

# Community Involvement and Management Effectiveness of Technical Colleges in Calabar Education Zone, Cross River State, Nigeria

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## Direct Research Journal of Education and Vocational Studies



Vol. 7(1), Pp. 97-104, December 2025,

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<https://journals.directresearchpublisher.org/index.php/drjevs>,

Research Article  
ISSN: 2734-2174

Received 5 November 2025, Accepted 1 December 2025, Published 7 December 2025

### ABSTRACT

*This study investigates the influence of community involvement on management effectiveness of technical colleges in Calabar education zone of Cross River State. To achieve this objective, two (2) research questions were posed along with corresponding null hypotheses to guide the study. The research employed a census approach as the manageable population size was all the 273 Teachers in Technical Colleges in Calabar Education Zone. Data collection was facilitated using a 24-item questionnaire titled "Community Involvement and Management Effectiveness of Technical Colleges' Questionnaire (CIMETCQ)," which underwent expert validation and reliability established using Cronbach Alpha. A reliability coefficient of .717 and .754 was obtained. The questionnaire employed a four-point rating scale to extract pertinent insights from respondents. Data was collected from technical college teachers within the research area and subjected to analysis. Simple linear regression was used to answer the two research questions. The two hypotheses were tested at a 0.05 level of significance. Results of the findings revealed that community involvement significantly and positively influences management in aspects of financial support, buildings and equipping library. Based on the results, it was concluded that community involvement in terms of financial support and equipping and building library has significant positive influence on management effectiveness in technical colleges. It was therefore recommended among others that communities should be actively involved in monitoring and supervising technical college facilities to optimize learning outcomes.*

**Keywords:** Community, Community Involvement, Management Effectiveness, Community Involvement in Financial Support, Community Involvement in Building and Equipping Libraries

Direct Research Journal of  
Education and  
Vocational Studies

ISSN: 2734-2174



Citation: Ben, E. O., Obia, E. A., & Egbe, E. F. (2025). Community involvement and Management Effectiveness of Technical Colleges in Calabar Education Zone, Cross River State, Nigeria. *Direct Research Journal of Education and Vocational Studies*. Vol. 7(1), Pp. 97-104.

<https://doi.org/10.26765/DRJEVS16529235>

## INTRODUCTION

Technical colleges play a pivotal role in the educational landscape of Nigeria, particularly in equipping students with practical skills and knowledge that are essential for gainful employment and economic development. The effectiveness of these institutions, however, hinges not only on the quality of their curricula and instructors but also on the extent of community involvement in their management and operations. Historically, technical colleges in Nigeria have faced various challenges, including inadequate funding, outdated infrastructure, and the need to adapt to rapidly evolving technological advancements. In response to these challenges, there has been a growing recognition that community involvement can be a catalyst for positive change within these institutions.

Community involvement in Education is the active participation of a community in providing quality education. Egwu (2009) noted that if a community is involved in the management of their schools, particularly in planning, implementation, monitoring and evaluation of the school programs, the standard of teaching and learning will improve. Community involvement entails the willingness of the community to help in addressing the problems of its schools (Akande, 2007). It is a participatory process, through which people make conscious efforts to influence and share control over development initiatives and resources that affect schools within their locality (Shaeffer, 2004). When a community is involved, power and responsibilities are decentralized, so that everybody contributes his or her own quota towards the success of a school. The community monitors learners' attendance in school, supporting the school in the employment of additional staff when necessary, monitoring fund disbursement and school development plan (SDP), physical facilities and general support to the school. Community involvement in Education is therefore a mechanism to ensure that learners' performance in both external and internal examinations is of high quality and that learners acquire relevant skills to enable them fit into the world of work (Federal Ministry of Education, 2009).

