

Community Participation In The Administration Of Econdary Schools In Nsukka Educaiton Zone

Samuel Chidume Ugwoke

&

Frederick Nwachukwu Ugwuanyi

Abstract

This study investigated community participation in the administration of secondary schools in Nsukka Education zone. Three research questions and one null hypothesis guided the study. A descriptive survey research was adopted. The population for the study comprised all the 62 principals and 2014 teachers in the zone. Simple random sampling technique was adopted. The sample for the study comprised 62 principals and 464 teachers. A 32 – item questionnaire build in 3 clusters addressing the three research questions was used for data collection. Data collected were analyzed using descriptive statistics. Results showed that with regard to the extent of community participation in funding secondary education in Nsukka education zone, the community participate in provision of funds for building structures, renovation of dilapidated buildings, among others. With regard to the extent community participate in the school decision making process, the result indicated that members of the community are not allowed to take part in decision making process in secondary school administration. The study further revealed that with regard to provision of infrastructural facilities, community participated in erection of classroom blocks, laboratories and office blocks, among others. The recommendations include: The government should set up a compulsory annual programme to educate the community and school on their functional roles in the administration of schools, among others.

Background of the Study

Education is the most vial tool for achieving the national goal towards socio-economic development. The manpower needed by the community can be provided through education. Education is the process by which people develop their intellectual, emotional, spiritual and physical powers so as to become fully participating member of the community.

Secondary education according to Federal Republic of Nigeria (2004) in her National Policy on Education is the education children receive after primary education and before the tertiary stage. The policy document further states that the broad goals of

secondary education shall be to prepare the students for higher education. It does not only prepare the student for higher education but also expose them to acquisition of appropriate knowledge, abilities, skills and competence for self-reliance. Since education is acknowledged as effective means of change, a basic path to economic mobility, social improvement and cultural growth, it become imperative for effective community participation in the schools administration. Pinpointing at the necessity of school and community participation it further states that schools in Nigeria and their management and day-to-day administration shall grow out of the life and social ethos of the community which they serve (FRN, 200:55).

Administration in any organization involves its day-to-day functioning and activities. Administration, as seen by Udensi (2003), is the most vital aspect of an organization and a network of the attainment of organizational goals and objectives. He further explained that without proper and careful administration, use of good resources and involvement of groups, the goals of secondary school education as stated by the National Policy on Education will not be achieved.

The term community, according to Hornby, (2005), refers to a group of people living together and/or united by shared interests, religion and nationality. This implied that community is the people living in one place and with the same nationality, culture or race. They share experiences in common and develop a strong sense of belonging due to their interactions in various life activities. It may have similar socio-cultural norms and social institution as well as people of diverse ethnic origin and differing cultural practices. Thus a community is a group of people living together in a given area.

In view of the above, the government has been encouraging community participation in the administration of secondary schools. Parents in the community relationship with the school is seen as partners as well as customers in the process of educating the child. Akinwumi, (2004) and Grandier (2006), stated that there is much to be gained from treating parents as partners in the education of their children and the school should continually think of ways to achieve this. Schools see parents participation as a major factor in a child's education as it helps in improving school effectiveness, the quality of education and a child's academic success. Parents from the community have many opportunity to foster their children's learning and the children are likely to make progress in school if home and school work together.

Yet despite the efforts of the communities in the provision of education, the citizens in the communities are totally in dark as far as administration of the school is concerned. The national Policy on Education (FRN, 2004), emphasized the important of communities in the school administration when it stated that the local people, particularly parents will be encouraged to participate in school management. This implies that government take over of schools, where applicable, was without prejudice to community involvement and participation in the management of the schools. In the same vein, Grandier (2006), opined that parents school involvement is a term that connotes support, participation, commitment, interest and cooperation of parents in education of their wards in schools.

The schools belong to the community just as the children from the community that attends the schools. Like any other formal organization, the secondary school is a social inventor designed to serve the needs of the society and individuals that make it up. It does not exist in a vacuum rather it is rooted in the society or community's political and economic life of the people.

In this era of economic meltdown and globalization, the government cannot do the job of educating our children alone. This is because schools are saddled with problems ranging from provision of facilities and equipment to maintenance at the same time. Some of the problems according to Obi (2003), can be seen in the areas of increasing cost of education – infrastructural facilities, instructional materials, personnel, enforcement of discipline, and technological influence. This is the true situation because the education system envisaged by National Policy is very cost intensive and demands adequate funding and adequate specialist personnel. Secondly the school administration cannot contend alone with educational demands of the ever increasing students quest for secondary and other tertiary education. Also the cost of equipment and access, maintenance cost and infrastructure and ever changing mode of technology are big sources of concern of which government can not do it alone (Alu, 2011).

