



Examining the Level of Community Participation in Education Management in Fika Local Government of Yobe State Nigeria

Abstract: The purpose of this study was examined the impact of community participation in management of primary schools in Fika Local government of Yobe state Nigeria. The objective was to examine the level of community participation in education. The sampled population used in this study was 303 respondents from teachers, head teachers and community members' respondents' data collected was based on both qualitative (interview) and quantitative (Questionnaire). Frequency and percentage used to analyze the profile of the respondents. . The first and second objectives were analyzed using descriptive statistics of mean and standard deviations. . The objective was analyzed using descriptive statistics of mean and standard deviations. The study on the level of community participation in education in Fika Local government of Yobe state was low; this was supported by the mean of 2.425 which revealed that the community participated low towards the support for the instructional program and school management with the issues of contribution to the school raising a silently high value. The study concluded that the state of community participation in education in the local area was low, the ideas of supporting the resources contribution, school management and supporting curriculum development program that were poorly developed among the respondents. Among the recommendation made by this study was recommends for establishing a proper model of deliberately involving the community in affairs of the school. The study recommends that policy formulation on matters on management of secondary schools should be all inclusive so that it can address the societal needs.

INTRODUCTION

The Northern part of the country is acknowledged to be generally behind in education, even within the area, some places are far behind others. But like any other African society, communities in the North have from time immemorial been practicing traditional education, both formally and informally. Parents and community members are the first educators of the child whom maintained educative function throughout the child's upbringing. If a child is old enough to learn a specific trade or hereditary profession, he is sent out as an apprentice to a master trade's man who may not be a friend of the family. Even in a trade that is his family's had been exposed to Islamic education for centuries (wunti 2006). In 1842, Western education was introduced by the Missionaries, this brought about the introduction of what can be regarded as the 1st primary school in Nigeria. This was established by the Church Missionary Society (CMS). The basic object of the school was to trained people who will interpret Bible to the new converts, nevertheless little writing raising and arithmetic were taught to children, some were specialized in the teaching of trades to compliment what is learnt in many of the Quranic schools at that time, everything about the school was under the Native Authority (NA). Funding of education did not pose any problem to the parents nor the government because it was the responsibilities of the Voluntary Agencies and the Native Authority who decided on what to do. According to Sayer and Williams (1989), education is very complex endeavor that calls for common effort and participation of all its stakeholders. Community participation received increasing attention across the world in recent years. To this end, a number of countries have enacted policies that poster community involvement. Community participation is considered as an end to itself (as a democratic right) and as a means to achieve sustainable development and poverty alleviation. The world forum on Education for all (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for



action in Dakar, Senegal in 2000, community participation in education management has become an educational development agenda of countries of the developing world (Bray 2001). This trend is associated with national decision makers desire to change the pattern of education control and provision, and interest of donors of education about how and where to spend aid funds. The argument is that “those closest to the schools are in better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children” (Chapman, Barcikowski, Sowah Gyamera, and Woode, 2002). In Nigeria today, the government has stated that it could not single-handedly afford to finance and provide educational facilities in all its school. This therefore, made the community participation in primary aspect of education necessary so as to join hands with government for improving the quality of primary education (Wunti 2006). With the increasing decentralization of fiscal political and administrative responsibilities to lower levels of government, local institutions and communities, the notion of community participation has taken on greater currency, emerging as a fundamental tenet of the promotion of the local governance of schools. Furthermore, Aggrawal (1996), stated that the role of the home in the past was a centre of moral and religious education provision of vocation guidance and provision of social training. Education is a social institution and child training is a social and collective responsibility and as such the need for the community to play and provide necessary supportive role to education cannot be over emphasized. This may partly explain why the Federal Government of Nigeria officially advocates for community participation in education (Federal Republic of Nigeria, 2004). Community participation in Nigeria is as old as the history of man in the country. In the older days and prior to the introduction of both western and Islamic systems of education into the country, the phenomenon of child training and child education depended heavily on the members of the immediate community (Aliyu & Haruna, 2013). This was so because in traditional African society a child belongs to all and in this regard Fafunwa (1974) maintains that his education is the responsibility of not only his mother but of everyone in the society.

