

SCHOOL-COMMUNITY PARTNERSHIP AND CURRICULUM REVIEW AS PREDICTORS OF EDUCATIONAL OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

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Abstract

The attainment of quality educational outcomes in public secondary schools remains a persistent concern in developing countries, Nigeria is no exception. This study investigated the extent to which school-community partnership and curriculum review predict educational outcomes in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Two null hypotheses were formulated and tested at .05 level of significance. Correlation research design was adopted. The population of the study comprised all 94 public secondary schools in Calabar Education Zone from which 64 schools were selected through stratified and simple random sampling. The two instruments used for data collection were titled: School Development Variables Questionnaire (SDVQ) and Educational Outcomes Questionnaire (EOQ). Cronbach alpha reliability coefficients for the subscales ranged from .79 to .91. Simple linear regression was used to test each hypothesis, while hierarchical multiple regression determined cumulative and incremental contributions. Results revealed that school-community partnership significantly predicted educational outcomes generally ($R^2 = .406$, $F[1,62] = 42.265$, $p < .05$), with significant predictions for cognitive outcomes ($R^2 = .343$), affective outcomes ($R^2 = .337$), and practical outcomes ($R^2 = .162$). Curriculum review was also a significant predictor of overall educational outcomes ($R^2 = .414$, $F[1,62] = 43.793$, $p < .05$) and contributed the largest incremental variance (13.9%) in the full hierarchical model. Together, both variables are powerful determinants of secondary education goal attainment. The study recommends strengthening school-community collaboration through formal policy frameworks and ensuring curriculum implementation fidelity through regular audit and teacher engagement processes.

Keywords: *school-community partnership, curriculum review, educational outcomes, secondary schools, Nigeria*



Introduction

The attainment of educational outcomes in secondary schools is not solely an internal school affair. It is deeply influenced by the relationship between schools and their surrounding communities, as well as by the relevance and quality of the curriculum delivered within those schools. Secondary education, as the critical bridge between basic and tertiary levels, is expected to equip students with cognitive competencies, affective dispositions, and practical skills that are necessary for sustainable national development (Federal Republic of Nigeria, 2014). However, despite this mandate, the Nigerian secondary school system continues to face challenges that inhibit the full realization of its educational goals. Students in many public secondary schools demonstrate poor academic achievement, inadequate practical

skills, and behavioural deficits that reflect a systemic disconnect between policy intent and institutional delivery (Bakwai, 2013; Lawyer, 2019).

In Calabar Education Zone of Cross River State, challenges of poor academic achievement, inadequate practical skills, and behavioural deficits among secondary school students are particularly pronounced. Reports of school underperformance, weak community engagement, and poor curriculum implementation are prevalent (Ekaette et al., 2019; Okoi, Okoi & Eteng, 2022). These outcomes are not merely a function of student's ability or individual teacher quality; they may be fundamentally shaped by the institutional environment in which learning occurs. Among the most significant but understudied institutional factors in this context are school-community partnership the collaborative engagement of parents, community leaders, non-governmental organizations, and host communities in school governance and resource provision and curriculum review, which represents the school system's capacity to align its learning contents with the evolving demands of society.

Despite the recognition of these variables in the educational management literature, empirical studies that directly link school-community partnership and curriculum review to the full spectrum of educational outcomes such as cognitive, affective, and practical remain sparse in the Nigerian context, particularly in Calabar Education Zone. This study addresses this gap by generating regression-based empirical evidence on the predictive relationships between these two school development variables and educational outcomes in public secondary schools. It further situates the findings within established theoretical frameworks and contributes to the ongoing debate on strategies for improving school effectiveness in developing country contexts (Ajake, Isangedighi & Asuquo, 2014).

School-community partnership refers to the collaborative involvement of parents, community leaders, non-governmental organisations, philanthropists, alumni associations, and host communities in the administration, resource provision, and quality improvement of schools (Ekaette et al., 2024; Ekundayo & Alonge, 2012; Meremikwu et. al 2022). Conceptually, this partnership is premised on the understanding that schools are social institutions embedded within communities and that the realisation of educational goals depends on the concerted efforts of all stakeholders; not merely school administrators and teachers. Nakpodia (2013) affirmed that the full values of education can only be realised through close co-operation between the school and the community, noting that this relationship significantly affects school management, curriculum development, financing, and student discipline.

