

**COMMUNITY PARTICIPATION IN THE MANAGEMENT OF PRIMARY
SCHOOLS IN FIKA LOCAL GOVERNMENT AREA, YOBE STATE, NIGERIA**

BY

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DECLARATION

I declare that this research work is my original work and has not been submitted for any other award of a degree or published at any institution of higher learning.

..... /...../.....
Signed **Date**

APPROVAL

This research dissertation has been submitted for further examination with my approval as the University supervisor.

.....
Dr.Wunti Yakubu Ibrahim

...../...../.....
Date

DEDICATION

I dedicate this work to my parents for their utmost effort towards my academic life. I am very grateful for the firm foundation that was laid by my parents may Allah bless you.

ACKNOWLEDGEMENT

I extend my special thanks to the Almighty God for his wonderful blessing and guidance. Without God's intervention I would not have reached this far.

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LIST OF TABLES

Table 3.3: Population and sample size distribution	34
Table 3. 6.1: Determination of Validity of Instrument	36
Table 3.6.2: Cronbach's Alpha	37
Table 3.8 Interpretation of Mean Ranges	38
Table 4.1: Response Rate.....	40
Table 4.2: Demographic Characteristics of the Respondents	41
Table 4.3: Level of community participation in education in Fika Local government of Yobe state Nigeria	43
Table 4.4: Education management in Fika Local government of Yobe state Nigeria.....	49
Table 4.5: Pearson correlation between community participation and education management...	53
Table 4.5.2 Regression analysis on the effect of community participation on education management in Fika Local government of Yobe state Nigeria.....	54

LIST OF FIGURES

Figure 1: Conceptual frame work showing the relationship between community participation and education management.....	17
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TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
TABLE OF CONTENTS.....	vii
ABSTRACT.....	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.1.1 Historical perspective.....	2
1.1.2 Theoretical Perspective.....	5
1.1.3 Conceptual perspective	7
1.1.4 Contextual perspective.....	8
1.2 Statement of the Problem.....	10
1.3 Purpose of the Study	11
1.4 Objectives of the study.....	11
1.5 Research questions.....	12
1.6 Null Hypothesis: this hypothesis is formulated to address research question 3	12
1.7 Scope of the study	12
1.7.1 Geographical scope.....	12
1.7.2 Theoretical scope	13
1.7.3 Content scope.....	13
1.7.4 Time Scope	13
1.8 Significances of the study	13
CHAPTER TWO	15
LITERATURE REVIEW	15
2.0 Introduction.....	15
2.2 Conceptual framework.....	17
2.3 Related Literature.....	18
2.3.0 Community participation in schools	18
2.3.1 Support for the instructional program.....	19
2.3.2 School management	20
2.3.3 Contributions to school resources	22

2.4 Management of Primary schools	23
2.5 Relationship between community participation and management of primary schools	27
2.6 Research Gaps.....	31
CHAPTER THREE	33
METHODOLOGY	33
3.0 Introduction.....	33
3.1 Research Design.....	33
3.2 Research population.....	33
3.3 Sample Size.....	34
3.4 Sampling Procedure	34
3.5 Research Instruments	34
3.5.1 Questionnaire	34
3.5.2 Interview Guide	35
3.6 Validity and Reliability of Research Instruments.....	35
3.6.1 Validity	35
3.6.2 Reliability.....	36
3.7 Data Collection Procedure	37
3.7.1 Before the Administration of the questionnaires	37
3.7.2 During the administration of the questionnaires.....	37
3.7.3 After the administration of the questionnaires.....	37
3.8 Data Analysis	38
3.9 Ethical Consideration.....	38
3.10 Limitations of the study	39
CHAPTER FOUR.....	40
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	40
4.0 Introduction.....	40
4.1 Response Rate.....	40
4.2 Demographic traits of respondents	41
4.3 Level of community participation in education in Fika Local government of Yobe state Nigeria.....	43
4.4 Level of management of primary schools in Fika Local government of Yobe state Nigeria.	49
4.5 Relationship between relationship between community participation and education management.	53
CHAPTER FIVE	58
DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS	58

5.0 Introduction.....	58
5.1 Discussions	58
5.1.1 Level of community participation in education in Fika Local government.....	58
5.1.2 Level of management of primary schools in Fika Local government of Yobe state Nigeria.	59
5.1.3 Relationship between community participation and education management in Fika Local government.	59
5.2 Conclusions.....	60
5.3 Recommendations.....	61
5.4 Suggestions for Further Research	62
REFERENCES.....	63
APPENDIX I: TRANSMITTAL LETTER	70
APPENDIX II: LETTER TO THE RESPONDENTS.....	71
APPENDIX III: INFORMED CONSENT	72
APPENDIX IV: RESEARCH QUESTIONNAIRE	73
APPENDIX V: INTERVIEW GUIDE	77
APPENDIX VI: SAMPLE SIZE	78
APPENDIX VII: STATISTICAL DATA (SPSS)	79
APPENDIX VIII: MAP OF YOBE STATE SHOWING FIKA LOCAL GOVERNMENT	83

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 objectives were to examine the level of community participation in education, to establish the level of management of primary school in Fika Local government of Yobe state Nigeria and the third objective is to determine the relationship between community participation and management of primary education. The study was conducted in Fika Local government of Yobe state Nigeria, guided by descriptive correlation designs using qualitative and quantitative approaches. 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 analyzed the profile of the respondents. The first and second objectives were 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 results on education management in Fika Local government. The findings reveal that the state of the education management in the schools was poor with the mean responses of 2.335. The third objective reveal that there was no significant relationship between community participation and education management in Fika Local government 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, the ideas of supporting the resources contribution, school management and supporting curriculum development program that were poorly developed among the respondents. The study concluded on the second objective that the education management was found to be low, it also conclude that the education planning, control and program implementations in the schools was poor. The study on the third objective conclude that there was no significant relationship between community participation and education management in Fika Local government of Yobe state Nigeria since the sig. value was far greater than the significance level, which is the maximum level of significance, required declaring a significant relationship in social sciences.. Among the recommendation made by this study was on third objective which 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.

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, problem statement, purpose of the study, research objectives, research questions, hypothesis, scope of the study, and the significance of the study.

1.1 Background to the study

Community participation is crucial for the success of community development programs. Development projects and programs with strong participation can enhance ownership and sustainability in development (Kumar,2000)and the projects are more likely to succeed in developing the community. Likewise, the participation of communities in education can enhance education and children's learning. Research has shown that the participation of families and communities in education has positive impacts on children's learning and can also increase children's learning potential which results in long-term impacts on children's lifelong learning (Epstein, 1992, 1995, 2006).

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.

School management is commonly determined by combining community and parents in their children's education progress, monitoring of their children's homework discussing school activities with child and career aspiration for the child, among other things (McNeal,2001). It is widely recognized that if the pupils are to maximize their potential from schooling, they will need the full support of their parents or community at large. Attempts to enhance community involvement in education it require Government sensitization of the citizens. It is anticipated that community should play role not only in the promotion of their own children's achievement but more broadly in school improvement and the democratization of school governance. The

European Commission, for example, holds that the degree of parental participation is significant indicator of the quality of schooling. (Britt, 1998).

Wunti (2006). The essence of the community in the participation of education management is therefore of paramount importance. It is assumed 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. The entire concept of community participation based on the notion that community involvement exist as democratic concern of individual rights as well as a methodical approach to formulating an educational system that is self-governing and developing which provide increased power to the local level. This will allow for greater measures of accountability by schools to the society. The study was promoted to also address the growing call for improvement in primary schools management and how this could be achieved. It has been revealed that community involvement is an important factor not only the role of motivation but also transforming the traditional beliefs of education being the responsibility educators.

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)

1.1.1 Historical perspective

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. 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 train people who will interpret Bible to the new converts, nevertheless little writing, reading and arithmetic were taught to children, some were specialized in the teaching of trades to complement 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 foster 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)

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).