Akpan (2016) sees educational management as the process of forecasting, planning, and decision making and formulating educational policies with the aim of attaining set educational goals. It involves the application of the process of planning, organization, coordinating, controlling, supervising and evaluating human and material resources with the explicit purpose of achieving educational goals and objectives. Nwankwo cited in Idoko (2015), defined educational management as the process of using methods, principles and practice to establish, develop and execute the goals, policies, plans and procedures necessary for attaining the objectives of education. The effective management of technical colleges needs total commitment and efficiency from authority concerned. The central duty of management in any organization including educational institutions is to

coordinate the efforts of staff towards the achievement of set goals of the organization. The course of managing technical colleges where there are insufficient tools and materials to work with lies on the managers of the schools to make decisions on the means of providing those (Ogbonda & Wobi, 2016). As noted by Nnabuo (1996), managerial decision in administration may be valueless unless it is geared towards the implementation of programs. This could be done by raising funds and soliciting support to procure tables, chairs, tools, equipment and materials for teaching and learning. Unfortunately, the total commitment to the administration of most technical and vocational colleges in the country is below expectation.

### Community Involvement in Financial Support

Community involvement in financial support refers to the monetary contribution from members of the community towards the development of the school, such monetary contributions often come from age grades, women organization, prominent sons and daughters of communities among others. Community involvement in financial support is seen by Greenwood (2009) as a process by which consultation in decision making, goal setting, profit sharing, teamwork and other measures through which community tries to increase its membership commitment to collectively enhance and achieve quality education.

Ugwu (2000) stated that community forms the Parents Teachers Association (PTA) with enormous functions such as fund raising, maintenance of school discipline and participatory efforts of the community to build classroom blocks in schools, so as to afford their children the benefits of quality education. The National Policy of Education (FRN, 2014) stated that "School system and consequently their management and day to day administration shall grow out of the cultural and social ethics of the community which they serve". In this era, where economy seems to be going down on daily basis, government or school administrators cannot manage the schools alone but with combined efforts of the community. This is because the management of schools has become very difficult with its unique problem as posited by Obi (2003). According to Obi, this problem arises from such areas like increase in cost of education, technological influence, explosive students' enrolment, and school-community conflicts and staff and student's indiscipline. Educational system according to Federal Republic of Nigeria (2014) is most intensive and demands adequate funding and specialist personnel, science laboratories, technical workshops, music and language laboratories and art studios to be constructed and experts to teach specialist subjects. Sarah, Nonso, and Francis (2013) carried out a survey study to investigate the extent to which community participation contributes to basic education delivery in

Calabar Education Zone of Cross River State, Nigeria. The study was guided by four objectives. The findings revealed that community participation was very low in all the areas of consideration and the different communities sampled. Based on these findings, the researchers recommended that strategies should be explored to enhance community participation in education. This study is related with the present study because both research focuses on the positive effects of community involvement on Education in Calabar Education Zone.

Financial support to vocational and technical education has so much impact on the management of technical colleges. For instance, Ekeh, Okenjom, Chizi-woko and Agbor (2016) investigated the extent to which community involvement in funding of secondary schools' influence quality assurance in secondary school management in Abakiliki Education Zone of Ebonyi State. The results showed that communities to a great extent are involved in funding of secondary schools for quality assurance. Based on the result, it was recommended that government in conjunction with state ministry of education and secondary education board (SEB) should make provisions for periodic seminars/workshops and conferences for principals, community members and traditional rulers on the need to sustain effective community involvement in funding of secondary schools to ensure quality assurance. Each research focuses on community involvement through funding in schools, which is one of the basic needs for growth and effective management of schools.

Obiodozie (2014) investigated the strategies employed by communities in funding computer education in secondary schools in Anambra state, Nigeria. The findings showed that some communities are involved in funding computer facilities like Computer and its Accessories; Multimedia Television and projectors; Virtual Library; Internet Connectivity; Computer Laboratory etc. It was also revealed that the strategies used include: P. T. A. levies; levying the students to pay for computer equipment; Encouraging age grades and groups to support school projects, Donations from philanthropists, appealing to communities to contribute towards computer projects, organizing fund raising ceremonies, Alumni associations and encouraging schools to embark on fund generating projects. Each research focus on community involvement through funding in schools, which is one of the basic needs for growth and effective management of schools.

### **Community Involvement in Building and Equipping Libraries**

Library according to Muhammed, et al (2004) is a place where information materials such as books and non-books are kept, organized and made available for use. Library is the heart of every educational institution that is ready for actualization of educational goals and objectives. Thus, the main purpose of a library is to support the educational programs of an institution. Daniel (2004) observed that library remains the power house of every educational

institution and that education institutions without library services are like a motor car without engine and a body without a soul. School libraries encourage long term learning habits through reading, listening and viewing variety of learning materials.

