisely, colleges of education play a fundamental role in the training and development of professional teachers, particularly for the basic and secondary education levels. These institutions serve as the bedrock of teacher education, equipping prospective educators with the pedagogical knowledge, subject mastery, and ethical grounding necessary for effective classroom instruction. In Nigeria, colleges of education were established to address the acute shortage of qualified teachers following independence and to ensure the provision of competent personnel to support the expanding educational system. They offer the Nigeria Certificate in Education (NCE), which is the minimum qualification required for teaching in Nigerian primary and junior secondary schools (National Commission for Colleges of Education (NCCE), 2019). The colleges are tasked with preparing teachers who can meet the instructional and developmental needs of learners in a changing society.

Institutional effectiveness reflects the overall capacity of a school to achieve its mission, vision, and educational objectives through the efficient coordination of its key components. It

encompasses the quality of teaching and learning processes, the nature of the school's organizational climate, and the level of student engagement and achievement. A highly effective institution will not only provides sound instruction but also fosters a supportive environment that motivates both teachers and learners toward excellence. This necessarily implies that this study considers teaching, school climate, and student conduct as indicators of institutional effectiveness in colleges of education.

Relatively, school–community relations serve as a vital component in promoting the overall effectiveness and sustainability of educational institutions. When schools engage actively with their communities, they create an environment that supports student learning, enhances resource utilization, and strengthens social cohesion. School–community relation in the form of; school–community communication, school–community collaboration, and school–community use of resources contributes significantly to building trust, promoting inclusiveness, and ensuring that education remains responsive to community needs and aspirations. Therefore, the study sought to examine school community relations and institutional effectiveness in state-owned Colleges of education in North-west zone, Nigeria. School-community relations refer to the systematic, reciprocal interactions between schools and the communities they serve, aimed at fostering mutual understanding, cooperation, and shared responsibilities in achieving educational goals. According to Akomolafe and Ibijola (2022), strong school-community relations contribute significantly to the development of a conducive learning environment by aligning school goals with community expectations and resources. Such relationships go beyond physical proximity, emphasizing mutual respect, open dialogue, and active collaboration between school personnel and community members.

Institutional effectiveness on the other hand refers to the systematic and continuous process through which educational institutions assess the extent to which they are achieving their mission, goals, and objectives. It entails evaluating all facets of an institution's operations including academic, administrative, and social aspects to ensure optimal performance and impact. According to Yusuf and Adediran (2022), institutional effectiveness is not merely about success in isolated functions but is a holistic measure of how well an institution delivers quality education, engages stakeholders, and fosters a conducive environment for learning and development. One of the most critical components of institutional effectiveness is teaching effectiveness. Teaching is at the heart of educational institutions, and its quality directly influences student learning outcomes and institutional credibility. Effective teaching involves the use of pedagogical strategies, classroom management techniques, content knowledge, and instructional technologies to enhance student engagement and achievement. Eze and Obasi (2021) argue that institutions where lecturers demonstrate high instructional competence often record better student performance and satisfaction, contributing significantly to institutional goals and national development.

In addition to teaching, school organizational climate plays a significant role in determining institutional effectiveness. Organizational climate refers to the collective perceptions and attitudes of staff and students regarding their institutional environment, including leadership style, communication patterns, staff morale, collaboration, and support structures. A positive school climate promotes motivation, trust, innovation, and productivity. Akomolafe and Ibijola (2022) assert that when the institutional climate supports staff development, allows for participatory leadership, and open communication, these enhances staff commitment and student success, thereby boosting overall institutional performance.

Another core dimension is student conduct, which includes student discipline, behavior, moral values, and adherence to institutional rules and codes of ethics. The conduct of students reflects the efficacy of the institution's character-building initiatives and overall educational quality. Institutions that effectively manage student behavior often enjoy an environment that supports academic excellence and civic responsibility. As noted by Olayanjuand Akinade (2020), student conduct is a direct reflection of institutional culture, and schools that instill discipline and positive values tend to have higher academic outcomes and societal approval.

