



Assessment of the Impact of Community Participation in the Management of Primary Schools in Potiskum Education Zone, Yobe State Nigeria

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ABSTRACT

The purpose of this study was to assess the impact of community participation in the management of primary schools in Potiskum Education Zone of Yobe state Nigeria. The objective was to examine the level of community participation in education in Potiskum Education Zone of Yobe state Nigeria. The study was conducted in Potiskum Education Zone of Yobe state Nigeria, guided by descriptive correlation design, using qualitative and quantitative approaches. The sampled population used in this study was 303 respondents from teachers, head teachers and members of the community data collected was based on both qualitative (interview) and quantitative (Questionnaire). Frequency and percentage as well as mean and standard deviations were used to analyze the data. The study showed that the level of community participation in primary education Potiskum Education Zone of Yobe state was low; this was supported by the mean of 2.425. The findings further revealed that the state of the education management in the schools were poor with the mean responses of 2.335. There was no significant relationship between community participation and education management in Potiskum Education Zone of Yobe state Nigeria since the sig. value (.360) was far greater than 0.05, which is the level of significance. The study concluded that the state of community participation in education in the local area was low, and should be improved upon, the study concluded that the education planning, control and program implementations in the schools was poor. Among the recommendation made by this study was on the need for the establishment of a proper model to deliberately involve the communities in affairs of the schools and their management.

Keywords: Community Participation, Education Management

INTRODUCTION

Effective management of schools requires multiagency approaches. There is need to know and understand basic principles of education management. Government alone cannot do this, the support of the community in the management may be required along with other agencies to implement and manage educational policies and programs effectively (Wunti, 2006). Effective management of schools do not just happen; it requires full commitment of the community especially in the areas of consultation of professionals' within the community and support from the local people to contribute materially or otherwise in order to supplement government's efforts.

Education has been stated to be the sum total of all the process through which children are encouraged to develop their abilities attitude and other forms of behavior which are beneficial to the society in which the children live.(Fafunwa 1974, cited in Wunti 2006). According to Fagbemi (1992) cited in Wunti (2006), it is a systematic acquisition of knowledge, skills and desirable qualities of behaviors which are also necessary for the survival, development and welfare of both individual and the society. Wunti (2006). The essence of the community in the participation of education management is therefore of paramount importance. It is assumed that that such community effort will bring about changes. Historically the Nigerian government has formulated policies (2005) program so as to

encourage community participation but this has not been fully realized as certain reluctance remains among some parents which frustrate the entire systems on the whole. Education in public schools has been left to government with the limited parental involvement in public schools has given rise to the call for community involvement that has created a platform for discussion of this issue and how it can be resolved. Ejieh,(2007), pointed out that, without a high extent of a good school-community relationship, schools might become isolated from the community they are intended to serve. Increase school community relationship is desirable in the quest for the qualitative development of the schools system especially in these days of continued cutbacks in the votes for education.

Uemura (1999) also submits that community participation in education ensures maximization of limited resources; developing relevant curriculum and learning materials; identifying and addressing problems that hinder the development of education realizing democracy; increasing accountability. Bray (2001) on the issue of the relationship between community participation and school performance observes that clear evidence exists in many contexts that show that the involvement of communities in the operation of schools can help in the recruitment, retention and attendance of pupils. This is because community members have deeper understanding of the circumstances of particular families, of relationships between individuals, and of micro-politics. Community members on school committees may provide an important element of continuity.

Statement of the problem

Education management is fundamental with a series of contributions including the community participation. The management of primary education in Nigeria and in Potiskum zone is still challenging in the terms of operations, majority members of the community must be deeply touched by the current gloomy picture. Management of primary schools in Yobe state and in Potiskum education zone in particular have degenerated beyond limits in terms of structures, infrastructure and the commitment and quality of teachers as well as concern of authorities in ensuring standard of and achievement of objectives. The community participation in management of the schools is constrained by the limited degree of knowledge by the communities in school management, lack of a direct policy compelling the community involvement in the school management and low degree of sensitization of the communities especially in the schools management (Abbas and Babayo, 2003).

The government of Yobe state had tried to satisfy the yearning of its citizens by providing what is needed for the management of primary education with some assistance from the federal government of Nigeria. Such assistance seems to be inadequate for the continued growth of primary schools in the state. The federal government and government of Yobe state like any other state always set aside in their yearly annual budgets billions of Naira into the management of the primary schools in the states. Such investment and expansion in primary education include the establishment of new schools and rehabilitation of the existing ones, provision of essential services to the schools such as water supply, good drainage system, electricity supply and library for the schools to mention but a few (UNESCO, 2017). All these need funds which the government alone may be unable to provide especially in the face of other competitive social demands and expectation. It is based on the above highlighted issues that the researcher is interested in assessing the effect of community participation on education management.