Empirical evidence (e.g Ajake et al., 2014) consistently supports the positive relationship between school-community partnership and educational outcomes at various levels of schooling and in diverse geographical contexts. For example, Bakwai (2013) found that school-community relationships in Zamfara State secondary schools significantly contributed to school development by aiding student discipline, teacher welfare, curriculum planning, resource provision, and financial support. Sa'ad and Sadiq (2014) similarly found that community involvement in Bauchi State primary schools was pivotal to educational development, with community members providing land, funds, facilities, classroom construction, and supervisory oversight. These findings underscore the multi-dimensional nature of community contributions and their cumulative effect on the quality of school functioning.

The influence of parental involvement is a core dimension of school-community partnership on student learning outcomes has been extensively documented in the literature. Manasi, Ndiku, Sang and Ejakait (2014) established a significant relationship between parental involvement in the provision of teaching and learning resources and academic performance in primary schools in Teso North Sub-County, Kenya. Ajake et al. (2014),

studying the immediate context of the present study, found a significant influence of parental involvement at home on students' learning outcomes among primary school children in Calabar Metropolis, and recommended sustained parental involvement as essential for productive learning. These findings point to the importance of understanding not only school-level but also home-level dimensions of community engagement.

Beyond parental involvement, the roles of alumni associations, NGOs, donor agencies, and host communities in advancing school quality have also attracted scholarly attention. Emenalo and Ibekwe (2013) found that communities in Okigwe Education Zone contributed to school development through land donations, money, school buildings, and laboratory and sports equipment. Obi (2019) found that alumni groups participated in school management through funding, infrastructure provision, and decision-making in Anambra State. Adu-Baffoe and Bonney (2021) found that Action Aid Ghana contributed to improved quality teaching and learning in Tamale Metropolis through infrastructure development, provision of teaching and learning materials, and teacher capacity development. Paul (2018) similarly found that donor-funded learning materials had a significant role in improving learner outcomes in West Pokot County, Kenya. Collectively, these studies establish that school-community partnership is not a single construct but a multifaceted system of support that, when effectively mobilized, has the capacity to significantly predict educational outcomes.

However, not all studies agree on the magnitude or direction of this relationship. Ajayi, Haastrup and Arogundade (2009), while finding that parents were much involved in secondary school administration in Southwest Nigeria, did not establish a significant relationship between parental involvement and overall school effectiveness. This finding suggests that the quality and form of community engagement, rather than its mere presence, may be critical in determining its effect on educational outcomes (Effiong & Agbade 2016; Ogunode et. al 2024). The present study thus contributes to the literature by examining the predictive relationship between school-community partnership, as a composite construct, and multiple dimensions of educational outcomes in a specific geographic context.

Curriculum review and implementation encompass the continuous evaluation, updating, and improvement of learning contents and experiences in schools in response to emerging societal expectations, economic demands, and educational policy directives (Akampurira, 2016; Owan et al., 2023). Scholars have argued that curriculum implementation is a key quality assurance indicator, reflecting a school's capacity to produce graduates equipped with the knowledge, values, and competencies needed by society (Ibu et. al 2019; Ibu et. al 2019; Ayeni & Ibukun, 2013; McDonald & Van Der Horst, 2007). A curriculum that is outdated, inadequately implemented, or misaligned with learner needs cannot produce the educational outcomes that secondary schooling is designed to achieve, regardless of the quality of other institutional inputs.

The challenges of curriculum implementation in sub-Saharan African secondary schools have been extensively documented. Lawyer (2019) investigated curriculum implementation challenges in Cameroon and found that teachers were insufficiently prepared for twenty-first century classroom demands and that classrooms were ill-adapted to technology, creating a significant implementation gap between curriculum policy and classroom reality. Majoni (2017) found that curriculum overload significantly constrained teacher effectiveness in primary schools in Zimbabwe, as teachers were unable to meaningfully cover all prescribed content within available instructional time. Pastory (2016) found that curriculum changes in science subjects in Tanzania required corresponding changes in teaching methods, but that many teachers lacked mastery of the new subject matter associated with curriculum reforms. These findings reveal the systemic nature of curriculum implementation challenges and the cascading consequences for student outcomes.