1.1.2 Theoretical Perspective

This study draws upon Ludwig Von Bertalanffy (1968), known as System Theory. According to this theory, a system can be said to consist of four things. First, a system includes objects – elements or variables within the system. Second, a system consists of attributes the qualities or properties of the system and its objects. Third a system has internal relationships among its objects. Fourth, system exist in an environment, a system then , is a set of things that affect one another within on environment and from a larger pattern that is different from any of the parts (infant Rancer and Wommack, 1997).

This study was guided by the system theory because education constitute an open system operating within environment where the teaching learning process is looked at as a process used to transform inputs (pupils) into output (graduates). Meadow & Wright (2008) posits that system theory consist of more than just the sum of its parts and are made of three parts which are elements, interconnection and purpose. Hanson,(2008). A school system is made of subsystems

such as pupils, teachers, principals, central office administrators, parents and community. Every educational institution whether public or private may be regarded as a social subsystem existing and related to a larger social system that can be called the community.

The Bertalanffy(1968) tried to explain the existence of different interrelated parts such that the interaction of any part affect the whole system. The performance of a system depends on how the various element in the system work together. The System Theory emphasizes the interdependency of various units that make up a System. The non- interaction of one unit might result to non- performance of the whole system. Based on this, System Theory is relevance to this study because this study is interested ascertaining weather community participation will positively influence the effective management of primary schools. The child is the bridge between the school and the community because he belongs to both. Therefore both the school and the community should work hand in hand to educate the child. This helps to promote school community relationships as a necessary basis for providing good quality education.

In primary schools, Parent Teachers Association (PTAs) bring community and school administrators together to look at more than just teaching and learning, but also how schools are managed, teachers are selected and monitored then quality education can be ensured. So school being an open system, all people in the community have to contribute to the success and safety of the children, more especially, parents should get involved in their children's education and should work in partnership closely with the school because they have a remarkable impact on the achievement of their pupils.

Effective school management, in turn required well developed intermediary organizations that provide leadership and resources for schools need to translate policies into action (world Bank, 1997:194). A key indicator of an effectively managed school is the management of the community with the life of the school.

1.1.3 Conceptual perspective

Adeogun (2004) views community participation as all forms of involvement and support that parent, the collective body of parents and teachers, local leadership and residents in a school neighborhood offer to the enhancement of learning and teaching in a school. Community participation in education in this study is defined as the level or extent of community involvement in the decision-making process, management, activities; or running of schools. That is the level to which parents and other identifiable community groups contribute towards creating an environment conducive for efficient and effective teaching and learning. In other words, it refers to the involvement by the community in education programs within the framework of the national development program.

Community participation in education involves the activities undertaken by a group or individual group members in a given activity. In this study community participation is measured through support for instructional program, school management and contributions to school resources. Williams (1997 in Watt, 2001).

Management of primary school is the art and science of decision making and leadership is a distinct process consisting of planning, organizing, directing, and controlling and evaluating to accomplish the predetermined objectives of a school through the coordinated use of human and material resource

Management of schools involve a series of activity conducted in the school or learning environment setting intended to improve an education system. The education management in this study is measured through education planning, education control, and education programme implementation. Orodho (2009) defined management of school as the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Education management is the process of evaluating and developing strategies to improve the elements and overall performance of an educational system. The focus of this study is on primary

education level and involves effectively organizing and managing people and other resources to facilitate education in primary school.

Education management also focuses on the decision making, problem solving, communication, information management and effective team building. Planning of curricular and co-curricular activities, curriculum and academic calendar maintenance of school records, evaluation of students' achievement and effective allocation of financial resources and the planning of the budgets of institutions (Skidmore, Kristen and Lownsborough, 2012).

1.1.4 Contextual perspective

Education takes place not only in schools but also within families, communities, and societies. Parents and families cannot be the only group of people for children. Schools are institutions that can prepare Education takes place not only in schools but also within families, communities, and societies. Parents and families cannot be the only group of people for children's" education as long as their children interact with and learn from the world outside their families. Communities and society must support parents and families in the upbringing, socializing, and educating of their children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society.(Johnson N, Mbara K.(2016)

Epstein 1995 and cited in Johnson N, Mbara K (2016) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to:(a) improve school programme and school climate; (b)provide family services and support;(c) increase parents" skills and leadership;(d)connect families with others in the school and in the community; and (e) help teachers with their work. She summarizes various types of involvement to explain how schools, families, and communities can work productively together:

- (1) *Parenting*—to help all families to establish home environments that support children's learning at schools:

- (2) *Communicating* – to design effective forms of school-to-home and home-to- school communication that enable parents to learn about school programme and their children’s progress in schools as well as teachers to learn about how children do at home;
- (3) *Volunteering* – to recruit and organize parent help and support;
- (4) *Learning at home*– to provide information and ideas to families about how to help student’s at home with home-work and other curriculum-related activities, decision, and planning;
- (5) *Decision making*–to include families in school decisions, to have parent leaders and representatives in school meetings; and
- (6) *Collaborating with the community* – to identify and integrate resources as well as services from the community in order to strengthen school programmes, family practices, and student learning.

The recent trends in education system have engendered new expectations and extension of the roles and responsibilities for many educational stakeholders worldwide. In light of the above idea, Theron and Bothma (1990) asserted that the Parent and community participation in their children’s education has become more necessary than before because new demands in teaching and learning process were increasing every day. To achieve millennium goals for education for all (EFA), Nigerian has given priority to quality education for all. To achieve this, the pupil’s parents or community were requested to be more involved in their children’s education by playing a significant in school management. Thus their decision could help the pupils to improved and make their school more effective (MOE 2013).

The school management presents a wider and complex environment within the larger context of participation is the notion of community participation. The United Nations Resolutions, which were adopted in the early 1970s. One of such definitions view community participation as: “the creation of opportunities to enable all members of a community and the larger society to actively contribute to and influence the development process and to share equitably in the fruits of development” (United Nations, 1981) cited in Midgley, 1986. For the development of education, communities and society must support parents and families in the upbringing, socializing, and

educating of children. Parents and families cannot be the only group of people for children's education as long as they interact and learn from the world outside their families. Education takes place not only in schools but also within families, communities, and society.

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.

Fika local government like the entire Nigeria has registered a low community participation or involvement in the management of primary schools. The community in the Fika community has had less involvement in the management of the education given that there exist no direct intervention mechanism in the policy that allow the direct involvement of the community in education (UNESCO, 2012). The low community participation in the education system has constrained the people involvement in the education sector that has limited the effective schools management.

1.2 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 Fika local Government is still challenging in the means of operations, majority members of the community must be deeply touched by the current gloomy future. Management of primary schools in Yobe state and Fika local Government 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 Babajo, 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 state. 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 examine the effect of community participation on education management.

1.3 Purpose of the Study

The purpose of this study was to examine the influence of community participation in the management of primary schools in Fika Local government of Yobe state Nigeria.

1.4 Objectives of the study

- 1) To examine the level of community participation in education in Fika Local government of Yobe state Nigeria.
- 2) To establish the extent of management of primary schools in Fika Local government of Yobe state Nigeria.
- 3) To determine the relationship between community participation and management of primary schools in Fika Local government of Yobe state Nigeria.

1.5 Research questions

- 1) What is the level of community participation in education in Fika Local government of Yobe state Nigeria?
- 2) What is the extent of management of primary schools in Fika Local government of Yobe state Nigeria?
- 3) Is there a relationship between community participation and management of primary schools in Fika Local government of Yobe state Nigeria?

1.6 Null Hypothesis: this hypothesis is formulated to address research question 3

H₀ There is no significant relationship between community participation and management of primary schools in Fika Local government of Yobe state Nigeria.

1.7 Scope of the study

1.7.1 Geographical scope

This study was conducted in Fika Local government Area, Yobe state and it is limited to primary education. It was conducted in 28 selected primary schools, the respondents were Headmasters, Teachers, parents, community leaders and NGO officials, who are the main stakeholders of the public primary schools, and were more informed on the challenges they may encounter by the community in their participation in primary education management.