LITERATURE REVIEW

The concept of participation has become main stream in the contemporary development discourse. It has a significant place in the rhetoric of development coming from NGOs, development institutions, and the governments of developing countries (Narayan and Katrika, (1997) practically all respectable development projects include the participation of people in their approach. Community participation in education facilitate the identification of community specific education issues and infirm the development of strategies to remove barriers to access quality in education within a given community. Community participation in education has an extensive history around the globe, beginning long before the twentieth century, with educational services provided mainly by churches (or other religious organizations) and voluntary agencies (Bray, 2003).

Williams (1997 in Watt, 2001) broadly grouped community support for education into three principal areas of activity. These are support for the instructional program, school administration and contributions to school resources.

Support for the instructional program

This is often overlooked as a form of community participation in education, but it can be crucial to improving participation and learning outcomes where communities are able to provide formal support by volunteering as teacher's assistants or after-school tutors. Support for the instructional program can be formally mobilized through school committees and parents associations, which organize extracurricular activities, provide links between schooling and work, and assist teachers for example to prepare teaching aids and encourage parents to help children with homework (Suzuki, 2000).

School management

Williams 1997 and cited in Watt (2001) also identified school management as a form of community participation in education. Until recently most African countries reserved education management responsibilities for the government. Community management can be an important building block in creating a sense of ownership of schools, and has practical benefits for poor communities, who may be unable to make additional financial contributions to education, but who are often enthusiastic about being given greater decision making power over the school. In Africa, this has taken a number of forms. At its most limited, community participation in school management involves an advisory or consultative role on the school committee.

World Bank (1996) contends that community participation in school management has become necessary because of lack of government administrative and managerial capacity. Community-based school management is often less skill intensive and more cost-effective than existing centralized approaches. The effort to improve teacher accountability to the communities they serve has resulted in some countries given communities direct control over the recruitment of teachers; while in other countries this remained the responsibility of local or central government as is the case in Ghana, but the community is given an enlarged oversight role.

Another management role that communities can perform is the development of school improvement plans. These are designed to give communities greater freedom to identify their own needs and priorities. These are often decisions best taken at the community level, where needs can be identified more accurately. In some countries, communities have also participated in school management by providing expertise in areas such as account keeping and learning evaluations.

In Ghana, a clear example is the organization of workshops by the Ghana Education Service and other NGOs like the Catholic Relief Services (CRS), United States Agency for International Development (USAID) for communities on school management. Topics like composition of the School Management Committees (SMCs) and PTAs; roles of the PTAs and SMCs; mobilizing community resources for school development; taking good care of school property etc (field data) are usually discussed. Other ways of assisting include training in basic accounting and administrative skills and regular site visits by local education officers to respond to community concerns and provide practical support.

Contributions to School Resources

Contributing to school resources has been identified as the most common form of community participation in education. The principal rationale for community contribution towards the cost of schooling is financially underscored by the fact that government is unable to single-handedly fund education. A further rationale for community contribution to school resources is that it promotes accountability and increases community legitimacy to exercise control over their own school. Additional financing of education are typically contributed only by households with children enrolled in school coming in the form of user fees or charges. Community financing is an alternative to user fees, and draws on the support of the wider community, not just the parents who have a direct stake in the school. It also implies more active support than user fees and tends to involve contributions of time and effort in addition to money (Cornia, Jolly, and Stewart 1987 cited in Watt, 2001).

Management of Primary schools

Nwadiani (1998) cited in Wat (2001) contend that educational management is the process of providing leadership within an educational system in the way of coordinating activities and making decisions that would lead to the attainment of the school's objectives, which are effective teaching and learning. In order to accomplish this task; the school manager must co-ordinate the activities of the divergent groups in order to achieve the objectives. He needs to be well equipped with the necessary skills and knowledge to perform his duties. Thus, management involves a manager making

use of resources both human and material to achieve the goals of the organization while effective management involves ensuring efficiency and effectiveness in the use of the available human and physical resources together with the ability to combat any constraints that might hamper the achievement of the objectives. Human resources in any organization are the people who act as coordinators of all other factors of production to produce and distribute goods and services. They are available in different categories of sub-ordinates and super-ordinates. Physical resources, on the other hand, include resources such as classrooms, assembly halls, other halls, administrative blocks, science rooms, libraries and workshops (Koroma, 2003).