In the Nigerian context, similar challenges are prevalent. Aja, Egwu, Aja-Okorie, Ani and Amuta (2018) identified politics, inadequate funding, poor planning, and bureaucratic inertia as major obstacles to Universal Basic Education (UBE) curriculum implementation, limiting the ability of schools to deliver the intended educational programme (Antai et. al 2025; Bessong et. al 2025; Effiong & Agbade 2018). Nzekwe (2013) found that poor remuneration, work overload, and a lack of instructional materials negatively impacted principals' and teachers' capacity to implement new curriculum initiatives in Enugu State. Ekwe and Abuka (2014) found that accounting curriculum was not effectively delivered in Nigerian tertiary institutions due to inadequate lecturer preparation, which directly impeded student performance. These contextual factors are not unique to individual schools but reflect systemic weaknesses in curriculum governance that, unless addressed, perpetuate poor educational outcomes.

Despite these challenges, evidence also demonstrates that when curriculum review and implementation are effectively managed, educational outcomes improve significantly. Ogba (2020) found that curriculum-related factors had a high positive relationship with student achievement in Junior Secondary School Basic Science and Technology in Ebonyi State, reflecting the significant stake that curriculum design has in student performance. Uzomah and Okereke (2010) found that the implementation of the UBE curriculum, which restructured the relationship between primary and junior secondary education, had a significant positive impact on student learning outcomes in Imo State. George and Nyakwara (2013) established that effective quality assurance in curriculum management was directly linked to improved school performance in schools for the deaf in Coast Counties, Kenya, noting that lack of curriculum supervision impeded goal attainment. These studies collectively make a strong case for curriculum review as a meaningful predictor of educational outcomes, provided implementation is effectively managed.

Oladimeji and Ogunyeb (2019) found that the proportion of qualified teachers engaged in curriculum delivery in Southwest Nigeria fell below UBE implementation guidelines, pointing to a structural gap between curriculum policy intent and classroom implementation practice which is a gap that directly threatens educational outcomes. This evidence underscores the need for empirical investigation of the relationship between curriculum review and implementation quality, on one hand, and the full range of educational outcomes cognitive, affective, and practical on the other. The present study addresses this need in the specific context of Calabar Education Zone.

Theoretical Framework

This study is anchored on two complementary theoretical frameworks. The first is the Human Capital Theory, advanced by Schultz (1961). This theory asserts that the quality of educational outcomes produced by the school system is a direct function of the quality of inputs and processes invested in education. Within this framework, school-community partnership enhances educational inputs through financial, material, and human resource contributions from the community, while curriculum review ensures that the educational process remains dynamically aligned with the evolving needs of society. Both variables are, from a human capital perspective, investments that directly shape the productivity educational effectiveness of the school system.

The second framework is Juran's Quality Management Theory (1951). It identifies three core processes essential for achieving quality outcomes. This includes quality planning, quality control, and quality improvement. In the educational context, curriculum design and review constitute quality planning, ensuring that the content and experiences delivered to students are well-designed, relevant, and purposeful. Community oversight and involvement in school governance represent a form of quality control, providing external accountability

that reinforces institutional standards. Continuous curriculum reform and community engagement represent quality improvement, ensuring that schools remain responsive to feedback and emerging demands. Together, these two theories provide a robust conceptual scaffold for understanding how school-community partnership and curriculum review interact with and predict educational outcomes.

Research Hypotheses

Ho1: School-community partnership does not significantly predict educational outcomes (cognitive outcomes, affective outcomes, and practical outcomes) in public secondary schools in Calabar Education Zone.

Ho2: Curriculum review does not significantly predict educational outcomes (cognitive outcomes, affective outcomes, and practical outcomes) in public secondary schools in Calabar Education Zone.