School-community communication plays a pivotal role in fostering institutional effectiveness, especially in Colleges of Education where multiple stakeholders' students, lecturers, administrators, parents, and the wider community are involved. Effective communication creates a platform for collaboration, information sharing, and mutual understanding, ultimately enhancing teaching, school organizational climate, and student conduct (Okafor&Lawal, 2022). School-community communication refers to the deliberate and structured exchange of information, ideas, and feedback between educational institutions and their host communities. It includes formal and informal interactions, ranging from newsletters, town hall meetings, parent-teacher conferences to digital engagements like social media and emails. Such communication channels help colleges to align their academic goals with community expectations (Adebayo &Olaniyi, 2023). Strong school-community communication promotes parental involvement, which is associated with improved academic performance. Parents who receive regular updates from institutions are more likely to support learning at home. Collaboration between schools and communities fosters shared responsibility, participatory governance, and mutual support (Oyetunde& Yusuf, 2022). School-community collaboration is defined as the joint engagement of educational institutions and community stakeholder's parents, local authorities, non-governmental organizations, and businesses in promoting educational development. This partnership facilitates resource sharing, joint decision-making, and co-responsibility in shaping institutional success (Adebayo &Adeola, 2023).

Effective school-community collaboration positively impacts teaching by providing lecturers with local context, community expectations, and additional instructional resources. According to Musa

and Abdul (2023), colleges that partner with communities benefit from mentorship programs, guest lectures, and real-world teaching opportunities that enrich the curriculum.

Importantly, effective utilization of resources jointly by schools and their host communities is a critical determinant of institutional effectiveness in Colleges of Education. When communities contribute resources to colleges, they develop a vested interest in the institution's success (Olawale&Tanko, 2022). Community-shared facilities like halls and sports grounds foster interaction between students and community members. These interactions enhance students' social skills, reduce isolation, and promote values such as teamwork, discipline, and tolerance, which are key aspects of effective student conduct (Adepoju& Musa, 2023).

Okonkwo (2019) examined School-Community Communication and Institutional Effectiveness in Colleges of Education in South-East Nigeria". The findings revealed that effective communication between the colleges and their surrounding communities had a statistically significant positive impact on several key areas of institutional effectiveness. Notably, strong communication channels contributed to the enhancement of the colleges' reputations within their communities, fostering goodwill and support that is vital for institutional credibility. Furthermore, the study found that clear and consistent communication facilitated smoother implementation of institutional policies by aligning community expectations with college goals. Another critical finding was the influence of school-community communication on student enrollment rates, where engagement and outreach efforts helped attract prospective students by building trust and showcasing the institution's strengths. Ahmed (2021) examined the Impact of School-Community Communication on Institutional Management in Colleges of Education in North-Central Nigeria. The findings of the study highlighted that effective school-community communication positively influenced key aspects of institutional management. One significant outcome was the enhancement of administrative transparency, where open and consistent communication channels allowed stakeholders to better understand decision-making processes and institutional activities. This transparency promoted trust and accountability between the colleges and their communities.

Eze, (2019) examined Influence of School-Community Collaboration on Institutional effectiveness in Colleges of Education in South-East Nigeria. The findings from the study were significant in highlighting the positive impacts of active school-community collaboration on institutional effectiveness. Institutions that maintained strong partnerships with community stakeholders experienced enhanced infrastructural support, including donations and shared resources that improved the physical and learning environments. Additionally, active collaboration contributed to increased student enrollment as positive community relationships boosted the colleges' reputation and attractiveness to prospective students. Usman and Ibrahim, (2022) examined school-community partnership and its role in enhancing institutional effectiveness in Colleges of Education in North-West Nigeria. The findings revealed that colleges of education with robust partnerships with their surrounding communities enjoyed multiple institutional

benefits. Notably, these institutions secured better funding opportunities, which facilitated infrastructural development and the procurement of academic resources. Additionally, there was a marked reduction in administrative conflicts, attributed to the collaborative problem-solving and shared decision-making processes involving community stakeholders. Furthermore, academic programming was more responsive and better aligned with community needs and expectations, resulting in curricula that addressed local socio-economic challenges and workforce demands.

Nwankwo, (2019) examined the effect of school-community use of resources on institutional effectiveness in Colleges of Education in South-East Nigeria. Findings revealed a significant positive relationship between the collaborative use of community resources and institutional effectiveness. Specifically, when colleges of education effectively leveraged community assets such as local facilities, funding opportunities, and expert knowledge, there was marked improvement in institutional infrastructure, teaching quality, and student academic performance. This indicates that external support from the community complements internal resources, helping colleges address challenges related to physical facilities and instructional capacity. Furthermore, community involvement provided not only material resources but also specialized expertise, which enriched the educational process and enhanced the institution's ability to meet students' needs.