The history of western education in Nigeria reveals that the missionaries were the first to establish schools on their own initiatives in 19th century. This was dictated by the exigencies of their undertaking that; the converts had to be able to read scripture (Aliyu & Haruna, 2013). The emergence and or introduction of Islamic religion and the Islamic education system in Nigeria through the private efforts of Muslims scholars from the Islamic Kingdom of Egypt in the 11th century A.D also marked another land mark on community participation in education in Nigeria (Aliyu & Haruna, 2013). Community participation in education did not end with the Christian missionaries effort as some other efforts were also directly coming from the local communities, for instance, assisted schools were according to Taiwo (1980), partly financed from a special contribution from the local community culling across religious barriers. Although a comprehensive and precise data regarding the current level of community participation in education management in Nigeria may not be easily established, it is reasonable to say that, the factor of increasing public awareness on the important of education coupled with the inadequacies that characterize



the learning conditions of most of the public schools have, among others, given impetus to the phenomenon of community participation in education in Nigeria in recent years. It is pertinent to note that the phenomenon of community participation in education management in Nigeria is still not adequate and thus the need for strategizing ways of enhancing it. Aliyu and Haruna (2013). Effective management of schools requires multi agency 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 with other agencies to implement and manage educational policies and programmes effectively. Highly committed professionals are needed to ensure that school creates a sense of community participation and achieve their goals. Effective management of schools does not just happen, it require a full commitment of the community especially in the areas of consultation of professionals within the community and support from local community members both financially and materially in order to supplement governments effort. This may be one of the reasons why government has been soliciting for community in primary education management (Watt, 2001).

METHODOLOGY

The study adopted a descriptive survey design method. The researcher prefers this design because it suits the explanation or exploring the existence of two variables at a given point in time and have gave the researcher an opportunity to collect relevant data to meet the objective(s) of the study particularly because of the large number of respondents (> 100). This study make use of both Qualitative and Quantitative methods. The quantitative research involved the distribution of questionnaire to teachers and head teachers in the study area while qualitative research on the other hand is a method that investigates the why and how of decision making not just what, where and when (Creswell,2009). The study used the questionnaire and interviews were used in the data collection. The analysis was done using descriptive statistics and using regression and correlation analysis to establish the status quo of community participation and management of primary schools.

FINDINGS

Level of community participation in education in Fika Local government of Yobe state Nigeria

The first objective of the study was to examine the level of community participation in education in Fika Local government of Yobe state Nigeria, based on the independent variable was community participation and was broken into three parts namely; support for the instructional program (with 6 questions), School management with 6 questions and contribution to resources (with 5 questions). Each of these questions was based on the four point Likert scale where by respondents were asked to rate the instruction materials usage by indicating the extent to which they agree or disagree with each question and their responses were analyzed using SPSS and summarized using means and rank as indicated in table 4.3;



Table 4.3: Level of community participation in education in Fika Local government of Yobe State Nigeria (n=282)

Items on community participation	Mean	Std	Interpretation	Rank
Support for the instructional program				
Government has not adequately encouraged the community to participate in the smooth running of the primary schools management	2.592	1.050	High	1
The community undertakes effective instruction program evaluation	2.556	1.105	High	2
Government should accord a collective effort between the school and the community towards the improvement of primary school management	2.553	1.069	High	3
The community provide a conducive environment for the study	2.503	1.160	High	4
Community participates in decision making	2.496	1.123	Low	5
Parent Teachers Associations made significant contribution to the management of schools.	2.092	.990	Low	6
Average mean	2.465	1.082	Low	
School management				
The community organizes and provides support for effective delivery of schools management.	2.702	1.045	High	1
The community manages the school through the parents teachers associations	2.553	1.032	High	2
The community is involved in taking good care of school property.	2.429	1.104	Low	3
Community like NGOs is effectively involved in organizing workshops on school management.	2.347	1.083	Low	4
The community is effectively represented on the school management committee	2.301	.960	Low	5
There is effective community involvement in the disciplinary management for the students	2.258	1.019	Low	6
Average mean	2.301	1.038	Low	
Contributions school resources				
The community mobilize the scholastic materials for the schools in district	2.595	1.033	High	1
The community provide land to the schools for establishment and schools expansion	2.588	1.067	High	2
The community provide the labour in the construction of the schools	2.574	1.068	High	3
The community donate the funds to the schools for the work activities	2.453	1.083	Low	4
The community have material donations to schools such as footballs, furniture and wall clocks from parents	2.329	1.110	Low	5
Average mean	2.510	1.072	High	
Overall mean Average	2.425	1.064	Low	