Method

Correlation research design was adopted for this study. The design was appropriate for this study because it allows the researcher to explore the magnitude of statistical relationships between variables without manipulating them experimentally (Isangedighi, 2012). The study population comprised all 94 public secondary schools in the zone. Stratified and simple random sampling techniques were used to select 68% of secondary schools within each Local Government Area stratum, yielding a sample of 64 schools. Within each selected school, ten teachers and ten Senior Secondary School II (SS2) students were purposively selected as respondents, based on their experience and exposure to the school development processes and educational outcomes under investigation.

Two instruments were used for data collection. The School Development Variables Questionnaire (SDVQ) was completed by teachers and measured school-community partnership (Items 21–25) and curriculum review (Items 26–30), each on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The Educational Outcomes Questionnaire (EOQ) was completed by SS2 students and measured cognitive outcomes (Items 1–10), affective outcomes (Items 11–20), and practical outcomes (Items 21–30). Both instruments were validated by experts in Educational Management and Measurement and Evaluation at the University of Calabar, who assessed them for content validity, clarity, and relevance. Feedback from the validation exercise was incorporated into the final versions of the instruments.

The reliability of both instruments was established through a pilot study administered to respondents in non-participating schools. Cronbach alpha internal consistency coefficients were computed for each subscale. The resulting coefficients were .80 for school-community partnership, .79 for curriculum review, .83 for cognitive outcomes, .85 for affective outcomes, and .91 for practical outcomes, all of which exceeded the widely accepted threshold of .70 (Nunnally, 1978), indicating that the instruments were sufficiently reliable for data collection.

Primary data were obtained after the instruments were administered to the sampled respondents. Respondents voluntarily participated in the study following a clear explanation of the study's purpose and their expected roles. Written informed consent was obtained from all participants prior to data collection. Data were collected in person, and all administered copies were retrieved without any loss. A preliminary examination of all retrieved copies confirmed that no items were incompletely or incorrectly filled. Descriptive statistics means and standard deviations were computed to summarise the distribution of the study variables. Simple linear regression was used to test each null hypothesis separately, while hierarchical

multiple regression was used to determine the cumulative and incremental contributions of school-community partnership and curriculum review to the prediction of overall educational outcomes. All hypotheses were tested at the .05 level of significance.

Results

Hypothesis one: School-community partnership does not significantly predict educational outcomes (cognitive outcomes, affective outcomes, and practical outcomes) in public secondary schools in Calabar Education Zone.

Table 1. Simple linear regression analysis of school-community partnership predicting educational outcomes

Dependent Variable	R	R ²	Adj. R ²	SE	F	p
Educational Outcomes (General)	.637	.406	.396	8.931	42.265	.000
Cognitive Outcomes	.586	.343	.333	3.696	32.428	.000
Affective Outcomes	.580	.337	.326	3.974	31.451	.000
Practical Outcomes	.402	.162	.148	4.272	11.982	.001

Predictor: School-Community Partnership; df = 1, 62. Source: Researcher's Fieldwork, 2025.

Data in Table 1 ascertained the relationship between school-community partnership and educational outcomes (cognitive, affective and practical) in secondary schools in Calabar Education Zone. To test the hypothesis, simple linear regression was used. The finding of the study revealed that school-community partnership significantly predicted overall educational outcomes, $F(1,62) = 42.265$, $p < .05$, accounting for 40.6% of the total variance ($R^2 = .406$). This is a large effect, indicating that school-community partnership is a strong and practically meaningful predictor of educational outcomes in the study context. The model revealed that, other variables being equal, a unit increase in school-community partnership is associated with a 2.563-unit increase in overall educational outcomes ($B = 2.563$, $t = 6.508$, $p < .05$). School-community partnership significantly predicted cognitive outcomes ($R^2 = .343$, $F[1,62] = 32.428$, $p < .05$, $B = .928$), affective outcomes ($R^2 = .337$, $F[1,62] = 31.451$, $p < .05$, $B = .983$), and practical outcomes ($R^2 = .162$, $F[1,62] = 11.982$, $p < .05$, $B = .652$).

