The Impact of Community Involvement in Polytechnic Education in Kebbi State

ABASS, Abibu Oshoke. Mnimn[1*], AHMED Tijani[2]

[1]Department of Marketing, Directorate of Management Programme, Waziri Umaru Federal Polytechnic, Birnin Kebbi, Kebbi State, Nigeria
[2]Department of Public Administration, Directorate of Management Programme, Waziri Umaru Federal Polytechnic, Birnin Kebbi, Kebbi State, Nigeria

*Corresponding author: ABASS, Abibu Oshoke. Mnimn
Department of Marketing, Directorate of Management Programme, Waziri Umaru Federal Polytechnic, Birnin Kebbi, Kebbi State, Nigeria

Abstract	Original Research Article

This study intends to examine community involvement in Tertiary Institutions in Kebbi State. The intents of the researcher were to explore how cultural competence, control mutuality and stakeholder's commitments influence growth in a school setting. The population of this study was all the parents, lecturers and other stakeholders drawn from the four emirate councils of Kebbi State. The researcher selected 640 participants both male and female. Questionnaires was used to collect data for the study, face-to-face questionnaire administration was adopted where the interviewer presents the items orally to the respondents, responses to the open-ended items in the questionnaires were analyses and recorded quantitatively while closed-ended items in the questionnaires were analyses using descriptive (frequencies and percentages) and inferential statistics (chi square). The results indicated that the involvement level of respondent's cultural competence, inclusiveness and stakeholder's commitment positively and significantly influenced educational growth in tertiary institution. Based on the study findings it was concluded that community partners, parents and industry partners should helps to create educational scenario that is more accountable, inclusive and responsive to the needs and aspirations of policy makers. From the foregoing, the researcher suggests that community partners, parents and industry partners support these efforts to encourage school growth, and see themselves as partner in progress.
Keywords: Community Involvement, Stakeholders, industry partners, cultural competence, control mutuality, tertiary Institution.

1. INTRODUCTION

Community involvement refers to the active participation of individuals, groups or organizations in activities that benefit the community Kirst-Ashman & Hull (2022). It encompasses various aspects, including volunteering, community service, advocacy and community organizing Fisher & Corcoran (2013).

The Nigerian philosophy of education is based on the concept that education is an instrument for national development as well as a veritable tool for social, economic and political change, Federal Republic of Nigeria National Policy on Education (2018). This is potent by the fact that it transcends the social, cultural, political and the economic fabrics of the society. For education therefore, to be seen as successful, it requires huge investment either in terms of policy and implementation, infrastructure, human capacity development and of course funds which provide the purchasing capacity of the quality of education required and demanded by the various individuals of the society Paul (2017).

For these reasons, the study intend to look at these areas of concern with a view to close the gap among the observed variables and the possible ways of getting stakeholders to assist the government in the collaborative efforts. At present, there is a disparity between the ideal and the present regarding polytechnic education due to poor inclusive, collaborative and resilient community.

1.1 Statement of the Problem

It is important to note that, the current debate among researchers on business society, emphasize that, industry partners and institutions are partners in progress but the later have not demonstrated enough ethical commitment in the area of educational growth, however, it is interesting to note that, many United State giant

Citation: ABASS, Abibu Oshoke. Mnimn & AHMED Tijani. The Impact of Community Involvement in Polytechnic Education in Kebbi State. Sch J Econ Bus Manag, 2025 Apr 12(4): 114-119.

114

institutions and other reputable institutions around the world are shifting their focus by devoting substantial time and resources towards community involvement initiative, which comprises of capacity development and skill acquisition, corporate support and other developmental project. Previous researchers have identified trust and control mutuality as a veritable instrument for determining a relationship between institutions and their various stakeholders, particularly host communities, but Ugouwanyi (2016) found out in their study that, this variables are not a determinant to educational service, but rather people heavily rely on inclusivity, this again, has not being proven. There is no empirical confirmation so far in relationship between trust/control mutuality and community involvement, thus, to support the position that there exists and considering the above study, it is apt to propose that:

1. To find out if

Proposition 1: Cultural competency will positively influence educational growth

Proposition 2: Control mutuality will significantly influence community involvement.

Proposition 3: The level of stakeholder's commitments significant impact on community involvement

1.2 Research objectives:

The main objective of this research study was to investigate the impact of community involvement in Polytechnic education in Kebbi State. The specific objectives are advance as:

1. To find out if cultural competency will positively influence educational growth
2. To find out if Control mutuality will significantly influence community involvement.
3. To find out if the level of stakeholder's commitments significant impact on community involvement.