METHODOLOGY

The study adopted a descriptive correlation design method. The study used the questionnaire and interviews for data collection. The target population for this study was head teachers, teachers since this are directly involved in the management of schools and community members that include parent’s teachers association, School management committees, community leaders Therefore the target population of this study was 1,249 respondents which comprises of 117 schools, 117 head teachers, 781 teachers and 351 PTA members

The sample size for the study was arrived at using Slovic’s formula for sample size determination. A sample size of 303 was obtained

RESULTS

Demographic traits of respondents

This was based on the gender of respondents, gender, age, education, experience, position. This was intended to attain a detailed understanding of the respondent’s key characteristics that may influence the result of the study. The general information has an implication on the study variables. The study was conducted from across the community people and those interacting directly and indirectly with the school environment.

Table 1. Assessment of management of primary schools in Potiskum Education zone of Yobe state Nigeria (n=282)

Items on Management of primary schools	Mean	Std	Interpretation	Rank
The schools administration plan for the funding requirements of the school	2.648	1.263	Good	1
The school management ensures a proper curriculum and compliance in the schools	2.524	1.044	Good	2
The schools teaching are utmost managed for the performance of the schools	2.397	1.035	Poor	3
The schools management effectively implement the directives for performance measurement tenets	2.379	1.030	Poor	4
There is effective schools management committees that are results oriented	2.358	1.161	Poor	5
There is effective supervision of the staff and the students in the schools	2.305	1.134	Poor	6
The performance of the teachers in the schools are managed by the education authorities	2.301	1.140	Poor	7
There is proper training planning for the schools staff at the end of the term	2.301	1.098	Poor	8
There is effective planning for the curriculum development in the schools	2.287	1.102	Poor	9
The students register proper performance due to effective education supervision	2.269	1.230	Poor	10
The management enhance the accountability for the finance in the schools	2.258	1.175	Poor	11
There is effective planning for the resources that are allocated to the school activities	2.173	1.184	Poor	12
There is strict code of behaviors that are followed in the schools by teachers	2.156	1.021	Poor	13
Overall mean	2.335	1.124	Poor	

Source: Primary data, 2023

The study results on the table above on management of primary schools in Potiskum Education zone of Yobe state Nigeria. The findings reveal that the state of the primary education management in the schools was poor with the mean responses of 2.335, SD=1.124 meaning that the ideas of the management of primary in the school environment are probable and low. These is supported by the individual study findings provided that the schools administration plan for the funding requirements of the school the mean was 2.648, SD=1.263 ranked as 1st interpreted as good meaning that the planning for the funding exists.

The issue of the school management which ensures a proper curriculum and compliance in the schools had the mean of 2.524, SD=1.044 interpreted as good ranked as 2nd meaning that the school ensure that curriculum is followed adequately. Furthermore the results revealed that the schools teaching are utmost managed for the performance of the schools, the mean response was 2.397, SD=1.035 interpreted as Poor meaning that the state of the teaching is poor.

The issue of the schools management effectively implementing the directives for performance measurement tenets had the mean of 2.379, SD=1.030, interpreted as poor ranked as 4th meaning that the implementation of the directives for the school is low. There is effective schools management committees that are results oriented having the mean of 2.358, SD=1.161, interpreted as poor while there is effective supervision of the staff and the students in the schools had the mean of 2.305, SD=1.134 interpreted as poor also ranked as 6th meaning that the mechanisms for the supervision are poor.

The performance of the teachers in the schools are managed by the education authorities had the mean of 2.301, SD=1.1140 interpreted as poor ranked 7th while the issue of there is proper training planning for the schools staff at the end of the term had the mean of 2.301, SD=1.098 interpreted as poor ranked 8th while the is effective planning for the curriculum development in the schools had the mean of 2.287, SD=1.102 interpreted as poor ranked as 9th meaning that the state of the curriculum planning is poorly established.

The responses of the respondents on the students register, proper performance due to effective education supervision had the mean of 2.269, SD=1.230, ranked as 10th and interpreted as poor meaning that the state of the performance of the pupils is poor while the management enhance the accountability for the finance in the schools had the mean of 2.258, SD=1.175 interpreted as poor ranked as 11th meaning that the accountability is also poor and low.

The results on the issues of, there is effective planning for the resources that are allocated to the school activities had the mean of 2.173, SD=1.184 interpreted as poor ranked 12th while the prevalence of a strict code of behaviors that are followed in the schools by teachers had the mean of 2.173, SD=1.184 interpreted as poor meaning that the effectiveness in the code of behavior is nonexistence.