This study was conducted on community participation in primary education management in Fika Local government area of Yobe state of North –Eastern Nigeria. Fika local government is located on latitude 11° 17'N, 11° 18' 29' E. It has an area of 2,208 km² and a population of 136,895 according to 2006 census (NPC 2006). It share borders with Potiskum Local government to the north, Fune Local government to north east, Gujba and Gulani to the south east and Nafada local government in Gombe State to the South. The area is chosen because it has had schools management challenges that this study can effectively address.

1.7.2 Theoretical scope

The school cannot exist in isolation but in cooperation with the community in which it find itself. The study adopted the system theory since the school is part of an open system which requires interaction with its environment. Ludwig Von Bertallafy (1967) studied system theory and divided it into two main classes: “Open” system which interacts with their environment and “closed” system, which do not interact with their environment since it has some influences from contingency approach social system. A school organization is a perfect example of an open system because it constantly interacts with its environment. This theory present that the status of the education is an open system that requires an overall intervention of the many parties in the means of facilitating effective management of the schools.

1.7.3 Content scope

The independent variable for this study is community participation and the dependent variable is management of primary schools. The study focused on establishing the level of community participation in education, examining the level of education management and establishes the relationship between community participation and management of primary schools.

1.7.4 Time Scope

The study was time-bound because it was conducted in a span of one year as planned by the researcher that is January 2017 to January 2018. This period chosen by the researcher it fit right into the schedule of the researcher.

1.8 Significances of the study

The study is significant because the result would provide room for the improvement of education in Fika Local Government. This is because the findings will have the following significance to school administrators, policy makers, parents, researchers, teachers and head teachers at different levels and community members in the study are.

Policy makers: the study will bring the prevailing problems of community participation in school management on the surface that help policy makers and planners who can used the information from this research in planning and/ or developing education policies for improving quality education and school management for specific Local government Education authority

official or the whole country. Also it will give government opportunity to influence or to partnership with stakeholders to invest in education.

Head Teachers: community participation in school management will strengthen school to formulate policies that will involve parents and community. It will motivate the educational stakeholders like head teachers to welcome the pupils parents in the school management and also value their initiative. This cooperation can contribute to the improvement education practices on the learner's side as well as school.

Researchers: this study will be the sources arousing the researchers interest to carry out research on the impact of community participation in primary school education management, not only in primary schools of Fika Local Government but also in the schools of the whole state

Community: this study will be beneficial to community members because it will encourage the community to fully participate in management of primary education to enhance the quality of education in the study area. .

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented the theoretical review, conceptual work, and related studies as per the research objectives of the study, and gaps identified.

2.1 Theoretical Review

The theoretical framework of analysis that was utilized in this study is System Theory propounded by Ludwig Von Bertalanffy (1968). According to Koontze et al (1982) quoted in Igbo (2006) systems theorist hold that “a system is essentially an assemblage of things interconnected or interdependent, so as to form a complex unit”. Igwe (2007) observes that ‘for any object to be considered a system it must possess a level of integrity with a knowable structure or logically arranged parts; such parts or elements must interrelate in a certain law-governed manner to fulfill a purpose or produce an order outcome- a result which is far more than the mere sum independent elements: and all this in the context of an environment of which it is a subordinate component.

This study was guided by the System Theory because schools are open systems operating in an environment where the teaching/learning process is looked at as a process used to transform inputs (pupils) into outputs (graduates). According to Hanson (2008), a school system is made of subsystems such as pupils, teachers, principals, central office administrators, parents, and community. Parents, being an important component of the education system should be involved in education and function as providers of school materials for their children and who control the materials supplied to pupils by school, and monitor homework assigned to pupils by the school. Parents’ function may include participating in meetings with educators, playing a considerable role in decision-making, supporting the school in various ways, and giving monetary incentives to teachers. As asserted by Sergiovanni (1999), requirements, such as law, pupils’ academic success, and the expectations of parents, values and policies are also subsystems of the educational system. Pupil’s academic quality is a very important function of the educational System which helps to measure the attainment of the school system’s goals.

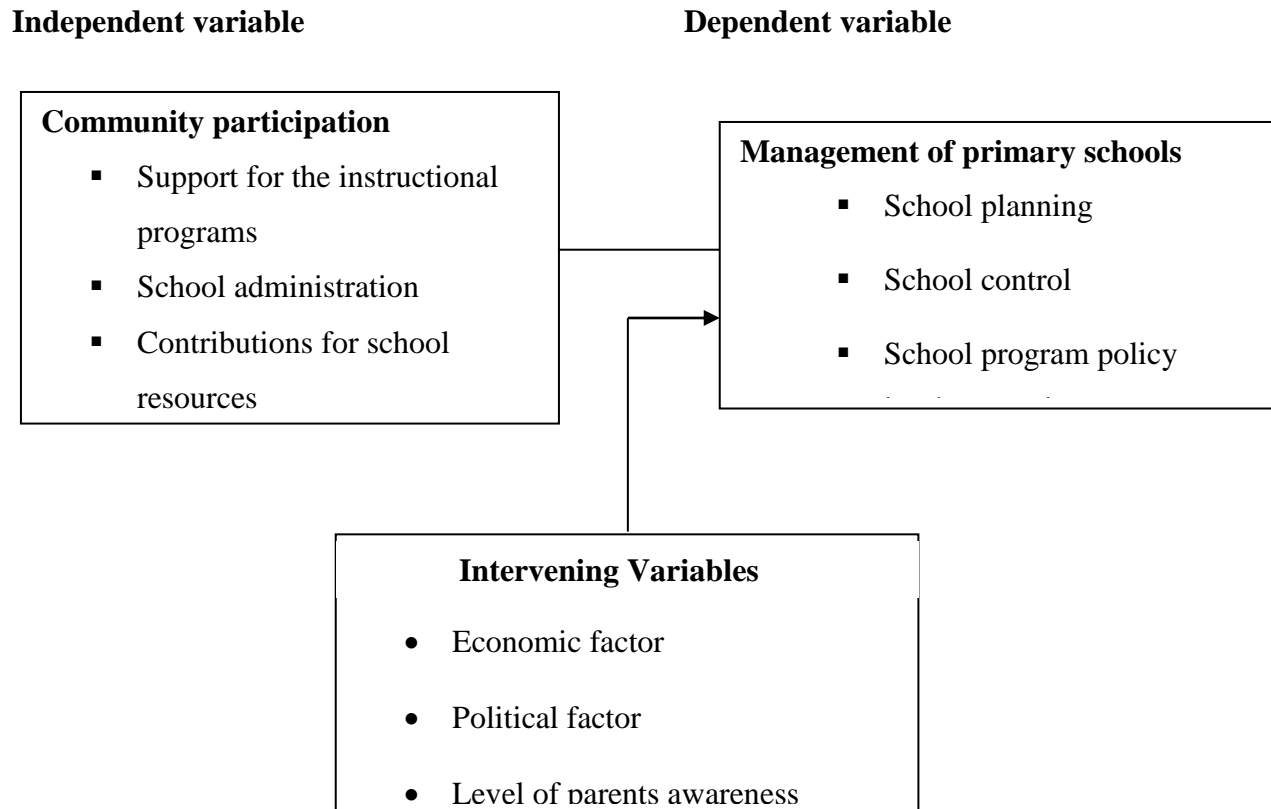
The subsystem of the school include also its internal decision-making structures, its policies and practices, its goals, its personnel and their various roles, its achievements and successes, etc. Determining and improving quality of school requires methods for measuring the functioning of each subsystem, and the system as a whole (Sergiovanni: 1999).

According to Michael J. Marquardt (2002), a school system is composed of five subsystems: (1) learning (2) organization (3) people (4) knowledge (5) technology. He insisted that the five subsystems should support, strengthen and rejuvenate one another for power to thrive within the system. The subsystem includes teachers, administrators, pupils, parents, and community. Pupils' academic quality is the most relevant indicator of the achievement of educational system goals; and parents are subsystems that help much in attaining those goals.