Yusuf (2008) explained some library facilities can be provided through school-community partnership to improve teaching – learning effectiveness. Ugwu (2000) explained that community forms the Parents Teachers Association with enormous functions such as fund raising, maintenance of school discipline and the building and equipping of libraries with books and teaching aids for the benefit of quality and equipped vocational and technical education training. Libraries are as important for children as education itself. Library service implies both availability and accessibility of library facilities and the willingness and ability of readers to use the facilities and services (Oyetola & Adio, 2020). Libraries as part of school facilities needs proper funding and budgeting due to its expensive nature. The management of libraries in vocational and technical institutions needs to be a joint venture of government, community members, Parent's Teacher Association (PTA) and Non-Governmental Organizations in order to actualize the goals and objective of teaching and learning Daramola (2013) observed that Nigerian government has not provided serious financial backing to support the policy. Most school libraries in Nigeria could be regarded as warehouse for old books, some of which are covered with dust gathered overtime, with mismatched chairs and dilapidated book shelves. It is on this premise that involvement of communities in managing of libraries in vocational and technical institutions in Calabar Education Zone and Nigeria at large may improve the management functionality of libraries.

Madu, Patience, and Hanatu (2014), examined the relationship between School Library Management and Students' choice of Career in Librarianship. The study revealed among others that, the school libraries in Nigeria have not been managed adequately to motivate the students as expected in their choice of Librarianship as a career. Also, most students came from primary and secondary schools which had no library. Many students had no prior knowledge of Library and Information Science as a course of study, and were given the course even when they did not apply for it. While some of the respondents who had a good school library experience, chose to read the course and to practice Librarianship as a career. It was also revealed that most direct entry students who had other background other than Library Science opted for the course due to the career opportunities. Based on the finding, the following recommendations were made towards repositioning Nigerian School Library for the achievement of its aims and objectives, that the policy, aim and objectives behind the establishment of the school libraries should be revisited, and the proper supervision regarding its implementation be ensured. The major relationship between the above study and the present research work is that both studies

turn to explore ways improving library management in educational institutions, though they focus on different educational levels and regions but each study leads to a better management of libraries in schools. In another study by Uzuegbu and Ibiyemi (2013), who examined status of Community High School library in Bende Local Government Area (LGA) of Abia State, Nigeria. Apart from observing that the library lacks materials and facilities, the study also revealed that most of the schools have no qualified Librarians to manage the libraries. As a result, the library has been shut down for more than one year. Regrettably, a total of 166 potential library users, comprising of teachers and students of the schools were denied access to and use of libraries. Based on the findings it was recommended that user education should be introduced in Nigerian primary and secondary education system so as to build the interest of students and staff towards library use. In addition, dedicated funds should be mapped out by Government for schools to acquire current library materials such as books and audio-visual materials and also make it a priority that qualified and trained Librarians should be employed in schools to oversee the school libraries in Nigeria. The major relationship between the above study and the present research work is that both studies turn to explore ways improving library management at secondary school level. Eziuzo and Enueme (2013) carried out a study to determine the contributions of the Parents Teachers Association to the management of secondary schools in Anambra State as perceived by the principals. The findings of the study revealed that in the perceptions of male and female principals, PTA contributed to school facilities like libraries to a little extent, but made great extents of contributions to raising the moral tone of the school. This finding would be of immense benefit to the government, parents and guardians, educational administrators, teachers, students and the society to evolve strategies for improving the contributions of the PTA in secondary education. Based on the findings, it was recommended among other things that the PTA and school principals should make concerted efforts to improve and sustain the contributions of the PTA in raising school's moral tones. The above research seeks to determine the contribution of Parent Teachers Association (PTA) on the management of secondary schools in Anambra. Parent Teachers Association (PTA) as part of the community, the study is related to the present study because both are exploring ways of improving community involvement in effective management of schools, especially the library. This study was therefore designed to investigate the extent to which community involvement influences the management effectiveness of technical colleges in Calabar Education Zone, Nigeria.