The study results from the interview results on the level of education management in the study area reveal an overall performance of the education management as being poor while the state of the work performance is also inadequate.

Schools performance are subsidized through additional funds contributed by communities to their local schools through Parent-Teacher Associations (PTA's), Schools, Councils, and Community based organizations. These funds are used for infrastructure construction, maintenance, and supply of basic equipment. The infrastructure and facilities remain inadequate for coping with a system that is growing at a rapid pace. The school environment is therefore generally not conducive to learning due to the physical condition of most schools and lack of teaching and learning resources. The annual population growth rate, contributes to the problem of the large numbers of children who have to be accommodated in schools. The financial crisis left existing facilities inadequately maintained and has retarded progress in building new facilities.

The national policy on education prescribes that the teacher-pupil ratio should be 1:40. The classrooms are overcrowded and in some instances schools have operated with teacher-pupil ratios of 1:76. This inadequacy of the classrooms to take care of the increased enrollment is evident in table 1 below. The national teacher-pupil ratio reported in 1995 was 1:41. A program for classroom building, to support the implementation of a scheme for universal primary education was either never developed or if it was, it was not successfully implemented. Due to shortages of classroom space,

classes are offered in the open air and are subjected to all problems associated with outdoor teaching such as weather fluctuations leading to class cancellations and lack of quality instruction.

These problems we are talking about culminate in acute shortage of infrastructures, non-payment of teachers' salary and security problem. Some primary schools have no enough classrooms and furniture to the extent that classes are held under shades of trees, some pupils carry-home their benches and desks and bring them to school every morning. The instructional materials needed to aid teaching-learning activities are not available. The teachers also are no longer committed to their jobs because they are not well paid. It is obvious that unless these teachers are provided with the drive that would energize them or the tools needed, that is proper inputs, their best could not be tapped or attained and the accomplishment of educational goals would be difficult. For instance, a car without fuel could not move anywhere that is the reason educational sector experiences strike today and tomorrow.

Teachers' performance in terms of teacher preparation, lesson preparation, teachers' commitment to work, extracurricular activities and monitoring of pupils' work, were also found to be at a low level while the management tools used by head teachers such as effective supervision, effective leadership, effective communication, disciplinary ability, monitoring, motivation and delegation of duties have not been effectively utilized by school head teachers.

The management of the education system in the state is on the general ground poor. the issues of the performance of the teachers, funding, activity management, supervision constraints, low degree of moral and ethical management that has hindered the provisions of the state of the emergence that support the employee or teacher management.

Level of management of primary schools in Potiskum Education Zone of Yobe state Nigeria.

The results on primary education management in Potiskum Education Zone. The findings reveal that the state of the education management in the schools was poor with the mean responses of 2.335, $SD=1.124$ meaning that the ideas of the education management in the school environment are low. These findings are collaborated with previous research studies. Medley and Shannon (1994) distinguished between teachers' effectiveness and teachers' performance. They argued that teacher effectiveness is the degree to which a teacher achieves desired effects on pupils while teacher performance is the way in which a teacher behaves in the process of teaching. Adeyemi (2004) enumerated the duties of the school head teacher as including responsibility to pupils, responsibility to staff, financial transactions, public relations and the evaluation of schools' programs. In doing this, the school head teacher should establish channels of communication between himself and his staff. On the other hand, the findings are in disagreement with Maduewesi (2005) who posited that resources must be carefully managed. According to her, resource management involves adequate supplies and handling. To achieve success, she advocates cooperative management. At this juncture; it may interest us to have some important definitions of key terms in this topic. To achieve the goals and objectives of primary education, planning is necessary.

CONCLUSIONS

The study concluded that the state of community participation in education in Potiskum Education zone was low, the ideas of supporting the resources contribution, school management and supporting curriculum development program were poorly developed among the respondents. The study also concluded that the education planning, control and program implementations in the schools were poor, the state of the education system through to the school management in the management of the school environment provided and indicated the values for the primary education management. It is also concluded that community participation did not lead to improved management of the primary schools. The study therefore, concluded that low community participation accounted for the nature of the management of schools in Potiskum Education Zone

RECOMMENDATIONS

This study recommends for the school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the pupils. It was also recommended that head teachers should equip themselves more with various

administrative tools such as effective supervision, effective leadership, effective communication and discipline in a bid to improve their level of effectiveness in the management of primary schools in the State. Head teachers should be exposed to seminars and workshops to equip them with modern tools of management. Increased efforts should also be made by the state ministry of education and its agencies on regular supervision and monitoring of schools for effective management.

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