When the subsystem parents encourage the subsystem pupils in their learning process; the outcome is that there is pupils' academic performance. The two subsystems have different functions but interrelate to attain the goals of the school system as a whole; hence, parents' participation influences pupils' academic performance of their children.

2.2 Conceptual framework

Figure 1: Conceptual frame work showing the relationship between community participation and Management of Primary School



Source: Williams (1997 in Watt, 2001:27) and Modified by the Researcher

The framework shows the variables that is to say the independent variable which is community participation that is measured through support for the instructional program, school administration and contributions for school resources. The dependent variable is education management that is measured through education planning, education control and educational program implementation. The presence of positive factors in the community participation is fundamental for enhancing education management while where there is lack of community participation reduce the management of education system. The presence of the other factors, intervening variables of political and economic factors have a bearing on community participation and education management the presence of a positive political and economic environment support the community participation hence improved education management while

the presence of negative intervening factors influence or contribute to low level community participation hence poor education management.

2.3 Related Literature

2.3.0 Community participation in schools

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).

The last quarter of the twentieth century advocacy for community participation again came to the fore, as the financial and other limitations of governmental capacity gained wider recognition (Bray, 2003) some countries attempted to extend the concept of community-linked schools, where self- financing capability is dependent upon close links with communities. The Delhi Declaration (UNESCO, 1994), which emanated from an Education for All summit, stated once again the importance of community participation in education. It is written into the Declaration's preamble, clause 2.8 (UNESCO, 1994 cited in (Bra), 2003).

To promote student growth and school success at every grade and age, well thought out parent-community school partnerships, linked to school improvement goals, are needed in every community (NEA 2008).

Increasing community participation at primary education level has gained tremendous recognition in Mkpato Local Government of Akwa Ibom state. Community members carried out school refurbishment programmes, donated school buildings, repaired and maintained school

buildings, supply furniture and other instructional materials. Some local community members participated in the promotion of the school enrolment and the attendance of pupils (Wunti 2006)

Various forms of community participation in education have been identified by many researchers in their studies. Community support for education takes a large number of monetary and non-monetary forms. Monetary support includes fees, levies, and fundraising activities. These can be intended to meet a shortfall in recurrent public financing, for example, by purchasing textbooks or supplementing teachers' salaries or it can be used for classroom construction. Non-monetary support covers a wide range of activities, from attending school committee and parent association meetings, to providing labour for school construction and maintenance. Non-monetary support is an especially important component of community-based education in rural Africa, where the cash economy is typically small, income irregular and unpredictable, and the isolation of communities' means that many management decisions must be taken at the school level. Watt (2001) notes further "community participation in school management in Africa has taken many forms. At its most limited, it involves an advisory or consultative role on the school committee.

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.

2.3.1 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).

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.” Teachers must, therefore be assured that community involvement is designed to assist and complement rather than substitute for the teacher.

Where the capacity of the community to participate in the instructional program is limited, it can still play a crucial role in improving learning outcomes through more informal channels. Perhaps the single most important contribution communities can make to improve school effectiveness is providing and creating a home and community environment conducive enough to reinforce the work of the school. Practically, parents can ensure that their children attend school regularly, arrive at school on time, eat in the morning before lessons begin, and provide time and space for children to study in the home. Communities can also help to ensure that teachers attend school every day on time, teach when they are at school, and inform the school community of planned absences. Taken together, these relatively simple forms of community participation can have a critical bearing on learning outcomes, by increasing the amount of time children spend being taught, by improving their mental alertness, and by making children and teachers feel that what happens in the school is valued and actively followed by the community (Lockheed & Verspoor, 2001, Watt, 2001).

2.3.2 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.

Like support for the instructional program, the ability of communities to participate in school management varies widely. Many poor rural communities lack the management and administrative skills required for their contributions to be effective; some communities usually in the urban areas-are highly educated and have the time and skills to make a major contribution to management requirements. In situations where communities lack the capacity or skill to effectively participate in school management, additional assistance in the form of workshops are organized to effectively equip communities so as to help them define their responsibilities towards the school (Chapman,2002)

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.

2.3.3 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)

Community financing of education takes two main forms: (a) financial contributions in the form of official and unofficial fees and levies decided by the government, community leaders, and teachers, and usually directed to meeting the same needs as income from user fees; and (b) money raised from fundraising activities. Community financing is a preferred option in the rural areas, where communities are more cohesive and identifiable, and easier to mobilize. In contrast, user fees may be more appropriate in urban communities, where the opportunity costs of in-kind contributions are higher, support from the wider community is more difficult to mobilize, and incomes are larger and more predictable

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. For example, in

Madagascar schools have attempted to broaden access by accepting in-kind payments of rice, while in Botswana cattle have been contributed in some cases. In-kind contributions have clear advantages for cash-poor communities, as well as capturing resources that would not otherwise be used to meet educational goals.

Ota (1986) and cited in Baku & Agyman (2002:133) identified three main forms of community financing of education found even in poor settings: (i) parental contributions in various forms such as school fees and PTA levies; (ii) contributions by the whole community, most commonly in the form of labour toward construction work in the school; and (iii) contributions by voluntary organizations including religious bodies. The study notes further that other innovative approaches increasing community participation include orientation ceremonies, family visits, hobby courses for parents, pupils performance pamphlets, parents meetings, and classes.

2.4 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 subordinates and superordinates. Physical resources, on the other hand, include resources such as classrooms, assembly halls, other halls, administrative blocks, science rooms, libraries and workshops (Koroma, 2003).

School effectiveness could be seen in the number of inputs into the system in relation to the outputs of the system (Dunkin, 2007). The human resources available in organizations are addressed as the personnel or staff of the organization. The school manager must bring all his abilities, physical, mental and emotional to the job. It is equally important that the school head teacher should involve people in various aspects of his organizational activities. The main job of the head teacher as the school personnel manager is to see that the pupils receive educational services through the efforts of the teachers. He is therefore charged with the responsibility of promoting the goals of the system. The head teacher tends to achieve greatly when he endeavours to understand his staff as individuals and as a group and when he respects the personality of all his sub-ordinates in the way of creating favourable atmosphere. He should be concerned with the problem of his staff, understand their needs as well as consider their ideas and suggestions. He should also encourage staff participation in decision making and have confidence in staffs' ability to perform task (Oyedepi, 2008).

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. They further argued that teachers' competence is the extent to which a teacher possesses the knowledge and skills necessary or desirable to teach. These dimensions are important because they influence the types of evidence that are gathered in order to make judgments about teachers. As Medley and Shannon (1994) pointed out, the main tools used in assessing teachers' competence are paper-and-pencil tests of knowledge while the tools for assessing teachers' performance are observational schedules and rating scales. On the other hand, the main tools for assessing teachers' effectiveness include the collection of data on the teacher's influence on the progress made by pupils toward a defined educational goal and these are likely to be based on the pupils' achievement tests. Supporting these arguments, Tabir (2004) argued that head teachers should be provided with basic monitoring and evaluation, tools for effective supervision of school activities.

In this regard, 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. Effective communication between the head teacher and his staff can be brought about through the administration of instructional programs, administration of personnel, administration of school's community relations as well as the administration of school business such as budgeting, financing and purchase of materials.

As such, an effective school head teacher must develop certain rules for carrying out his functions. These include the development and maintenance of the organization's structure and the recognition of future requirements (Aliyu, 2003). Since there are structural flaws such as delegation of insufficient authority, holding one individual accountable to more than one boss and the confusion of roles in a school setting, Akintayo and Adeola (2003) argued that a school head teacher should seek the structural causes of performance problems before looking for psychological ones. They also argued that positions in the school should be defined in terms of results expected and such positions should be arranged so that work would be carried out with maximum effectiveness.