Vocational and technical education in Nigeria and Calabar education zone to be precise is an expensive venture in terms of personnel and workshop/equipment facilities. The continuous decline in the economic situation of the country has made it imperative that both the

government and the community should be involved in the management of technical colleges. Besides the dwindling state of technical colleges in Cross River State, it has also raised a concern from parents and stakeholders to the point of public outcry over the poor management of the colleges. Some pitiable pictures of the state of facilities in some technical colleges are unimaginable ranging from high student number to poor workshop equipment or machines, blown-off roofs, unusable machines, broken desk and chairs, improper maintenance of the few machines available and equipment that are owned by the school, abandonment of workshop equipment and lack of proper security architecture. This lack of proper security has led to vandalization by hoodlums walking in and out of the schools, smoking Indian hemp. Furthermore, the classrooms are overcrowded and many students do not have desk to sit on. Some students bring desks from home while those whose parents cannot afford to provide one are made to sit on the floor. Most worrisome too is that, many a times technical colleges' management does not have access to sufficient funding from government and this has made the incapacitated to properly manage the colleges and attain its goal and objectives. These are the many challenges facing technical colleges and it seems to be due to poor management of the schools. It is for these reasons that this study sought to examine the extent to which community involvement could help in improving the management of technical colleges in Calabar Education Zone of Cross River State.

### **Purpose of the Study**

The main purpose of this study was to examine the influence of community involvement on the management effectiveness of technical colleges in Calabar Education Zone, Cross River State.

Specifically, the study sought to determine extent to which:

- i. Community involvement in financial support system influences the management effectiveness of technical colleges.
- ii. Community involvement in building and equipping libraries influences the management effectiveness of technical colleges.

### **Research Questions**

The following research questions are posed to direct the study:

- i. To what extent does community involvement in financial support system influence the management effectiveness of technical colleges?
- ii. How does community involvement in building and equipping libraries influence the management effectiveness of technical colleges?

## Research Hypotheses

The following null hypotheses guided the study:

- i. There is no significant influence of community involvement in terms of financial support on the management effectiveness of technical colleges.
- ii. Community involvement in building and equipping libraries does not significantly influence the management effectiveness of technical colleges.

## METHODOLOGY

The research design adopted for this study was ex-post facto design. Isangedighi, et al. (2004), described ex-post facto as a research design concerned with the study of phenomena after they have occurred. Kerlinger (1986), opined that an ex-post facto research is a systematic empirical enquiry in which the researcher has no direct control of the Independent variables because their manifestations have already occurred. In this case, the independent variable (community involvement) have already occurred and impacted on the dependent variable (management effectiveness). The choice of this research type is because it would describe a phenomenon as it exists at the time of Investigation, that is, Community Involvement and the Management Effectiveness of Technical Colleges in Calabar Education Zone, Cross River State, Nigeria. This study was carried out in Calabar education zone of Cross River State, Nigeria. The zone comprises seven local government areas namely Akpabuyo, Akamkpa, Bakassi, Biase, Calabar South, Calabar Municipality and Odukpani. The population of this study comprised all teachers in technical colleges in Calabar Education Zone of Cross River State. Data obtained from the Technical Education Board (TEB, 2022) showed that there were a total of Two hundred and seventy-three (273) teachers in the eleven (11) technical colleges in the seven local government areas in Calabar education zone of Cross River State. Out of this population, one hundred and ten (110) were male while one hundred and sixty-three (163) were female. This study adopted the census sampling technique, this is because the population size is small and could be managed by the researcher, and thus no probabilistic sampling technique was adopted. The instrument used for data collection was a questionnaire titled 'Community Involvement and the Management Effectiveness of Technical Colleges' Questionnaire (CIMETCQ). The questionnaire had 24-items and three parts, (A, B and C). Part 'A' demanded information on demography of the sample such as, Ownership of institutions, Gender, Age, Marital Status and Teaching Experience. Part 'B' on the other hand sought information on community involvement in technical colleges (independent variable). Part 'B' had 2 sub-variables, ranged from B<sub>1</sub> (for involvement in financial