Colleges of education are expected to operate as centers of excellence where a healthy relationship between the institution and the surrounding community plays a vital role in enhancing public trust, mobilizing support, and ensuring that educational goals are aligned with societal needs. Precisely, a robust school–community relation is anticipated to enhance resource support, collaborative engagements, student welfare, and relevance of academic programmes to societal needs, thereby strengthening institutional effectiveness. However, there is growing concern that in many state-owned colleges of education. There is a weak collaboration between institutions and their host communities this is manifested through low involvement of stakeholders in decision making, inadequate community support for school activities, poor feedback mechanisms, and minimal partnership for developmental projects. International agencies' reporting on Nigeria during 2018–2020 (notably UNICEF's Nigeria programme reviews and national public-health community-engagement guidance) provide empirical evidence that inadequate community engagement and weak school–community communication amplified educational disruptions and institutional dysfunction. The consequences of these shortcomings are far-reaching. Colleges that fail to maintain strong community ties are likely to witness declining performance metrics in areas such as student retention, graduate employability, and external funding.

The purpose of this study is to examine school community relations and institutional effectiveness in state-owned colleges of education in North West zone, Nigeria. Specifically, the study sought to:

- Find out the level of institutional effectiveness in State-Owned Colleges of Education in North West Zone, Nigeria.
- Determine the relative contribution of school community relations on institutional effectiveness in State-Owned Colleges of Education in North West Zone, Nigeria.

**The following research questions were answered in order to guide the study.**

1. What is the level of institutional effectiveness in State-Owned Colleges of Education in North West Zone, Nigeria?
2. What is the relative contribution of school community relations on institutional effectiveness in State-Owned Colleges of Education in North West Zone, Nigeria?

## **Method**

The study employed a descriptive survey design and utilized a questionnaire as the primary instrument for data collection. Since its purpose was to examine the level of institutional effectiveness and the relative contribution of school community relations on institutions effectiveness in the state-owned colleges of education in North-West Zone, Nigeria. This research design facilitated the analysis using first hand quantitative data collected in short time using questionnaire administered to relatively large sample. The population of the study consisted of 99 administrators (Deans and Heads of Department) and 3,658 lecturers making a total of 3757 participants that cut across the entire seven state-owned colleges of education in seven (7) states that made of North-West, Zone, Nigeria. Proportionate sampling technique was employed in this study. Five colleges were randomly selected out of the seven colleges that formed the population. 368 participants (lecturers and administrators) were sampled across the five colleges, using proportionate sampling technique. This study employed Research Advisor (2006) as a guide.

Two researcher developed instruments (i) School Community Relation Rating Scale (SCRRS) and (ii) Institutional Effectiveness Rating Scale (IERS) were used for data collection. The instruments are closed ended questionnaire whereby respondents are restricted to tick one response from opinions proposed from the scale. The instruments are four-point rating scale. The scale were ranked Strongly Agree(SA)=4; Agree (A)=3; Disagree(D)=2; Strongly Disagree(SD)=1. The instruments were given to experts in the department of educational management and other experts in measurement and evaluation in the Faculty of Education, Sokoto State University for validation. The experts moderated the instruments in terms of their relevance, clarity and coverage of the subject matter based on the expert's, observations, suggestions and moderation the researcher effected the corrections. Thereafter the instruments were found usable. Test re-test method was employed in carrying out reliability index. Reliability is the degree of consistency of an instrument. The instruments were administered on thirty (30) respondents that are not part of the sampled

schools. The same instruments were re-administered at exactly two weeks on the same respondents. Two separate scores were correlated using Pearson Product Moment Correlation Coefficient (PPMC). Reliability indexes of 0.89 and 0.86 were established for (i) SCRRS and (iii) IERS respectively. Data collection were carried out by the researcher with the help of ten research assistants. The researcher and the assistants visited the sampled colleges to administer the instruments directly on the participants. Descriptive statistics of mean and standard deviation was used to analyze the data for assessing the level of institutional effectiveness in state-owned colleges of education while regression analysis was employed to examine the predictive influence of multiple independent variables on the dependent variable. The decision rule is that in this analysis the criterion mean is 2.50 by this definition, any descriptor statement for which a mean score is equal to or higher than 2.50 is observed to be at high level, while lower level implies any descriptor statement for which mean score of less than 2.5 is observed to be at low level.

## Results

**Research Question 1:** What is the level of institutional effectiveness in state-owned Colleges of Education in North West Zone, Nigeria?