Source: Primary data, 2017



The study findings on the Level of community participation in education in Fika Local government of Yobe state Nigeria had it that the mean average was 2.425, $SD=1.064$ interpreted as low, these is supported by the responses on the three major issues of Support for the instructional program with mean (2.465, $SD=1.082$ interpreted as low) while school management had the mean of 2.301, $SD=1.038$ interpreted as Low while the last issue on the contribution to the school resources had the mean of (2.510, $SD=1.072$). The study results concerning the support for the instructional program had the responses provided on the ideas of community organizations assist teachers for example to prepare teaching aids had the mean of 2.592, $SD=1.050$ interpreted as high and ranked as 1st implying that the contribution to the instructional program is relatively high. The community undertakes effective instruction program evaluation had the mean of 2.556, $SD=1.105$ interpreted as high ranked as 2nd meaning that the mean of the response imply community in program evaluation. The results also presented that school committees organize extracurricular activities had the mean 2.553, $SD=1.069$ interpreted as high ranked as 3rd meaning that the state of the school committees organize extracurricular activities. Concerning the issues of the community provide a conducive environment for the study. The mean of the respondents were 2.503, $SD=1.160$, ranked as 4th interpreted as high meaning the community has less to the conducive environment. The study results further on the issue of the community provide links between schooling and work had the mean 2.496, $SD=1.123$, ranked as 5th meaning that the state of the community to the links is low. The community enable parents to help children with homework had the mean of 2.092, $SD=.990$ interpreted as Low ranked as 6th meaning that the children are helped to work in homes to a less extent. The study results on the school management.

The study findings reveal that the community takes part in the management of the school through their representation in the Local education oversight committee had the mean 2.702, $SD=1.045$ interpreted as high ranked as 1st meaning that the community is involved in school management. The community manages the school through the Parents Teachers Associations, the study results on the mean of 2.553, $SD=1.032$ interpreted as high ranked as 2nd meaning the community helping the parents. The community is involved in taking good care of school property. The mean respondents were that the mean 2.429, $SD=1.104$ interpreted as low ranked as 3rd meaning that the response on the care by the community is low. The study results on the community like NGOs are effectively involved in organizing workshops on school management. The mean of the responses was that the mean of 2.347, $SD=1.083$ ranked as 4th interpreted as Low meaning that the community has less management of the school in form of workshops. The community is effectively represented on the school management committee. The study results provided that the mean of the responses was 2.301, $SD=.960$ interpreted as low ranked as 5th meaning that the state of the school committee is poor. The study results also provided that there is effective community involvement in the disciplinary management for the students, the mean was 2.258, $SD=1.019$ interpreted as low, ranked as 6th meaning that the community effectiveness in disciplinary management is low. The results on the contributions school resources: The findings show that the community mobilizes the scholastic materials for the schools in local



had the mean of 2.595, ranked as 1st interpreted as high meaning that the resources mobilization is prevalence. The community provide land to the schools for establishment and schools expansion had the mean of 2.588, $SD=1.067$ interpreted as High ranked as 2nd meaning that the community has provided the land for the school establishments. The study results on the issue of community provide the labour in the construction of the schools had the mean of 2.574, $SD=1.068$ interpreted as high ranked as 3rd while The community donate the funds to the schools for the work activities had the mean of 2.453, $SD=1.083$ interpreted as low ranked as 4th meaning that the state of the funds collection is low while the community have material donations to schools such as footballs, furniture and wall clocks from parents had the mean of 2.329, $SD=1.110$ interpreted as low meaning that finally the state of the community issues require utmost values for the community focus on education. The study overall results on the Level of community participation in education in Fika Local government of Yobe state Nigeria was low, this was supported by the mean of 2.425 which revealed that the community participated lowly towards the support for the instructional program and school management with the issues of contribution to the school raising a silently high value of 2.510 meaning high, Never the less the community participation to the education in Fika local government is Low and need an improvement or enhancement.

DISCUSSION

The study indicated that, the level of community participation in education in Fika Local government of Yobe state Nigeria was low, this was supported by the mean of 2.425 which revealed that the community participated lowly towards the support for the instructional program and school management with the issues of contribution to the school raising a silently high value of 2.510 meaning high, Never the less the community participation to the education in Fika local government is Low and need an improvement or enhancement. These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below. The findings are in agreement with Adeyemi (2004) argued that it must be pointed out that the capacity of communities to provide this sort of support varies widely. One major challenge is that poor communities with low levels of education attainment often lack the time, confidence, and skills to provide formal support to the instructional program. Also efforts to involve communities in the learning process will depend on the cooperation of the school staff, which may not be forthcoming if teachers feel their professional status may be threatened or regard community involvement as an "intrusion. This is agreement with World Bank (1996) who argued 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. Bray (1999) cited in Watt (2001) notes that contributions to school resources can take two main forms: in-kind as well as financial support. In-kind supports includes labour for activities such as school construction and work by students on the school plot, and can cover contributions of goods, such as building materials for school construction, or food.



COCLUSSIONS

The study concluded that the level of community participation in education in the local area was low, the ideas of supporting the resources contribution, school management and supporting curriculum development program that were poorly developed among the respondents.

RECOMMANDATION

The study recommends that there is a need to orient and educate all the stakeholders on their responsibility of participating in decision making process in schools as well as ensure transparency and accountability of the funds they help to raise. Schools should give emphasis to community participation in the curriculum implementation in addition to fund raising. They should develop holistic plan for enhancing community participation in curriculum implementation and control of children's education.

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