The Federal Government of Nigeria in the National policy on Education (2004) admits as much and described it as the key to the success or failure of the whole system. In pursuance of the goals of providing a sound primary education, the policy provides among others that: (i) it shall be free, universal and compulsory. (ii) duration shall be six years (iii) it shall be for children aged 6 -11plus (iv) educational services, (v) Teacher pupils ratio shall be 1:35 and (vi) primary school leaving certificates shall be locally issued by the schools' head –teachers in order to achieve the objectives of primary education, Maduewesi (2005) 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. Planning according to Newman (2003) is the process of determining in advance, what is to be done, including classification of goals, establishment of policies, mapping out of program and campaigns and determining specific methods or procedures and fixing day to day schedules. Agabi (2005) sees planning as a conscious, deliberate systemic and rational decision making process, designed to influence future course of

action in an organization or any field of human activity with the ultimate aim of making the most economical use of the limited resources. A plan is a product of planning process. It is a blueprint for action towards organization goal attainment in the most effective and efficient manner.

Teaching personnel supplies and retention: Teaching personnel consists of the classroom teachers and the head-teachers. It is the policy of the Federal Republic of Nigeria that the least formal paper qualification of a teacher shall be the Nigeria Certificate in Education (N.C.E). Unfortunately, full compliance with the national policy expectations in terms of quantity and quality is yet to be realized in Nigeria.

Teacher Quality and Retention: In Nigeria, education is perceived as an instrument “per excellence” for effecting National Development (FRN, 2004) while the belief and confidence in education as the process of unlocking the doors to development, it can also be hypothesized that the teacher holds the key to that door. It is agreed that no education system may rise above the quality of its teachers (FRN, 2004) asserted that the teacher is the key person in the nation education enterprise whose quality of training could mar or improve the education results. Starting from the point of their admission, as they enter the teacher education, training programs, the Nigeria teachers including those for the primary schools suffer from low morale. In the good old days training institutions had the opportunity to be involved in the process of selecting their prospective entrants for certain desirable qualities (Osadolor, 2006). Today, recruitment into the Colleges of Education and Faculties of Education is the prerogative of the Joint Admission and Matriculation Board (JAMB). So far, majority of those recruited into the teacher education programs are generally of poor quality (Udofot, 2005). He also posited that trainees with low academic qualifications and poor JAMB scores go into teacher education, perhaps because they lack alternative professional choices. Udofot further stressed other factors that contribute towards low quality of teachers are lack of built-in-incentives, inadequate scheduling of duties and lack of support from supervisors who ought to be seen as professional colleagues. Teachers in the system are traumatized and de-motivated. In this regard, he concludes that even when they retire from service, some of them are not paid their retirement entitlements till they die. He added that this phenomenon does not only affect job performance but also his psyche, hence retaining

teachers on their job is difficult. The situation is that teachers stay on the job while waiting for better alternation.

2.5 Relationship between community participation and management of primary schools

A Global Perspective

The World Bank has been increasing its focus on participation in a wide range of sectors. In the education sector, the Bank started making extensive efforts to learn about how participation could contribute to improving Bank's education projects. This started in late 1980s, around the time when participation started receiving attention in development field. The Bank has since been aiming to involve different stakeholders and is continuously working with various actors that play important roles in the education sector. As the increasing number of research studies show the close relationship between community participation and the improvement of the education delivery, the Bank has been exploring ways to integrate parents and communities in education projects.

Okwor (2008), emphasized the need for cooperation between the school and the community in the education of children because the school and the community are symbiotically related. Akube 1992 in Igbo (2002), Stated that whilst few would doubt that the main influence of child's life is his home that of the school is a good second home. The closer the cooperation between these two the happier the child and more successful his development in every aspect. Therefore, school community relations is a series of planned activities and media through which the school seek to learn from the community. These activities include informing the community about and interpreting when necessary, the purpose, programmes, problems and needs of the schools.

Decker and Decker (1999) in the study in Varginia America posit that the rationale for involving the community in planning and decision making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources. As people are allowed to participate in decision-making, objectives for the formulated program become their own aspirations, hence the urge to implement them successfully is great.

Ejeh,(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.

Watt (2001) has also observed that community involvement in the life of the school could have a dramatic impact on education access, retention, and quality. Teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. That is where there is encouragement, cooperation and motivation from the community; this would impact on the output of teachers, pupils and other professionals in the education sector. In the process, community participation in education can play a central role in efforts to raise participation rates and improve school retention and learning outcomes.

Following 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 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 interests of donors of education about how and where to spend aid money. The argument is that “those closest to the schools are in a 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, & Woode, 2002, p. 2). The devolution of power and financial responsibility to the local is to promote the locals' participation in their local educational affairs and improve accountability on schools and teacher, demand for education and sense of community ownership (Watt, 2001).

African Perspective

Studies that have been conducted in Tanzania, acknowledge the effects, successes and failures as far as community involvement in various aspects of school management is concerned. Makene (2004) investigated the perception of school Heads, teachers and community members on the effects of underfunding on the performance of community secondary schools in Tanzania and revealed there is a significant relationship between poor funding on teaching materials and performance in national examinations.

Watt (2001) in the study in South Africa contend that community-based approaches to educational development have the potential to enhance ownership, accountability, and efficiency. Enhancing the community's sense of ownership of a school makes it more likely that parents will support the aims of the school, and ensures that their children attend regularly and learn. Greater ownership can also build consensus for change, and increase accountability: teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. This would in turn bring about improvement in educational access and quality.

Other studies on community involvement in education in Kenya reveal that school management in response to a liberalized educational system), local community capacity and primary functioning (Mulengeki, 2005), effect of school board on the improvement of educational practices in Tanzania as well as devolution of powers from the central government to local levels and to schools, particularly in matters pertaining to financing of school projects. Luyagila (2002) conducted a study on academic performance in relation to the community's responsibilities. One important task of school management is involving community in decision making and planning on school matters. It is important to understand that when people are permitted to take part in the

formulation of their own school development plans, their morale is boosted (Cole, 2004). It is believed that good school management is characterized by community involvement in problem solving and decision making, usually through community organs or bodies, as it is not easy for all community members to participate.

The effect of community participation in Ethiopia would not be different from these experiences. In Ethiopia, past studies conducted where community participations initiatives were promoted through NGOs are known for increasing efficiency of educational resources, increasing enrollment, and improving equity (Swift-Morgan, 2006). In the target areas of this study, however, there are no prior studies that have been conducted to trace past effects and challenges of community participation in education.

Nigerian Perspective

in Nigeria, the important of the roles of the community in the management of education has been recognized as it has been stated in clearly in the federal ministry of Education. The government policy stated that the roles of the communities in schools management remained vital. It stated that such roles could be provided by the community, Parents' Teachers Association, Old Pupils Association and so on (Wunti 2006)

Nwakpa (2005) found that some TC II and WAEC holders are still teaching in some primary schools in Ebonyi State, and also found the teacher-pupils ratio of 1:50 in Ebonyi State. In the same vein, it was found that about 74% of the teaching personnel were qualified to teach in primary schools in Edo State of Nigeria, and discovered that teacher–pupil's ratio was 1:90 as against the prescribed 1:35 by the policy.

Ewelum and Mbara (2016) argued that educational system has made policy makers, educators and others involved in education to seek for ways to utilize the limited resources efficiently and effectively in order to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies for improving educational access and quality. This paper, therefore, explores the background information, conceptual framework,

policy framework, community participation in education, implication for adult and non-formal education, challenges and way forward. The conclusion was also drawn based on the nature of community participation in education.

Also studies from Azure in Umar (2002) argued that community participation was an expectation of the community where the people that are having less resources can improve the state of the education management in the schools. Okeke's (2000) argued that hindrances to community participation in the education for the Nigeria show that factors such as religion, education and social factors inhibit the participation in education.