The hypothesis was tested at a 0.05 level of significance. The decision rule states that if the probability value (p) obtained from the analysis is less than or equal to the significance level ($p \leq .05$), the null hypothesis is rejected; if the p-value is greater than .05, the null hypothesis is accepted. Since the p-values obtained for overall educational outcomes ($p = .000$), cognitive outcomes ($p = .000$), affective outcomes ($p = .000$), and practical outcomes ($p = .001$) are all less than .05, the null hypothesis is rejected. Therefore, school-community partnership significantly predicts educational outcomes in public secondary schools in Calabar Education Zone across all three outcome dimensions (cognitive, affective, and practical).

Hypothesis two: Curriculum review does not significantly predict educational outcomes (cognitive outcomes, affective outcomes, and practical outcomes) in public secondary schools in Calabar Education Zone.

Table 2. Simple linear regression analysis of curriculum review predicting educational outcomes

Dependent Variable	R	R ²	Adj. R ²	SE	F	p
Educational Outcomes (General)	.737	.414	.406	8.851	43.793	.000
Cognitive Outcomes	.686	.295	.279	3.183	33.435	.000
Affective Outcomes	.720	.321	.307	3.392	30.778	.000
Practical Outcomes	.502	.192	.178	3.934	12.871	.001

Predictor: Curriculum Review; df = 1, 62. Source: Researcher's Fieldwork, 2025.

The data presented in Table 2 examined the extent to which curriculum review predicted educational outcomes (cognitive, affective and practical) among students in secondary schools in Calabar Education Zone. Simple linear regression was employed to test the stated hypothesis. Results from the analysis showed that curriculum review was a significant predictor of overall educational outcomes, $F(1,62) = 43.793$, $p < .05$, explaining 41.4% of the total variance in educational outcomes ($R^2 = .414$). This represents the highest proportion of variance accounted for by any single predictor in the entire study, underscoring the central role of curriculum review in shaping student outcomes. The unstandardised beta coefficient further revealed that for every unit improvement in curriculum review, overall educational outcomes increased by 2.178 units ($B = 2.178$, $t = 5.813$, $p < .05$). When examined across individual outcome dimensions, curriculum review emerged as a significant predictor of cognitive outcomes ($R^2 = .295$, $F[1,62] = 33.435$, $p < .05$, $B = .813$), affective outcomes ($R^2 = .321$, $F[1,62] = 30.778$, $p < .05$, $B = .792$), and practical outcomes ($R^2 = .192$, $F[1,62] = 12.871$, $p < .05$, $B = .704$). Within the hierarchical multiple regression framework, curriculum review accounted for the greatest incremental change in variance ($\Delta R^2 = .139$, $\Delta F = 11.782$, $p = .003$), with school-community partnership contributing a further 4.8% ($\Delta R^2 = .048$, $\Delta F = 7.777$, $p = .007$). Altogether, the full model ($R = .875$, $R^2 = .782$) accounted for 78.2% of the total variance in educational outcomes, reflecting a highly robust predictive model.

The hypothesis was evaluated at a 0.05 level of significance. The decision criterion stipulates that where the obtained p-value is equal to or less than .05, the null hypothesis is rejected; conversely, where the p-value exceeds .05, the null hypothesis is retained. Given that the p-values recorded for overall educational outcomes ($p = .000$), cognitive outcomes ($p = .000$), affective outcomes ($p = .000$), and practical outcomes ($p = .000$) all fall below the .05 threshold, sufficient statistical evidence exists to reject the null hypothesis. It is therefore concluded that curriculum review is a significant predictor of educational outcomes in public secondary schools in Calabar Education Zone, with this predictive influence evident across all three outcome dimensions — cognitive, affective, and practical.

Discussion

School-Community Partnership and Educational Outcomes (Cognitive, Affective, and Practical) in Public Secondary Schools in Calabar Education Zone

Data in Table 1 examined the relationship between school-community partnership and educational outcomes (cognitive, affective and practical) in public secondary schools in Calabar Education Zone. The finding of the study revealed that school-community partnership positively and significantly predicted educational outcomes (cognitive, affective, and practical) in public secondary schools in Calabar Education Zone. The most robust

predictions were recorded for cognitive outcomes ($R^2 = .343$) and affective outcomes ($R^2 = .337$), while practical outcomes showed a comparatively weaker but still significant relationship ($R^2 = .162$). In the full hierarchical model, school-community partnership ranked as the single strongest predictor of overall educational outcomes ($t = 2.789$, $p = .007$), underscoring the centrality of community engagement to school effectiveness in this context.