In the light of the above, there is need to critically examine community participation in the administration of secondary schools that would lead to achieving the stated aims and objectives of secondary education.

Statement of the problem

The educational aims and objectives have widened with new challenging opportunities and threats to meet the critical needs of the Nigerian society. Yet in spite of this, most secondary schools in Nsukka Education Zone are saddled with infrastructural inadequacy, poor funding, inadequate manpower (personnel) in some critical areas, and disciplinary related problems. A preliminary visit to some of the community schools by the researchers showed that lots of administrative problems actually exist as students and even teachers share chairs, lockers, tables, books. Evidence that abound in schools environment attest to the fact that the government alone cannot solve all the problems of infrastructural facilities, security in schools, funds and discipline. Based on this fact, the problem of the study is, what are the possible ways community participation in the administration of secondary schools could be enhanced to achieve the desired goals of secondary education.

Purpose of the Study

The general purpose of the study is to determine the extent community participate in secondary school administration in Nsukka Education Zone of Enugu State. Specifically the study seeks to determine the extent community participate in funding education, participate in school decision-making and provision of infrastructural facilities in the schools.

Research Questions

The following research questions guided the study.

1. To what extent do communities participate in funding secondary education in Nsukka Education Zone?
2. To what extent do communities participate in the school decision-making process?
3. To what extent do communities participate in the provision of infrastructural facilities in the secondary schools?

Hypothesis

The following null hypotheses guided the study and was tested at 0.05 level of significance.

Ho₁: There is no significant difference ($P < 0.05$) between the mean rating scores of principals and teachers on the extent communities participate in funding secondary education in Nsukka Education Zone.

Research Method

The study employed descriptive survey research design. According to Ali, (2006), descriptive survey research design aims at collecting data and describing them in a systematic manner the characteristics features of facts about a given population. This research design is appropriate for this study because, it describes a situation as it is and identifies present condition of the existing situation.

The study was carried out in Nsukka Education Zone of Enugu State. Enugu State has six Education Zones namely, Enugu, Obollo-Afor, Agbani, Nsukka, Udi and Awgu Education Zones. Nsukka Education Zone has a total of sixty two community government secondary schools.

The population of the study comprised all the 62 principals and 2014 teachers in the 62 community government secondary schools within the zone. (Source: Research and statistics unit, PPSMB Nsukka Enugu, 2012). The sample for the study comprised 526 principals and teachers from Nsukka Education Zone. Stratified random sampling technique was adopted in selecting the teachers and principals for the study. This technique ensured maximum representation of the respondents.

The instrument used for data collection was Questionnaire titled: "Community Participation in Secondary School Administration Questionnaire" (CPSSAQ). It is a researcher designed questionnaire. The questionnaire were structured four point scale of Very Great extent (VGE) 4points, Great extent (GE) 3points, Little extent (LE) 2 points and No extent (NE) 1 point. The instrument has two sections namely: section "A" is concerned with personal data of respondents while section 'B' contains 30 items in three clusters on extent of community participation in funding secondary education and extent of community participation in provision of infrastructural facilities in secondary schools and lastly the extent of community participation in school decision making process.

The validity of the instrument was subject to professional scrutiny by three experts, two in Educational Administration and planning, one in measurement and evaluation, all from Faculty of Education, university of Nigeria, Nsukka. These experts were requested to study the items and access the suitability of the language, the adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. The contributions and comments of the experts were used to modify the instrument to the form used in final collection of data.

In order to ensure the internal consistency of the instrument, a trial test was carried out on five principals and twenty teachers in five secondary schools in Obollo-Afor education zone of Enugu State. Internal consistency reliability for each of the clusters was computed using Cronbach Alpha (α). The result yielded a coefficient reliability index of 0.86, 0.74 and 0.81 for the clusters A, B, and C. respectively The overall internal consistency reliability estimate of 0.80 was obtained and this indicated that the instrument was reliable.

The researchers and three research assistants administered 528 copied of the instrument to the respondent directly. The instruments were retrieved on completion to avoid the loss of any of the instrument.

Data collected were analyzed using mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. A score of 2.50 and above is taken to mean that the respondent is in agreement with the option while a mean score of 2.49 and below showed disagreement to the item of the instrument.

Results

The results are in line with research questions and null hypotheses that guided the study were presented in the tables below:

Research Questions One: To what extent do community participate in funding Secondary School Education in Nsukka Education Zone of Enugu State.