Prew (2012) argued that given the insurgency and damages incurred, education options are limited in both urban and rural settings in Yobe state. However, the opportunities that do exist include formal schools, or non-formal, center-based learning for IDPs. IDPs concentrated in the urban centers are more likely to be attending schools and centers than those in rural areas. The Rapid Situational Analysis previously assessed both the education system and impact the insurgency has had on opportunities for IDPs to continue their education in Yobe state. For example, it assessed the local levels of education, differences between urban and rural, types of formal and non-formal education available, gender differentials and parents' perceptions of education. These factors inform decisions about programming content and service delivery of education assistance to communities hosting large numbers of IDPs. Here, we illustrate a few basic education indicators to help explain the Yobe state education situation.

2.6 Research Gaps

All the above studies clearly show that many efforts dedicated in the past studies on community participation and management of primary schools have not given attention to issues of community participation and education management in schools of Yobe State, Nigeria. This has created a gap of information on how communities were involved in managing primary education in the aspects of planning, control and implementation. The studies of Decker and Decker (1999) in the study in Virginia America posit that the rationale for involving the community in planning and decision making is based on the belief that citizens can actively participate and influence positively the quality of education in a given area. Even 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. Watt (2001) has also observed that community involvement in the life of the school could have a dramatic impact on education access, retention, and quality. Makene (2004) investigated the perception of school Heads, teachers and community members on the effects of underfunding on the performance of community secondary. Mulengeki (2005), effect of school board on the improvement of educational practices in Tanzania as well as devolution of powers from the central government to local levels and to schools, particularly in matters pertaining to financing of school projects and Nwakpa (2005) found that some TC II and WAEC holders are still teaching in some primary schools in Ebonyi State, and also found the teacher-pupils ratio of 1:50 in Ebonyi. The studies do not explore the studies in Yobe state in Nigeria hence providing the geographical gap in the study. The studies are not focusing on assessing the community in instructional support, contributions to resources and school management including assessing the state of primary education management in Nigeria.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the nature and scope of the research design; the research population, the sample size, sampling procedures, research instruments, validity and reliability of research instrument, data gathering procedures, data analysis, ethical consideration and limitation of the study.

3.1 Research Design

The study adopted a descriptive correlation 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.

3.2 Research population

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 (Political leaders), these are chosen because they oversee the schools management and are indirectly involved in schools management and NGOs in Fika local Government. Therefore the target population of this study was 1,249 respondents which comprises of 117 schools, 117 head teachers, 781 teachers and 351 PTA/community members in Fika local Government. In all, the researcher has a population of 1249 respondents..

3.3 Sample Size

The sample size for the study was arrived at using Slovene's formula for sample size determination which states that for any given population size is given by'

$$n = \frac{N}{1 + N(e^2)}$$

Using this formula the sample size arrived at as follow where

n= sample size

N= known population size

e= level of significance which can be (0.05)

The sample population was 303 respondents

Table 3.3: Population and sample size distribution

Category	Population size	Sample size
Head teachers	117	28
Teachers	781	190
Community	351	85
TOTAL	1,249	303

3.4 Sampling Procedure

The researcher used both purposive and random sampling techniques to gather data. The community was purposively selected since they have sufficient knowledge concerning community participation and management of primary school. The head teachers and teachers were selected using simple random sampling so as to get equal representation of the respondents. In that way, every member had an equal chance to be selected and also convenient sampling techniques was used to select the schools from 12 educational zones in the local government under study.

3.5 Research Instruments

3.5.1 Questionnaire

A researcher made closed ended questionnaire was used to collect quantitative data on the influence of community participation in management of primary schools in Fika local government Yobe state, north-eastern Nigeria. The instrument was personally administered with

the help of research assistants. Most of the copies were retrieved correctly for analysis. The questionnaire comprised of three (3) parts with twenty-five (25) items, five questions in part A concerned respondents Bio-Data; such as gender, highest level of qualification, Age, Time of interaction with the school and position of the respondents. Seventeen questions in part B concerned with the community participation in education, part C comprises thirteen (13) that deals with the management of primary schools. However, the 4 point modified Likert's scale of Strongly 4 Agreed (SA) 3 Agree (A) 2-Disagree (D) and 1-Strongly Disagree (SD) has been used for the items. The questionnaires are chosen because they are intended to attain data from all the categories of respondents and providing convenience to the respondents to fill them. All the categories of the respondents filled the questionnaires.

3.5.2 Interview Guide

The researcher used Face to Face interview with the eight (8) different study participants regarding their experience in community participation in management of primary schools. Qualitative data of the study was gathered by use of interviews. The interviews were been conducted were considered for a limited number of respondents. In fact the only category that was considered for interviews is management. This is because these respondents are thought to have a busier work schedule relative to the others. This method allows further probing and clarification of questions that tends to be difficult and not clear to the respondents. It also enhances responses for questions which would be regarded as sensitive. Interviews were important since they helped in getting information that may not have been asked in the questionnaires. The interview guide was used to collect data from the community leaders and head teachers of the study area in the schools.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity

To ensure validity of the research instruments, expert judgment were used to determine this. The questionnaire were drafted by the researcher and afterwards forwarded to the experts (supervisors) who reviewed the relevance of the questions to the study purpose and objectives. The two levels of rating were given to the questions namely 1= Relevant and 2=Not Relevant. The questions that were rated as relevant and very relevant were calculated as ratio of the total

number of questions in the questionnaire and then Content Validity was hence are computed. The content validity index (C.V.I) was found by considering the number of items declared relevant divided by total number of items presented.

The following illustrates the formula that was used

$$CVI = \frac{\text{Questions Rated as Relevant}}{\text{Total Number of Questions in the Questionnaire}}$$

Table 3. 6.1: Determination of Validity of Instrument

	Relevant items	Non-Relevant Items	Total
Rater 1	24	6	30
Rater 2	25	5	30
Rater 3	26	4	30
Total	75	15	90

$$CV = \frac{75}{90} = 83.3\%$$

The acceptable rate that researcher preferred was 0.7 that resulted from the division of the corrected questions out of the total questions.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated results. In this study, quality control was done by carrying out a pretest of the questionnaire on 10 respondents to test the reliability using Cronbach's alpha coefficients.

If the figure for Cronbach's Alpha were above 0.70, the instrument was declared as reliable. This test was confirmed that the instrument has ample internal consistency. Amin, (2005)

Table 3.6.2: Cronbach's Alpha

Construct Variable	Number of items	Cronbach's Alpha
Community Participation	17	0.82
Primary school Education Management	13	0.78
Mean	30	0.80

The mean of the reliability is established at 0.80 therefore the internal consistency (Reliability) of the instrument was confirmed

3.7 Data Collection Procedure

3.7.1 Before the Administration of the questionnaires

An introduction letter was obtained from the College of Education Open and E-Distance learning (CEODL) for the researcher to solicit approval to conduct the study from the schools and local authorities. When approved, the researcher secured a list of the qualified respondents from the in charge and select through purposive sampling from this list to arrive at the minimum sample size. The respondents were explained to about the study and requested to sign the Informed Consent Form. The researcher then produced copies of the questionnaire and trains the research assistants.

3.7.2 During the administration of the questionnaires

Specifically, the researcher and the assistants were requested the respondents to do the following:

- (1) To answer completely all questions and not to leave any item of the questionnaires unanswered;
- (2) To avoid biases and to be objective in answering the questionnaires. Some respondents were guided on what to do by data collectors and as such, some questionnaires were retrieved on spot, while others retrieved after some days or weeks.

3.7.3 After the administration of the questionnaires

On their return, the researcher edited and enters the questionnaire responses into the SPSS software, for further processing and analysis by using SPSS version 22. The researcher achieved a returns rate of 282 out of 303 questionnaires which represent 93 percent questionnaire distributed.