2. LITERATURE REVIEW

2.1 Community Involvement Defined

Community involvement is significant and has been seen as a vehicle to help strengthen community stakeholders in relation to equity, community objectives, and accessing all efforts to enhance the overall educational institution collaborative efforts. Creating good and healthy relationships with important community partners is key to providing and making healthy decisions that will impact on the community. It is key to know the different levels of involvement that occur inwardly or outwardly. Below are some of the dissimilarities between community partners and Community Based Institutions.

Community Partners (CP)	Community-Based Institutions (CBIs)
Peoples who took part and	Institution*s, groups or agencies*
Stood for a particular points of view	
i LGBTQ+ People	i Civil Society Group
ii Guadian	ii Manufacturing Association
iii Union Leaders	iii Student bodies

This connotes that shared expertise, resources, and responsibility are veritable tools for achieving shared objectives through community involvement built on trust, mutual respect, and cultural humility.

2.2 INVOLVEMENT

To gain an enduring community involvement, stakeholders are expected to carry out people along in developmental programmes. Involving community through a developmental initiative comes in a varied form such as educational support, youth empowerment, social welfare and even providing aid to the needy societies, and more importantly these new ways of involvement are mixed in stakeholder's core area of proficiency for business strategy and marketing Hess, Rogovsky & Dunfee (2020). Lack of involving community members is largely the major causes of misunderstanding and rancor between stakeholders and community.

Social capital theory, Putnam (2020) emphasizes community networks and trust. Although these variables control mutuality and community involvement is a different concepts, but they have a significant linked, because the degree to which local communities are involved in community development activity heavily relied on the understanding and relationship that have been built between them. In reality, Peter (2013) asserted that, in-depth are vital ingredients of a Trust Satisfaction Community Involvement Commitment Control Mutuality (CICCM). Ugouwanyi, (2016) found out in their study that, trust is not a determinant in educational service, but rather people heavily rely on inclusivity.

2.3 COMMUNITY DEVELOPMENT THEORY

This theory is propounded by Ashman & Hull (2012). Their main objective was on community empowerment. This according to Durko & Petrick (2015) community involvement could only be attained if host community are deeply involved and inform about a certain key decision by the Institution, organisation, or even government authority. The Relationship between Control Mutuality and Community involvement shows there exist a relationship between control mutuality and

community involvement. Even though the two concepts are different, but they shared a link.

2.4 PARTICIPATION AND EMPOWERMENT THEORY

Fung (2021 highlights citizens participation as a driver towards promoting growth in educational space. Although scholars shared different views on how stakeholder's commitment shaped their relationship with host community. Participation is the mental and emotional involvement of persons in group situations that encourage them to contribute to group goals and share responsibility for them Newstrom & Davis (2020). Heads of institution having adopted participation, encourage involvement of their subordinates in problem solving and decision making process. Participation theory has three constructs and they are (i) involvement, (ii) contribution and (iii) responsibility.

i. **Involvement:** The employee while participating in problem solving or decision making or achievement of a particular goal should feel involved at both mental and emotional levels which can be view as task involvement and ego involvement.

ii. **Contribution:** Stakeholders are encouraged to contribute their skills and resources to the successful completion of tasks. It provides the employee with empowerment to be creative and innovative while achieving the goals assigned to them.

iii. **Responsibility:** this enhances self involvement but also increases self efficacy of the employees. Feeling of responsibility in turn will encourage the employees to be further involved and contribute to the achievement of the organisational goal.

2.5 INDUSTRY PARTNERSHIPS THEORY

Peter (2013) shows that industry partnerships theory aim at enhancing employability and community relevance. This has to do with collaborative relationships between organizations from different sectors, typically, educational Institutions, private sector and Government agencies.

2.6 COMMUNITY INVOLEMENT FRAMEWORK

This is a road map that intends to bring out thoughtful planning and implementation of community involvement across the phases of Institution in Kebbi State.

For the purpose of this study, the following key steps were critical to achieving the goals set out

Table 1: Community involvement framework

Cultural competency	the richness and complexity of the concept of culture were observed and richly appreciated it was also observed that most of the stakeholders had a defined set of values and principles, and they demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively across borderline. In summary: Culture were defined broadly Respect clients' beliefs Appreciate complexity in language interpretations It facilitate learning between partners and communities
Trust/Control mutuality	Stakeholders were engaged in the area of ideas, co-habits, voices and information. This activities opens an in road for quality outcomes.
Stakeholders commitments	In the cause of discussion with the stakeholders, we were able understand: How people feel What motivates them Why they're angry or disappointed

Source: Izogo, E.E. (2015). Journal of Retailing and Consumer Services

3. RESEARCH METHODOLOGY

The study employed the social constructivist paradigm to determine the key community involvement in an educational setting in Kebbi State. The reason for adopting the Social constructivism paradigm is because of its *collaborative learning approach* that emphasizes student involvement, discussion, and knowledge exchange. This approach is qualitative in nature as it tends to explore the participants' experiences, attitudes, and interactions about community involvement at the school level geared towards addressing the study's aims and objectives. A total of 640 respondents were selected from the target population of 2500 stakeholders across the four (4) emirate councils, including lecturers, guardian, elected union leader, civil society group, manufacturing association and student bodies see (Table-1).