**Table 1: Means and Standard Deviation Assessing the level of institutional effectiveness in state-owned Colleges of Education in North West Zone, Nigeria.**

S/No	Item Statement	SA	A	D	SD	Mean	Std. Deviation	Decision
1	Lecturers adequately prepare before classroom activities	41	31	182	108	2.01	.916	Low
2	Lecturers normally give students assignment	27	25	191	119	1.89	.828	Low
3	Lecturers made use of relevant technologies to improve teaching/learning activities	33	29	193	107	1.97	.861	Low
4	Lecturers are well committed to their teaching roles	32	29	186	115	1.94	.866	Low
5	Students safety in the colleges is well guaranteed	31	30	184	117	1.93	.864	Low

6	Lecturers perform their duties without embarrassment	38	30	185	109	1.99	.898	Low
7	The college environment is student friendly	33	49	185	95	2.06	.873	Low
8	Leadership style of colleges administrators is acceptable to the staff	31	55	202	74	2.12	.829	Low
9	Students attend lectures regularly	34	58	191	79	2.13	.860	Low
10	Students obey examination rules and regulations	28	54	195	85	2.07	.831	Low
11	Students have good maintenance culture	33	52	195	82	2.10	.853	Low
12	Students always avoid violence in the college	33	53	189	87	2.09	.863	Low
<b>Grand mean</b>						<b>2.02</b>	<b>0.861</b>	<b>Low</b>

**Criterion Mean = 2.50.**

Table 1 shows level of institutional effectiveness in state-owned Colleges of Education in North West Zone, Nigeria. Item 1: reveals that lecturers do not adequately prepare before classroom activities, with a mean score of 2.01 and standard deviation of .916. Item 2: shows that lecturers do not adequately give students assignment with a mean score of 1.89 and standard deviation of .828. Similarly, Item 3: shows that lecturers do not made adequately use of relevant technologies to improve teaching/learning activities, with a mean score of 1.97 and standard deviation of .861. Item 4: indicates that lecturers are not well committed to their teaching roles achieving a mean score of 1.94 and standard deviation of .866. Item 5: highlights that student's safety in the colleges is not well guaranteed, with a mean score of 1.93 and standard deviation of .864, while Item 6: disagree that lecturers do not perform their duties without embarrassment, reflected by a mean score of 1.99 and standard deviation of .898. Item 7: underscores that the college environment is not student friendly, with a mean score of 2.06 and standard deviation of .873. Item 8: emphasizes that leadership style of college's administrators is not acceptable to the staff, supported by a mean score of 2.12 and a standard deviation of .829. Item 9: indicates that students do not attend lectures regularly, with a mean score of 2.13 and a standard deviation of .860. Item 10: disagree that students do obey examination rules and regulations, with a mean score of 2.07 and standard

deviation of .831. Item 11: confirms that students do not have good maintenance culture, with a mean score of 2.10 and standard deviation of .853. Item 12: shows that students does not avoid violence in the college, with a mean score of 2.03 and standard deviation of .863. The overall analysis, with a grand mean of 2.02and SD of 0.861as against criterion mean of 2.50, strongly implied low level of institutional effectiveness in state-owned Colleges of Education in North West Zone, Nigeria. This implies that these institutions may be experiencing systemic challenges that hinder optimal functioning and productivity.

**Research Question 2:** What is the relative contribution of school community relations on institutional effectiveness in state-owned colleges of education in North West Zone, Nigeria?

**Table 2: Coefficients Table showing relative contribution of school community relations on institutional effectiveness in State Colleges of Education in North West Zone, Nigeria**

	Unstandardized Coefficients		Unstandardized coefficients	Rank	t	Sig.
	$\beta$	Std. Error	Beta			
(Constant)	2.499	.168			14.905	.000
School-community communication	.122	.087	.132	1 <sup>st</sup>	1.399	.000
School-community collaboration	.084	.074	.092	2 <sup>nd</sup>	1.132	.000
School-community use of Resources	.016	.080	.017	3 <sup>rd</sup>	.198	

Source: Fieldwork, 2026

Table 2 revealed the relative contribution of school community relations on institutional effectiveness in state-owned colleges of education in North West Zone, Nigeria. This analysis of standard coefficients highlights that school-community communication is the most significant contributor to institutional effectiveness, with a high beta coefficient ( $\beta=.132$ ) a t-value of  $t=1.399$  and a significance level of  $p<0.000$ . The relatively high beta coefficient indicates that effective two-way communication between the college and its surrounding community such as sharing information about programs, engaging in collaborative initiatives, and maintaining open dialogue with stakeholders positively influences institutional effectiveness. Practically, this implies that colleges that actively foster transparent, responsive and consistent communication with parents,

local organizations, government agencies, and other community stakeholders are more likely to achieve higher levels of institutional effectiveness.

School-community collaboration was ranked as the second most influential school-community relation to institutional effectiveness, with a beta value of ( $\beta=.092$ ) a t-value of  $t=1.132$  and a significance level of  $p<0.000$ . The positive beta coefficient indicates that stronger partnerships between the college and its community such as joint programs, community-driven projects, stakeholder involvement in decision-making, and collaborative problem-solving are associated with improvements in institutional performance. Practically, this suggests that colleges that actively engage with parents, local organizations, governmental agencies, and other community stakeholders in collaborative initiatives are more likely to experience enhanced institutional effectiveness.