3.8 Data Analysis

Data collected from the field was compiled, sorted, edited and coded to have the required quality, accuracy and completeness. Analysis of the data collected during this research enlisted several statistical and non-statistical methods. First, the demographic characteristics of the respondents were analyzed by use of frequencies, percentages on demographic data. The rest of the analysis was done objective-wise using SPSS version 22. On the first and second objectives the researcher had employed descriptive statistics of the means and standard deviation to attain the measures of the level of community participation and management primary schools. The following numerical values and response modes were used to interpret the means;

Table 3.8 Interpretation of Mean Ranges

Mean Range	Response Mode	Interpretation IV DV	
		Community participation	Management of primary sch
3.26-4.00	Strongly agree	Very High	Very Good
2.51-3.25	Agree	High	Good
1.76-2.50	Disagree	Low	Poor
1.00-1.75	Strongly Disagree	Very Low	Very Poor

On the last objectives Pearson's linear Correlation Coefficient (PLCC) and Simple linear regression was also used to analyze data to determine the relationship between community participation and management of primary schools based on the level significance of 0.05.

3.9 Ethical Consideration

An introduction letter was obtained from the College of Education Open and E- Distance learning (CEODL) for the researcher to solicit approval to conduct the study from the schools and local authorities. Respondents' consents were sought; all data collected were strictly used for the purpose for which it was collected. To avoid bias, random sampling techniques were fully employed. All quoted works were also properly cited and referenced. Request the respondents to sign in the Informed Consent Form (appendix iii). Present the findings in a generalized manner.

Another important consideration, involved getting the informed consent of those going to be met during the research process, which involved interviews and observations bearing in mind that the area bear unfamiliar respondents.

Accuracy and honesty during the research process is very important for academic research to proceed. The researcher treated the project with utmost care, in that had no temptation to cheat and generate research results, since it jeopardized the conception of research.

3.10 Limitations of the study

Lack of cooperative behavior of some respondents and those who were reluctant to give information limited the researcher in this study. However, the researcher convinced the respondents that their participation in the study is very instrumental in ensuring that their children's education quality needs to have support of the community.

Language barriers, some of the respondents who did not understand English language examples among the members of the Parents' Teachers Association (P.T.A.) and some Arabic teachers, the researcher explained everything to them in their local languages.

Not all questionnaires were retrieved. Out of 303 questionnaires that were distributed only 282 were retrieved which is equivalent to 93 percent questionnaires that had been distributed. This was though with a high response rate that meant that data collected is reliable. Respondents' biases; in studies like this one, involving questionnaire and interview data for collection and seeking respondents' perceptions and views, it is common that human may provide answers/views, which are not out of their best knowledge and beliefs but rather out of their best personal desires and preferences, which desires and preferences may not reflect what actually exists.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the findings from the study on relationship between community participation and management of primary schools in Fika Local Government of Yobe state Nigeria. The focus was on three objectives which included examine the level of community participation in education, to establish the level of management of primary schools in Fika Local government of Yobe state Nigeria and finally to determine the relationship between community participation and management of primary schools. This chapter is organized based on the demographic traits of respondents, and the analysis based on the research objectives. The data is presented, analyzed and interpreted as shown in the following:

4.1 Response Rate

The study targeted a sample population of 303 respondents who were teachers, head teachers and community of the studied schools. The research achieved a response rate of 93 percent from the 282 respondents out of the 303 questionnaires that were administered and distributed to the selected respondents of the study. Therefore with this response rate, there is high confidence that the responses received on the study are reliable. Key researchers such as Saunders (2007) suggest that a response rate of 50% is adequate when quantitative data is manually collected. Table 4.1 below presents a breakdown of the response rate of the respondents by their categorization.

Table 4.1. Response Rate

Respondents Category	Sample Size	Actual returned	Percentage
All respondents	303	282	93.0

Source: Primary Data, 2017

Table 4.1 above presents the response rate of the responses to which the research instruments were administered. The findings presented show that out of 303 respondents targeted 282 responded giving a response rate of 93%. This implies that the response rate was high the data analyzed therefore can't be doubted on any ground, given that the analysis is sufficient enough.

4.2 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 influences the result of the study. The general information has an implication on the study variables. The different demographic characteristics are analyzed and presented in table 1 below;

Table 4.2. Demographic Characteristics of the Respondents (n=282)

Categories	Response	Frequency	Percentages
Gender	Male	183	64.9
	Female	99	35.1
	Total	282	100.0
Education	Degree	65	23.0
	Certificate	121	42.9
	Diploma/N.C.E.	71	25.2
	Others	25	8.9
	Total	282	100.0
Age	18-28 Years	92	32.6
	29-38	59	20.9
	39-48	73	25.9
	50 Years above	58	20.6
	Total	282	100.0
Experience	Less than 1-3 years	44	15.6
	4-5 years	61	21.6
	Between 6-7 years	55	19.5
	8 years and above	122	43.3
	Total	282	100.0
Position			
	Head Teacher	29	10.3
	Teacher	175	62.1
	Community leader	27	9.6
	NGo Official	22	7.8
	PTA and SMC Official	29	9.9
	Total	282	100.0

Source: Field Data, 2017

The study findings on the gender of the respondents reveal that majority of the respondents were male with 183 representing 64.9% of the respondents, the females were 99 representing 35.1% of

the respondents. The results reveal that though the male dominated the study both genders provided the data, it further imply that data was collected from respondents across the gender grid.

Concerning the education of the respondents, the researcher findings reveal that the majority respondents were certificate holders who were 121 (42.9%) of the respondents, the diploma/N.C.E were 71(25.2%) of the respondents while the degree holders were 65(23.0%) of the respondents while others were 25(8.9%) of the respondents. The study findings further reveal that the study was conducted from educated people, the data can be grounded as true since it meet the criteria of educated respondents.

On the issue of the age of the respondents the majority of the respondents were in the age of 18-28 years with 92(32.6%) of the respondents while the age of 29-38 had 59(20.9% of the respondents while the age of 39-48 years had 73(25.9%) of the respondents while the age of 50 years and above had 58 (20.6%) of the respondents. The findings reveal that the data was collected from the mature people in terms of age.

concerning the time of the respondents interaction with the school, majority had been there for a period of 8 years and above 122(43.3%) of the respondents while 4-5 years was with 21.6% of the respondents, the respondents with between 6-7 years were 55(19.5%) of the respondents while those of less than 1-3 years had 44(15.6%) of the respondents. The study results imply that the data was collected from the respondents with much information given their longer interaction with the school environments.

Finally concerning the respondents on the position of the respondents, the majority were the teachers who were 175 (62.1%) of the respondents while the community leaders were 27(9.6%) of the respondents, the PTA and SMC Official were 29(9.9%) of the respondents while the NGO officials were 22(7.8%) of the respondents. The study was conducted from across the community people and those interacting directly and indirectly with the school environment.

4.3 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				
Community organizations assist teachers for example to prepare teaching aids	2.592	1.050	High	1
The community undertakes effective instruction program evaluation	2.556	1.105	High	2
School committees organize extracurricular activities	2.553	1.069	High	3
The community provide a conducive environment for the study	2.503	1.160	High	4
The community provide links between schooling and work	2.496	1.123	Low	5
The community enable parents to help children with home work	2.092	.990	Low	6
Average mean	2.465	1.082	Low	
School management				
The community takes part in the management of the school through their representation in the District Education Oversight Committee	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	2.347	1.083	Low	4

school management.				
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.

The interview responses attained are presented below

From the responses gathered during the field research, it was realized that in this school community, parents do not show interest in the affairs of the school. Most of the parents or

members of the community interviewed lamented over the state of affairs in the school. On the issue of how often they take part in the decisions of the school, it is interesting to reveal that some parents have never taken part in any.

On how the community participate in schools management, The head teachers disclosed that parents do not pay visits to the school to find out the progress of their children; to find out whether the school has problems and that sometimes when children are punished parents are not happy. They reported that on one occasion, a teacher was confronted by a parent for flogging his child who persistently absents herself from school.