Table 1: Mean Ratings of Principals and Teachers on Extent of Community Participation in Funding Secondary School Education in Nsukka Education Zone.

Funding Perspectives by Status								
Principals n= 62				Teachers n = 466				
S/N	Items on Community Participation on Funding of Secondary Education	\bar{X} D	SD	Decision	\bar{X}	SD	Decision	
1	Provision of funds for building structures such as classrooms, toilet, and chairs.	2.59	1.06	V.L.E	2.57	0.97	G.E.	
2	Provision of funds for installation and maintenance of equipment	2.15	1.94	L.E	1.78	0.76	V.L.E	
3	Provision of funds for the renovation of dilapidating buildings	2.95	0.74	G.E	2.87	0.57	G.E.	
4	Communities help to employ and pay teachers for subjects that lack teachers in your school	2.88	0.53	G.E	3.10	0.78	V.G.E	
5	Communities do source for loans from banks for the school	1.17	0.54	V.L.E	1.24	0.44	V.L.E	
6	Sponsor school activities like prize giving day, sport festival and parent' day	1.79	0.26	V.L.E	1.54	0.76	V.L.E	
7	Offering financial assistance for teachers to undergo in-service training like workshops seminars	1.29	0.28	V.L.E	1.23	0.51	V.L.E	
8	Sponsor in school academic competition and other extra curricular activities	1.33	0.50	V.L.E	1.30	0.56	V.L.E	
9	Encourage philanthropics and organization to donate to school							

financially.	1.19	1.07	V.L.E	1.48	0.64	V.L.E
Cluster mean	1.85	0.86		1.85	0.67	

In table I, the result shows that item 1, 3 and 4 were rated above 2.50 criterion means by both the principals and teachers. This is indicative of the fact that both the principals and teachers are of the opinion that communities participate in funding secondary school education in Nsukka education zone to a great extent.

However, they confirmed that items 2,5,6,7, 8 and 9 which have their mean ratings below the criterion value of 2.50 with response mode of very low extent. These indicate that the principals and teachers accepted to a very low extent the items which stated that communities provide funds for installation and maintenance of technical workshops, science lab and dormitory, that communities source for loan to support schools, offer financial assistance for teachers to undergo academic competition among others.

Research Questions Two. To what extent do the communities participate in the school Decision making process?

Table II: : Mean Ratings of Principals and Teachers on Extent of Community Participation in the School Decision Making Process in Nsukka Education Zone.

Decision making perspective by status							
		Principals n= 62			Teachers n = 466		
S/N	Items on Community Participation in school o decision making process	\bar{X}	SD	Decision	\bar{X}	SD	Decision
10	School authority regular consultations with community development unions on school programmes and activities	1.69	0.29	V.L.E	1.7	0.75	V.L.E
11	Taking part in deterring subjects offered in the school	1.19	0.14	V.L.E	1.16	0.36	V.L.E
12	Advising the school staff, the board of Governors for school committee on pressing education needs and responsibilities	1.48	0.20	V.L.E	1.47	0.61	V.L.E
13	Communities are consulted on the disciplinary measures in the school	1.51	0.68	L.E	1.53	0.82	L.E
14	Take part on boarding system management and control	1.25	0.46	V.L.E	1.22	0.46	V.L.E
15	Communities do take part in posting of principals	1.32	0.48	V.L.E	1.32	0.53	V.L.E
16	Communities influence the transfer of principals to their school	1.87	0.34	L.E	1.232	10.4	L.E

17	Communities take part in recruitment and posting of teachers	1.03	0.17	V.L.E	1.05	0.20	V.L.E
18	Communities helps in determining teachers to be transferred in the school	1.26	0.43	V.L.E	1.20	0.47	V.L.E
19	Take part in admission of new and transferring students into the school	1.00	0.00	V.L.E	1.02	1.06	V.L.E
20	Take part in expelling students involved in indiscipline in the school	1.06	0.24	V.L.E	1.06	0.22	V.L.E
21	Communities discipline erring teachers or principal's in their schools	1.00	0.22	V.L.E	1.04	0.20	V.L.E
	Cluster Mean	1.36	0.31		1.32	0.49	

The analysis from table 2 shows that all the items had means rating below 2.50 criterion mean by both the principals and the teachers. The table equally had grand means of 1.36 and 1.32 respectively an indication that both are of the view that communities do not participate in secondary school decision making processes. In the order way round communities are not allowed to take part in any decision making process in administration of the secondary schools.

Research Questions 3: To what extent do communities participate in the provision of infrastructural facilities in the secondary schools?