This finding is consistent with the Human Capital Theory (Schultz, 1961), which posits that the quality of educational outcomes is a direct function of the quality and quantity of inputs invested in the educational system. School-community partnership constitutes a critical non-governmental channel through which resources (financial, material, and human) are mobilised and channelled to schools, thereby supplementing state inputs and enhancing the conditions for learning. The finding aligns with Ekundayo and Alonge (2012), who identified community participation in schools as a platform for collaboration, resource mobilisation, and the attainment of high standards of academic performance, discipline, and moral development (Agbor et. al 2026). It is further corroborated by Nakpodia (2013), who emphasised that close school-community co-operation is foundational to the realisation of educational goals, and by Bakwai (2013), who found that school-community relationships significantly contributed to secondary school development in Zamfara State across multiple dimensions, including curriculum planning and resource provision.

The particularly strong prediction of cognitive outcomes ($R^2 = .343$) is noteworthy and theoretically grounded. Community partners including parents, alumni associations, and NGOs contribute textbooks, supplement teacher welfare, fund academic enrichment activities, and maintain school infrastructure, all of which bear directly on the quality of instructional delivery and student academic achievement (Emenalo & Ibekwe, 2013; Obi, 2019). When the physical conditions of learning are enhanced through community support, teachers are better positioned to deliver quality instruction, and students are better equipped to engage effectively with academic content. The strong prediction of affective outcomes ($R^2 = .337$) is equally intelligible: when parents and community members are actively engaged in school governance and participate in school activities, they reinforce positive values, provide role models for responsible citizenship, and create social accountability systems that shape students' attitudinal and behavioural development (Ajake, Isangedighi & Asuquo, 2014; Olowonefa & Agbade, 2023). This aligns with Juran's Quality Management Theory (1951), which conceptualises community oversight as a mechanism of quality control that reinforces institutional standards and promotes accountability.

The comparatively weaker prediction of practical outcomes ($R^2 = .162$), while statistically significant, suggests that community partnership alone may be insufficient to address the specialised needs associated with practical skills acquisition. Practical outcomes require purpose-built workshops, functional laboratory equipment, and qualified technical teachers infrastructure whose provision is largely a function of government policy rather than community contribution. This finding does not diminish the importance of school-community partnership; rather, it highlights the need for targeted governmental investment in practical learning infrastructure, which community contributions should complement rather than substitute. This interpretation is consistent with Adu-Baffoe and Bonney (2021), who found that NGO contributions enhanced quality teaching and learning but were most effective when aligned with institutional capacity provided by the government.

Furthermore, the finding that the predictive strength of school-community partnership was below what some dimensions of the literature might suggest may reflect the quality rather than quantity of community engagement in the study context. Ajayi, Haastrup and Arogundade (2009) found that while parents were substantially involved in school administration in Southwest Nigeria, this involvement did not translate into significantly improved school effectiveness, suggesting that the form and depth of partnership matters as

much as its mere existence. This underscores the importance of structuring school-community engagement in ways that are purposefully and strategically linked to learning outcomes, rather than limiting community roles to ceremonial participation or infrastructure provision.

Curriculum Review and Educational Outcomes (Cognitive, Affective, and Practical) in Public Secondary Schools in Calabar Education Zone

Data in Table 2 examined the relationship between curriculum review and educational outcomes (cognitive, affective and practical) in public secondary schools in Calabar Education Zone. The finding of the study revealed that curriculum review significantly predicted educational outcomes across all three dimensions, recording the largest single-predictor explanation of overall variance ($R^2 = .414$) and the highest incremental contribution in the full hierarchical model ($\Delta R^2 = .139$). These results position curriculum review as the most strategically impactful school development variable for improving educational outcomes in Calabar Education Zone. The result affirms the well-established principle that curriculum relevance and implementation fidelity are foundational to the realisation of school goals (Ayeni & Ibukun, 2013; McDonald & Van Der Horst, 2007).