support), and B<sub>2</sub> (for building and equipping of libraries), and each sub-variable contains 7 items, making a total of 14 items for Part B. Part C, measured management effectiveness of technical colleges (dependent variable) and contains 10 items, making the total items of the instrument 24. Section B and C measured on a four points rating scale options; 'SA' - Strongly Agree, 'A' – Agree, 'D' – Disagree and 'SD' – Strongly Disagree. The collected data were analyzed using simple linear regression model analysis at .05 level of significance. Validity of the instrument (questionnaire), the instrument was validated by two (2) experts, one expert of the rank of a Professor from Education Management, who deployed construct validity and content validity to ensure the instrument is measuring what it is design to measure. Another expert of the rank of a senior Lecturer from Technical Education, deployed face validity, content validity and Construct validity to ensure the instrument is measuring the right concept and items. Cronbach alpha was considered suitable for testing the reliability of the instrument because is the best in measuring internal consistency of items that are not dichotomously scored. A reliability co-efficient of .717 and .754 was obtained. Therefore, the instrument was found suitable for data collection. During data collection, 272 questionnaires were successfully retrieved and used for data analysis out of the 273 questionnaire that was administered. One questionnaire was excluded because it was not properly completed and therefore unusable. This exclusion does not affect the integrity of the study's findings, as the final sample size remains adequate for the analysis

## RESULT

### Research Question 1

To what extent does community involvement in financial support system influence the management effectiveness of technical colleges in Calabar Education Zone?

Data analysis in (Table 1) represents community involvement in financial support system on management effectiveness of technical colleges in Calabar Education Zone. The analysis reveals a correlation (R) of .527 and R squared of .277 which is a weak influence. This means that about 27.7% of the total variation in management effectiveness was explained by the variation in community involvement in financial support system. This implies that community involvement in financial support system have significant influence on management effectiveness of technical colleges in the study area.

### Research Question 2

How does community involvement in building and equipping libraries influence the management effectiveness of technical colleges in Calabar Education Zone?

**Table 1:** Summary of Influence of Community Involvement in Financial Support System management effectiveness of technical colleges in Calabar Education Zone (n=270).

Model	R	R Squared	Adjusted R Square	Std Error of the Estimate
1	0.527	0.277	0.275	2.813

Source: Field Data (2025)

**Table 2:** Summary of Influence of Community Involvement in Building and Equipping Libraries on management effectiveness of technical colleges in Calabar Education Zone (n = 270).

Model	R	R Squared	Adjusted R Square	Std Error of the Estimate
1	0.709	0.503	0.501	2.333

Source: Field Data (2025)

**Table 3:** Summary of Simple Linear Regression of community Involvement in terms of Financial Support and Management Effectiveness of Technical Colleges in Calabar Education Zone.

Model	Sum of Square	Df	Mean Square	F. Value	Sig.	Decision
Regression	819.985	1	819.985	103.595*	.000	S
Residual	2137.132	270	7.915			
Total	2957.118	271				

S=Significant, df =270, sig@ p&lt;0.05

**Table 4:** Summary of Simple Linear Regression of community Involvement in terms of Building and Equipping Libraries on Management Effectiveness of Technical Colleges in Calabar Education Zone.

Model	Sum of Square	Df	Mean Square	F. Value	Sig.	Decision
Regression	1487.423	1	1487.423	273.275	.000	S
Residual	1469.694	270	5.443			
Total	2957.118	271				

S=Significant, DF=270, sig@ p&lt;0.05

Data analysis in (Table 2) represents community involvement in building and equipping libraries on management effectiveness of technical colleges in Calabar Education Zone. The analysis reveals a correlation (R) of .709 and R squared of .503 which is a moderate influence. This means that about 50.3% of the total variation in management effectiveness was explained by the variation in community involvement in building and equipping libraries. This implies that community involvement in building and equipping libraries have significant influence on management effectiveness of technical colleges in the study area.

### Hypothesis 1

There is no significant influence of community involvement in terms of financial support on the management effectiveness of technical colleges.

The results in (Table 3) show the linear regression F, 103.595, 1 df @ 270, p=.000. Since the p-value was less than the significant level of 0.05, the null hypothesis which stated that there is no significant influence of community involvement in terms of financial support on the management effectiveness of technical colleges. This implies that community involvement in terms of financial support significantly influence the management

effectiveness of technical colleges in Calabar Educational Zone.

### Hypothesis 2

Community involvement in building and equipping libraries does not significantly influence the management effectiveness of technical colleges. The results in (Table 4) show the linear regression F, 273.275, 1 df @ 270, p =.000. Since the p-value was less than the significant level of 0.05, the null hypothesis which stated that There is no significant influence of community involvement in terms of building and equipping libraries on the management effectiveness of technical colleges. This implies that community involvement in terms of building and equipping libraries significantly influence the management effectiveness of technical colleges in Calabar Educational Zone.