Table 2: Description of Participants in the Study

Description of participants	Nature of participants	Nature of gender	
XX	XXX	Male	Female
Guidance/parents	Family roots	150	100
Lecturers	Educational	80	40
Other industry partners	heads of engagement comittees from union	140	130
Total		**370**	**270**

Source: Authors, Extracted from the field data

Purposive (non-probability) sampling was employed to achieve the sample size; the rationale for employing the purposive sampling is because of its appropriateness for unique cases. Here, the positions of Abejirinde et al. (2018) and Nilsen et al. (2018) were observed. They opined that when collecting comprehensive data from qualitative study, respondents should be selected based on their knowledge and expertise on a particular issue under investigation. Questionnaire was used to collect data in the field from February to April, 2025.

3.1 DATA ANALYSIS

To analyze the data from this qualitative study, the researchers adopt Chi Square analysis to examine the relationship between independent variable (Community Involvement) and the dependent variables (impact on tertiary education and its three indicators).

4. RESULTS AND DISCUSSION

The results for each of the problems are quite clear and precise, but the chi-square analysis is done using the residual knowledge. Data collection is done in a situation where each classification goes under 5% or five respondents and the degrees of opportunity are diminished as needs be. The examples are as per the following: Cultural competency: $N = 160$; Inclusiveness: $N = 240$; and $N = 640$. The low example in the initial two gatherings diminishes the affectability of chi-square significantly.

Table 4.1 Growth of Community Involvement

		A	SA	DA	UD	SDA	Total	x^2	df	Sig
Parents	Fo	24	136	0	0	0	160	.305	2	.859
		15.0%	85.0%				100%			
Lecturers	Fo	32	208				240			
		13.3%	86.7%				100%			
Other Industry Partners	F_o	24	136				160			
		10.0%	90.0%				100%			
Total		80	560				640			
		12.5%	87.5%				100.0%			

*Significant

The table depicts that the statement was agreed by 100 per cent that parents improve community involvement, although other industry partners equally had better placement than lecturers.

Table 4.2: The Impact of Control Mutuality on Community Involvement

		SDA	DA	UD	A	SA	Total	X^2	df	Sig
Parents	F_o	**8**	**8**	**16**	**88**	**40**	**160**	7.043[a]	8	.532
		5.0%	5.0%	10%	55.%	25%	100%			
Lecturers	F_o	**0**	**40**	**24**	**96**	80	**240**			
		0%	16.7%	10%	40%	33.3	100%			
Other industry partners	F_o	**0**	**0**	**16**	**128**	**96**	**240**			
		0%	0%	6.7%	53.3%	40%	100%			
Total		**8**	**24**	**56**	**312**	**240**	**640**			
		1.2%	3.8%	8.8	48.8%	37.5	100.0%			

*Significant

The table shows that 80 per cent of lecturers and other industry partners are in agreement with control mutuality, it shows that the relationship is worth been sustained and promoted to next level. Other industry partners exhibits uttermost commitment by involving host community in any developmental drive than the parents.

Table 4.3 Stakeholders commitments to CI

		SDA	DA	UD	A	SA	Total	X^2	df	Sig
Parents	F_o	8	8	16	80	48	160	3.602[a]	8	.891
		5.0%	5.0%	10 %	50%	30%	100%			
Lecturers	F_o	16	24	24	96	80	240			
		6.7%	10%	10%	40%	33.3%	100%			
Other industry partners	F_o	8	16	56	88	72	240			
		3.3%	6.7%	23.3%	36.7%	30%	100%			
Total		32	48	96	264	200	640			
		5%	7.5%	15%	41.2%	31.2%	100.0%			

*Significant
The above table shows that 80% of parents agreed that stakeholder's influences community involvement. It also shows that even though the two other partners are different, they shared a common link to development plans in most institutions.

4.1 FINDINGS AND DISCUSSIONS
4.1.1 Parents and Community Involvement in Tertiary Institution Growth
The findings from parents and community partners show they were of the view that tertiary institutions belong to the government and they had little or no responsibilities on its development. This seems to be similar to the study conducted by Okumbe (1999) in China for quite some time, participation of parents in children's schooling was not part of Chinese culture, and parents did not have the knowledge and expertise to provide appropriate learning activities for their children. Parent who have their wards in tertiary institution and those whose wards are not students in tertiary institution were interviewed, the results shows that both parents saw the need not to participate in school development.