The significant prediction of cognitive outcomes ($R^2 = .295$) confirms that when schools implement current, relevant, and purposefully designed curricula, students are better equipped to demonstrate academic competence across subject areas. This is consistent with George and Nyakwara (2013), who found that effective quality assurance in curriculum management was linked to improved school performance, and with Ogba (2020), who found that curriculum-related factors had high positive relationships with student achievement in Junior Secondary School Basic Science in Ebonyi State. The significant prediction of affective outcomes ($R^2 = .321$) is particularly important from a national development perspective. Curriculum review that incorporates values education, civic literacy, and character development, as prescribed in the National Policy on Education (Federal Republic of Nigeria, 2014) is likely to produce students who exhibit the prosocial attitudes and behavioural dispositions that secondary education is mandated to foster.

This finding corroborates the argument of Uzomah and Okereke (2010), who found that structural curriculum reform under the UBE programme had a significant positive impact on junior secondary education in Imo State, and of Lawyer (2019), who argued that curriculum must continuously respond to society's evolving challenges which is a process that requires sustained review and contextualisation. By contrast, the documented failures of curriculum implementation in Nigeria, attributed to poor funding, bureaucratic inertia, inadequate teacher preparation, and lack of instructional resources (Aja et al., 2018; Nzekwe, 2013; Meremikwu et. al 2022), provide a stark contrast that further illuminates the significance of curriculum review as a positive predictor of outcomes when implementation is effectively managed.

The comparatively weaker prediction of practical outcomes ($R^2 = .192$), though statistically significant, mirrors the pattern observed for school-community partnership and points to a structural challenge in Nigerian secondary schools: the practical and vocational dimensions of the curriculum are systematically under-implemented due to persistent deficits in practical learning infrastructure. Pastory (2016) found that curriculum changes in science subjects in Tanzania were poorly linked to the availability of teaching materials which is pattern directly applicable to the Calabar Education Zone context. This finding underscores the urgent need to align curriculum review with commensurate investment in practical learning resources and vocational facilities, so that curriculum revision translates into genuine improvements in students' practical skills rather than merely advancing theoretical knowledge.

Conclusion

The outcomes of this study indicate that school-community partnership and curriculum review are both significant and practically meaningful predictors of educational outcomes in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. School-community partnership emerges as the strongest overall predictor in the full six-variable model, while curriculum review contributes the single largest incremental variance positioning both as indispensable levers for educational improvement. Together with other school development variables in the broader research programme, they account for 78.2% of the total variance in educational outcomes, demonstrating that school-level management and community-school relationships are, collectively, far more explanatory of educational outcomes than is commonly assumed. These findings carry implications for theory, policy, and practice. Theoretically, the study extends the Human Capital Theory and Juran's Quality Management Theory to the Nigerian public secondary school context, providing new empirical evidence of their applicability. For practice and policy, the following recommendations are made:

First, the Ministry of Education in Cross River State should strengthen school-community partnerships in Calabar Education Zone through formal policy frameworks that institutionalise the roles of Parent-Teacher Associations, alumni associations, NGOs, and host communities in school governance, resource mobilisation, and accountability mechanisms. School principals should receive training in effective community relations management and partnership development.

Second, school principals should ensure that curriculum content and learning experiences are continuously updated in alignment with the evolving demands of society and that emerging educational policies including the National Curriculum Framework and UBE guidelines are faithfully implemented. Curriculum implementation should be accompanied by adequate teacher orientation and provision of relevant instructional materials.

Third, the government should actively involve classroom teachers and school principals in curriculum design and review processes to improve implementation fidelity and contextual relevance. Particular attention should be given to practical outcomes, which require deliberate investment in vocational workshops, functional science laboratories, and qualified technical teachers investments that community partnership alone cannot substitute.

Fourth, the Cross River State government and education authorities should commission regular curriculum implementation audits in public secondary schools, focused on the alignment between curriculum content, teacher preparation, and available instructional resources. Future research should extend this investigation to other education zones in Cross River State and to other states in Nigeria, and should explore the mediating and moderating variables that shape the relationship between school development practices and educational outcomes.

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