Lastly, school-community use of resources was identified as the third most least significant contributor of school-community relations to institutional effectiveness, with a ( $\beta=.008$ ) a t-value of  $t=.198$  and a significance level of  $p<0.000$ . The extremely low beta coefficient indicates that the extent to which colleges and their surrounding communities share or utilize resources such as facilities, equipment or expertise contributes only marginally to institutional outcomes. Even though the relationship is statistically significant, meaning it is not due to chance. Practically, this suggests that while leveraging community resources can provide some benefits, institutional strategies aimed at improving overall effectiveness are likely to achieve greater impact by focusing on stronger contributors, such as school-community communication and collaboration, rather than primarily on resource use.

### Summary of Findings

The summary of the findings of this study are as stated below:

1. There is low level of institutional effectiveness in State-owned Colleges of Education in North-West Zone, Nigeria
2. School community communication is the most significant contributor to institutional effectiveness, followed by school community collaborator and lastly school community use of resources in that order.

### Discussion of the Findings

Findings from Table 1, which reveals a low level of institutional effectiveness in state-owned colleges of education in the North West Zone, suggests systemic weaknesses in administrative processes, resource utilization, and outcomes. The observed low institutional effectiveness corroborates earlier research by Eze and Obasi (2021), whose work on public college productivity

in Nigeria reported that insufficient staff development and outdated instructional facilities contribute to diminished institutional performance. The current results, therefore, integrate with this body of work by suggesting that the Northwest state colleges may lack robust evaluative and supervisory structures, which diminishes their ability to achieve intended goals. Collectively, these scholarly views support the conclusion that low institutional effectiveness is both a systemic issue and a reflection of broader governance, resource, and quality assurance challenges documented in academic research.

Findings from Table 2, which indicates a statistically significant relative contribution of school–community relations on institutional effectiveness, underscores the critical role that interactions with the wider community play in enhancing institutional outcomes in state-owned colleges of education in the North West Zone. Specifically, school–community communication emerged as the most significant contributor, suggesting that effective, transparent, and frequent communication between colleges and community stakeholders facilitates shared understanding, trust, and alignment of institutional objectives with community expectations. This finding connotes with the work of Bello and Musa (2022), who posited that clear communication channels between schools and their communities enhance mutual engagement, participation in school programs, and responsiveness to local needs.

Furthermore, the observed hierarchy of contributions, where school–community collaboration follows communication, corroborates the ideas of Emeasoba and Nwatarali (2018), that collaborative initiatives such as joint programs, advisory boards, and community-based projects strengthen the relevance and quality of educational delivery. Collaboration facilitates resource sharing, mentorship opportunities, and practical learning experiences for students, which in turn improve institutional performance.

The finding that school–community use of resources was the least contributor supports the ideas of Eze, (2019), that while community resources can support institutional programs, their impact is often constrained if not strategically integrated into teaching, administration, and decision-making processes. Their study emphasized that the mere availability of resources does not automatically translate into institutional effectiveness; rather, structured engagement and proper utilization are required. The current results therefore support the conclusion that among the dimensions of school–community relations, communication and collaboration are more potent drivers of institutional effectiveness, while resource use, although relevant, exerts a comparatively lower influence unless actively aligned with institutional objectives.

## Conclusion

In conclusion, the study clearly established that institutional effectiveness in state-owned Colleges of Education in the North West Zone remains at a low level, underscoring systemic challenges in

administrative performance and stakeholder engagement; however, the statistically significant influence of school–community relations demonstrates that strengthening external linkages is a viable pathway for improvement. Notably, school–community communication emerged as the most potent predictor of institutional effectiveness, indicating that transparent, consistent, and inclusive information exchange between colleges and their host communities is critical for achieving organizational goals. This was followed by school–community collaboration, which further reinforces the importance of active partnerships and joint participation in decision-making processes, while the relatively minimal contribution of school–community use of resources suggests underutilization of shared assets and opportunities.

### Recommendations

Based on the findings of this study, the following recommendations were made:

1. College administrators and policymakers should prioritize the implementation of comprehensive governance and quality assurance frameworks. This includes developing clear strategic plans, setting measurable performance targets, and establishing monitoring and evaluation systems to track institutional progress.
2. Colleges of education should actively develop and maintain structured mechanisms for engagement with their surrounding communities. This could involve regular stakeholder forums, community service initiatives, partnerships with local organizations, and transparent communication channels that keep community members informed and involved in institutional programs.

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