4.1.2 Influence of control mutuality on community involvement
The findings show that a link existed between control mutuality and community involvement and it point toward meeting stakeholder's expectation, especially host community. Every industry partners that deliberately overlooks community expectation find it difficult to operate freely from the community.

4.1.3 Stakeholder's commitments towards community involvement
Different scholars opined that commitment indicates how industry partners foster successful and persistent relationship among tertiary institutions management. Worthy of note, is the current debate among scholars on business and society, their focus is that, other industry partners in the market space should demonstrate ethical commitment by providing their locals with social services. Although scholars shared different views on how company's commitment shaped their relationship with host community. According to Izogo (2015), industry partners lack of internal coordination in their developmental cause are the reasons behind failures of several community involvement.

5. CONCLUSION
The Education and Training Policy (ETP) of 1995 advocates for parent's participation in school programme. Drawing from the above analysis, the study model explains how community involvement partners provide educational outfits with various benefits with a view to foster growth, mutual and beneficial relationship, between industry partners and host communities. Another priceless contribution to be derive from this paper, is that, industry partners wish to embark on community relations activities to improve their harmonious coexistence with host communities, will find this paper relevant. Furthermore, this study will be useful to managers and practitioners in suggesting to their respective stakeholder's as well as all their representatives as to what project is suitable and desirous of the host communities. This paper deliberated on the research framework as well as the hypothesis development. The framework is designed as a mechanism to develop a causal effect of relationship between the constructs and community involvement in the relations between industry partners and host community. Furthermore, the paper highlighted the antecedents of community involvement, which are: cultural competence, control mutuality and commitment respectively. The paper ends with showing link between various construct and hypotheses as proposed accordingly.

6. RECOMMENDATIONS
Through the findings and conclusion, the paper makes the following recommendations for improvement and further research;
1. The government has to make sure that parents, lecturers and other education stakeholders are effectively involved in education policy formulation, planning and decision making. This will make everyone to appreciate his/her roles.
2. Industry partners and other stakeholders should always visit the school and discuss insightful issues with the heads.

REFERENCE

1. Abejirinde, I. O., Ingabire, C. M., van Vugt, M., Mutesa, L., Borne, B., & Busari, J. O. (2018).

2. Qualitative analysis of the health system effects of a community-based malaria elimination program in Rwanda. Research and reports in tropical medicine, 9, 63-75. doi:10.2147/RRTM.S158131.

3. Aghenta, J. A. (2019). Education in Nigeria, A paper presented at the international conference on comparative education for Nigeria, organized by CESAC.

4. Altman, W.B. (1999). Business and Society Review, 102(1), 43-51. Annual Review of Sociology, 24, 1-24.

5. Christens, D, and C.S. Lin (2914). Influences of community and organizational

6. participation, social support, and sense of community on psychological empowerment: income as moderator. Fam. Consum. Sci. Res. J., 42 (3) (2014), pp. 211-223, 10.1111/fcsr.12056

7. D. Hess, N. Rogovsky, T. W. Dunfee, California Management Review, 44(2), 110-125. (2020)

8. Durko, and Petrick,J.F.(2015). Journal of travel research, 1-15 (14)

9. E. E. Izogo, E.E, (2015). Journal of retailing and consumer services, 23, 107-117.

10. Fisher, R., & Corcoran, M. (2013). Community organizing and community development. Pretence Hall, N.Y

11. Fung, A. (2020). Empowered participation: Reinventing urban democracy. Princeton

12. In R. Fisher & M. Corcoran (Eds.), The practice of community development (pp. 1-20). Routledge. intelligence on subjective success in self-employment in multi-ethnic societies. *Journal of Global Entrepreneurship Research, Vol. 9, No. 1, 2018, pp. 8.*

13. Kirst-Ashman, K. K., & Hull, G. H. (2022). Generalist practice with organizations and

14. Musick, M. A., & Wilson, J. (2021). Volunteering and depression: The role of community involvement, Ibadan press.

15. Nilsen, P., Wallerstedt, B., Behm, L., & Ahlström, G. (2018). Towards evidence-based palliative care in nursing homes in Sweden: a qualitative study informed by the organizational readiness to change theory. Implementation Science, 13(1), 1.

16. Okumbe, J. A. (1998). Educational Management: Theory and Practices. Nairobi: Nairobi University Press. Onderi, P, and Bantu, E, (2018). Impact of personal cultural orientations and cultural Peter, S. (2013). Community participation in development projects. World Bank (1987)

17. Portes, A. (2020). Social capital: Its origins and applications in modern sociology. psychological and social resources. Social Science & Medicine, 56(2), 259-269.

18. Putnam, R. D. (2020). Bowling alone: The collapse and revival of American community. Simon and Schuster. University Press.