## DISCUSSION

### Community Involvements in terms of financial support on Management Effectiveness

Results of Hypothesis One show community involvement in terms of financial support and it indicates positive

significance influence on the management effectiveness of technical colleges. The findings of this study are in line with the study of Sara, Nonso, and Francis (2013) who investigated the extent to which community participation contributes to basic educational delivery in Calabar Education Zone of Cross River State Nigeria. The study found out that community participation was low but has a positive significance on Basic Education delivery. The findings corroborate the works of Ekeh, Okenjom, Chiziwoko and Agbor (2016), which focused on the extent to which community involvement in funding of secondary schools in Abakaliki. The study reported that communities to a great extent are involved in funding of secondary schools for quality assurance, and this involvement in terms of funding influences quality assurance in Secondary school management.

The results revealed that community involvement in the provision of funds in public secondary schools in Enugu state was low, and shows no influence on the administration of public schools. The study of Obiodozie (2014) agrees with the results of the present study, which reported a positive significant influence of community involvement in term of funding on management of schools.

### **Community Involvement in Building and Equipping Libraries and Management Effectiveness**

Results of Hypothesis Two showed significant positive influence of community involvement in terms of building and equipping school libraries on the management effectiveness of Technical Colleges. The results of the study give credence to Madu, Patience, and Hanatu (2014), who averred that school libraries in Nigeria have not been managed adequately, and therefore there is a need for community involvement. In agreement with the present findings Uzuegbu and Ibiyemi (2013) did a study to investigate the status of Community High School library in Bende local Government Area of Abia state. The result showed that a lot needs to be done by members of the community, P.T.A and other bodies were to help the library function effectively. The results of the findings agree with the study of Eziuzo and Enueme (2013) which aimed at determining the contribution of the Parents teachers Association to the Management of secondary schools in Anambra State. Their findings revealed that P.T.A contributes to school facilities like libraries, which helps in enhancing effective management of the libraries.

### **CONCLUSION**

This study examined the influence of community involvement on the management effectiveness of technical colleges in the Calabar Education Zone of Cross River State, Nigeria. The research specifically investigated how community financial support and participation in building and equipping school libraries affect the management

efficiency of technical colleges. Guided by two research questions and two hypotheses, the study employed simple linear regression analysis using SPSS, with all hypotheses tested at the 0.05 level of significance.

Findings revealed that community involvement exerts a significant positive influence on management effectiveness in technical colleges. Financial support from community members, parents, alumni groups, and local stakeholders was shown to enhance the ability of school managers to provide essential instructional materials, maintain facilities, and meet operational demands. Similarly, community engagement in establishing, renovating, and equipping school libraries contributed substantially to improved teaching and learning processes. The availability of functional libraries enriched the academic environment, strengthened technical skills acquisition, and supported curriculum delivery.

Overall, the study concludes that strong and sustained community participation is indispensable for the effective management of technical colleges. When communities take active roles in monitoring facilities, supporting administrative processes, and contributing resources, technical colleges are better positioned to achieve their educational goals. Effective collaboration between school administrators and community stakeholders fosters shared responsibility, enhances transparency, and ensures proper maintenance of infrastructure all of which lead to improved learning outcomes. Furthermore, for technical colleges to function optimally, administrators must intentionally involve communities, Parent-Teacher Associations, alumni bodies, and local partners in governance and developmental initiatives. Strengthening these partnerships not only eases the financial burden on institutions but also promotes a sense of ownership and accountability among stakeholders. Additionally, continuous capacity-building initiatives such as seminars and workshops organized by the Ministry of Education in collaboration with the National Board for Technical Education are essential to equip principals, teachers, and community leaders with the skills and knowledge required for meaningful participation in planning, implementing, and monitoring school programmes. The study affirms that community involvement through financial support, collaborative facility management, and active engagement in academic resource development is a critical driver of management effectiveness in technical colleges. Enhancing these forms of participation is therefore vital for sustaining quality technical education and ensuring that technical colleges remain responsive, well-managed, and capable of contributing to national technological and economic development.

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