Table III: Meaning Ratings of Principals and Teachers on the Extent of Community Participation in the Provision of Infrastructural Facilities in the School.

Provision of Infrastructural Facilities Perspective by Status

S/N	Extent of community Participation in provision of Infrastructural facilities in secondary school	Principals n= 62		Teachers n = 466			
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
22	Contributing in procurement instructional materials eg books, chalk, posters, maps	1.82	0.49	L.E	1.75	0.78	L.E
23	Provision of recreational and dormitory (hostel) facilities and maintenance	2.02	0.81	L.E	1.81	0.392	L.E
24	Erection of classroom blocks, laboratory buildings and officer blocks	2.65	0.98	G.E	2.53	1.002	G.E
25	Helping to equip laboratories and library with needed materials	1.66	0.49	L.E	1.75	0.79	L.E

26	Providing chairs, tables and other furniture to the schools	2.29	0.70	L.E	1.82	0.86	L.E
27	Fencing the school compound	2.61	0.84	G.E	2.66	0.92	G.E
28	Providing instructional materials	1.12	0.42	L.E	1.31	0.56	V.L.E
29	Providing computer and its accessory	1.34	0.56	L.E	1.30	0.55	V.L.E
30	Providing electricity, generator leister for school use	1.32	0.46	L.E	1.22	0.31	V.L.E
31	Providing public convenience e.g toilet	2.56	0.90	L.E	2.51	0.11	G.E
32	Building quarters for the school staff	1.27	0.43	L.E	1.24	0.42	V.L.E
	Cluster Mean	1.89	0.65		1.77	0.70	

From data presented in table three, the result shows that the items 2, 4, 27 and 31 rated above 2.50 criterion mean by both the principals and teachers. This is also an indication that both are of the opinion that communities participates in fencing the school and provision of public convenience like toilet to some extent. However they confirmed that items 22, 23, 25,26,28,29, 30 and 32 had a response mode of very low extent. These items above have their mean ratings below the criterion value of 2.50. This is an indicative of the fact that both principals and teachers to a very extent agreed with the items stated above that communities contribute in procurement of instructional materials, provision of recreational activities and dormitory facilities, provision of computer and its accessories, staff quarters, among others.

Table 4.T-test Analysis of Principals and Teachers on the Extent of Community Participation in Funding Secondary School Education in Nsukka Education Zone.

Ho ₁	n	\bar{X}	SD	Df	Level of Significant	T.cal	Sig (2tailed)	Decision
Variable								Ho ¹ is Accepted
Principals	62	1.85	0.74	526	0.05	0.04	.52	
Teachers	466	1.85	0.62					
Total	528	3.70	1.36					

Table 4 above showed that the calculated t-value of 0.04 is less than the critical t-value of 0.52 at 526 degree of freedom at 0.05 level of significance. The null hypothesis is therefore accepted. Thus, there is no significant difference between the mean rating scored by principals and teachers on the extent of communities participation in funding secondary school education in Nsukka education zone.

DECISION:

Research question one sought to find out the extent of community participation in funding secondary school education in Nsukka education zone. The result showed that both the principals and teachers are of the opinion that communities participate in the provision of funds for the renovation of dilapidated buildings, maintenance of functional equipments like generators, and provision of funds for physical structures. They also employ and pay PTA teachers. This findings confirms the statement of Whawo (2002) who opined that schools cannot do the job alone. Each of these groups are committed to ensuring that conducive environment prevails in the school.

This findings further confirmed the statement by Whawo that educational programmes cannot be effectively implemented where there is lack of funds. Since education is an instrument for development and social mobilization, priority attention should be given to it by both the government and the communities. On this Ajayi and Akindatire, (2007) observed inadequate funding as one of the core problems facing Nigeria schools especially secondary schools. This has in no small measures hindered their optimal performance over the years. Such predicament adversely affect the administration of the schools across the country which portray the serious need for the full integration of the communities and other stakeholders in the school administration. To sum it up Onuh, (2007) supported the opinion by emphasizing that school should work hard to employ ways in which communities should be fully integrated in the school programmes in other to encourage and support their children, provide them with practical help and show sense of shared identity and common purpose in the school.

Research questions two showed that both the principals and the teachers are of the view that communities have not been involved adequately in the decision making process. They have not been adequately involved in such areas as disciplinary measures, boarding system management, posting and transfer of teachers and principals and other school programmes and activities. In view of this Nwankwo, (2003) emphasized the need to democratized decision making in schools by involving all the stakeholders in the schools system. This is because no community or group works contrary to a decision they partake in making.

The findings in research question three showed that the principals and teachers agreed that communities provide classroom blocks, laboratory, office blocks, toilet facilities and carry out fencing of the school compound. On the other hand, they agreed that communities are poorly involved in the provision of furniture, computer and its accessory, electricity and staff quarters. From the result obtained, it is evident that all the principals and teachers were of the opinion that the infrastructural facilities/equipment are not adequately available. Apart from shortage of these facilities, many of the facilities available are in deplorable conditions. Schools cannot deliver where there are decaying school structures, empty or ill equipped laboratories, workshops (where they exist) and classrooms. This is in line with the National Policy on Education (FRN, 2004) which emphasized the importance of communities in the school administration when it stated that local people particularly parents will be encouraged to participate in school management. On this fact, Harb and El-Shaarawi (2006) observed that where some of these equipments exist, they are too few compared to the number of students that need them. What students ought to learn practically is reduced to theory. Thus the little indifference or concern on the provision of some infrastructures in the school could be because school authorities do not treat the communities as partners in the education of their children.

The t-test analysis result of principals and teachers on the extent of community participation in funding secondary education in Nsukka education zone revealed that the calculated t-value of 0.04 is significant at 0.05 level of significance. Thus the null hypothesis of no significance difference in the opinion of the two groups of respondents was not rejected. Hence there is no significance difference in the mean rating scores of principals and teachers with regard to the extent of community participation in funding secondary education in Nsukka education zone of Enugu State.

Recommendations

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

1. The government should set up a compulsory annual programmes to educate the community and the school on their functional roles in the administration of schools.
2. There is need for the National Policy on Education to spell out areas which communities can be involved in decision making process in schools.
3. Enugu state Government through the Ministry of Education and Post Primary School Management Board should map out ways to encourage the communities in their respective educational zones to participate actively in funding secondary schools.
4. The state Government should through a possible medium sensitize all communities on the need for increased participation in schools management and provision of facilities and instructional materials for schools.

Conclusion

Based on the findings and discussions of the study, the following conclusions were drawn. The findings of the study confirms that community do not participate in provision of money for installation and maintenance of science laboratories, do not source for loans in support of school activities like prize giving and sporting activities, and do not offer financial assistance for teachers to undergo in-service training like workshops and seminars. The result of the study also revealed that the community members are not consulted on disciplinary measures adopted in the schools and transfer of teachers and posting of principals as cases to their schools. If these constraints are not adequately addressed, they will continue to exist in the schools. This may lead to misunderstanding between the school and the community as well as poor academic performance of the students in their external examinations.

Reference

- Ajayi, I A. and Akindatire, I.O (2007). The unsolved issue of quality assurance in Nigeria University. *Journal of sociology and Education in Africa* 1(6) p35 – 39.
- Akinwami S.T (2004). Parents involvement in education issues and prospects. In J.B Babalola and S.O Adedeji *contemporary issues in education* management. Ibadan Awe mark publishers.
- Ali, A. (2006). *Fundamental of research in education* Awka: Meks Publishing Company.

- Alu, N.C (2011). Utilizing e-learning in science and technology education: problems and prospects. A paper presented at 2011 *Annual National Conference of the institute of Education*, UNN
- Federal Republic of Nigeria (2004). *National policy on education* (Revised Edition) Lagos, Federal Government Press
- Grander, L (2006). *School-communities relations*. The revolving door ERIC Digest Ed 35135 Lagos.
- Harb E. and EL-Shaarawi A. (2006). Factors affecting students performance, retrieve from [Http.HTP://mpira.ub.uni-muenchen.de/13621/00](http://mpira.ub.uni-muenchen.de/13621/00)
- Hornby, A.S. (2005). *Advanced Learners dictionary*, 7th ed, Oxford University Press
- Nwankwo B.N (2003). Management system in school. *Unpublished MED thesis Department of Educational Foundation*, UNN.
- Obi. E.(2003). *Educational management theory and practice*. Enugu Jamoe Ent. Nigeria.
- Onuh, UR (2001). Appraisal of parent teacher association performance in secondary school in Ogidi Education Zone of Anambra State. *Nigeria Journal of Education Management* 3(6) P 65-74.
- Post Primary School management Board (2012). Planning, Research and Statistics Units, Nsukka- Enugu
- Udensi, O.E. (2003). *Extent of COMMUNITY involvement in administration of secondary schools in Lagos state*. Unpublished MED thesis UNN.
- Whawo, D.D. (2002) *Educational administration, planning and supervision*. Lagos Amo and Hannah Books Limited.