Regarding the forms of participation, Patronage through PTA meetings was identified as a form of participation that exists in the school. Almost all parents interviewed asserted that they take part in the affairs of the school through PTA meetings. It was, however, learnt that turnout at PTA meetings in this school unlike the other school in the study is quite low. According to the Head teacher of the school, majority of parents do not often show up at PTA meetings because they think such meetings are for contributions which they do not want to hear at all. The headteachers also attributed low turnout at PTA meetings largely to the fact that such meetings are often fixed on Fridays. Being a school that has majority of parent's scholars, they find this difficult in attending the meetings with the Friday prayer which is so much valued.

It was also learnt that the PTA in the school is not very active. According to the PTA secretary who is a teacher in the school, the last PTA meeting in the school was held sometime in 2010. Most parents, thus, explained that they do not have the opportunity to participate as they are not regularly invited for meetings. This situation denies the teachers the opportunity to discuss the development of the school with parents.

Interviewees again identified financial contributions as one of the forms of participation that prevails in the school. Unlike Junior Secondary, however, there is a major challenge in getting the commitment of the community to contribute

financially towards the development of the school. It was gathered from the responses of both community members and the school authorities that the ability and willingness to contribute towards the financial resources of the school is virtually non-existent. The Headmistress of the school described the situation of financial contribution as a “tug-of-war”. The issue of payment has prevented majority of parents from attending PTA meetings and other school gatherings.

In her opinion, the head lamented over this situation saying: “at times when you invite them (parents) for meetings, they’ll not turn up because of contributions. Even though, a parent has two children in the school, he said he would not contribute towards getting electricity in the school. As a result the school is still without lighting system as majority of parents have not contributed”. A parent who is one of the proprietors of the three Arabic Primary Schools from which the JSS draws students asserted: “is an old school but as parents we do not come out to help in the development of the school. We do not contribute financially to help the school but I hope to contribute in the future.

It was realized from the interviews that the community of this school takes a backstage in the management of the school. The awareness to participate is low among parents of the school. Most parents claimed that they are not involved in the decisions and management of the school. According to them, management is usually in the hands of the headmistress and her staff. No conscious effort is made to involve them. Further, parents disclosed that PTA meetings are not called regularly at all and it is only through such meetings that they can contribute their quota towards the running of the school. An interesting revelation, however, was that majority of parents were not aware of the existence of the SMC in the school.

In view of the poor attitude of parents to the affairs of the school, the Committee is not really active and does not get involved in raising the performance level of the school through taking and implementing school decisions and programs as such acts are often difficult to get the blessings or approval of the community or parents. Management is, therefore, more or less in the hands of the school administration.

4.4 Level of management of primary schools in Fika Local government of Yobe state Nigeria

The second objective was to establish the level of management of primary schools in Fika Local government of Yobe state Nigeria. The variable had 13 questions for which respondents were required to ascertain the extent to which they agree or disagree with the items or statements by indicating the number which best describe their perceptions. This variable was measured using questions with response rate ranging between 4=strongly agree, 3=agree, 2=Disagree and 1=strongly disagree. The responses were analyzed and described using means as summarized below in table 4.4.

Table 4.4: management of primary schools in Fika Local government 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, 2017

The study results in table 4.4 management of primary schools in Fika Local government 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 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 implement 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 had 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 study 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 study 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 not existing.

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 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.

4.5 Relationship between relationship between community participation and education management.

The third research objective in this study was to examine the relationship between community participation and management of primary education in Fika Local government of Yobe state Nigeria. To achieve this objective the researcher correlated the mean on instruction materials usage and that on academic performance using the Pearson's Linear Correlation Coefficient, as indicated in table 4.5;

Table 4.5: Pearson linear correlation between community participation management of primary schools at 0.05.

Variables Correlated	r-value	Sig	Interpretation	Decision on Ho
Community Participation Vs Management of primary schools	.022	.360	No Significant correlation	Accepted

Source: Primary data, 2017

Results in Table 4.5 indicated that there was no significant relationship between community participation and management of primary schools in Fika Local government of Yobe state Nigeria since the sig. value (.360) was far greater than 0.05, which is the maximum level of significance, required declaring a significant relationship in social sciences. This finding can be seen in the r-values of .022. Regarding the relationship, the respondents revealed that the presence of community participation in education did not have a high contribution to management of primary schools. The study reveals that the community participation did not contribute to the improvement in the education management of the schools in Fika Local government of Yobe state Nigeria. The study therefore null hypothesis is accepted and the researcher conclude that the there was no significant relationship between community participation and management of primary schools in Fika Local government.

Table 4.5.2 Regression analysis on the effect of community participation on the management of primary schools in Fika Local government of Yobe state Nigeria

Model Summary						
Model		R	R Square	Adjusted R Square		Std. Error of the Estimate
1		.022 ^a	.000	-.003		.39400
a. Predictors: (Constant), Community Participation						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.020	1	.020	.130	.719 ^b
	Residual	43.466	280	.155		
	Total	43.486	281			
a. Dependent Variable: Education Management						
b. Predictors: (Constant), Community Participation						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
b	(Constant)	2.266	.195		11.612	.000
1	Community Participation	.028	.079	.022	.360	.719
a. Dependent Variable: Management of primary schools						

Source: Primary data, 2017

From table 022^a represented the regression coefficient between community participation and management of primary schools in Fika Local government of Yobe state Nigeria and this portrays that 2.2% of change in the dependent variable (i.e. Management of primary schools) is represented by community participation. The R², .000, also contends that there is no effect brought by the community participation in the education management, no data is counted. The

adjusted R^2 , of -.003 is less than 0.05, which shows that no significance is brought to the education management through the community participation. The standard error estimate of .39400 shows scatter of the data.

The analysis of Variance (ANOVA) elaborates more on the relationship between the independent variable (community participation) and the dependent variable (management of primary schools). From the ANOVA table, the value of $F=.130$, the value of significance, .719 Therefore indicate that there is no significant effect community participation on education management in Fika Local government of Yobe state Nigeria.

The table further shows the regression analysis between community participation on primary education management in Fika Local government of Yobe state Nigeria. The regression analysis shows that the management of primary schools depends on community participation are 2.266. The rate of community participation on primary education management in Fika Local government of Yobe state Nigeria is ($\beta = .022$). This means that community participation lead to education management by .022. The t values for the constant and β are (11.612 and .360) respectively with their respective levels of significances as (.000 and .719) respectively. Since .000 and .719 are greater than 0.05, therefore the researcher concludes that community participation has no effect on management of primary schools.

The respondents argued that despite the nature of the relationship, community participation has a relationship with primary education management in the schools.

The community member argued that “Students are not usually left to teachers alone but their parents and relatives in the community most often help them with remedial work and make sure that assignment is done. This kind of activity boosts the students to work hard at home and school environments.

School attendance is one of the fundamental prerequisites of better learning for any student. When the community becomes watchful over their students it becomes difficult for the student to miss schooling thus reducing truancy.

Community increases motivation of the learners because being close to them in school and at home shows that they care for them and they feel appreciated in their

quest for education. Community helps to prevent bad behavior like truancy, drug taking and any other delinquencies that might harm the learning of the students in school

On overall the study results reveal that community participation in the education is fundamental and facilitate the management of the school environment in terms of the education management. It is fundamental for enhancing the work traits and supports the employees in the work excellence.

Regarding the challenges faced in the community participation to primary education management, the study responses through the interview are provided below.

Another major challenge to effective participation identified by respondents was illiteracy or lack of formal education. Even though majority of parents of children of this school are educated, in this community as a whole the illiteracy level is very high. Some parents expressed their frustrations about their views not being considered at meetings simply because they are not formally educated. As a result, when it comes to decisions regarding the development of the school, some of them find it very difficult to get involved since their opinions, no matter how important they might be, may not be considered.

In spite of the fact that community participation in education was acclaimed as a laudable idea by all parents, the fear of intrusion was disclosed as a major challenge to their desire to participate. It became abundantly clear from the expressed views of parents that some teachers do not usually welcome the involvement of parents. Some of them complained that the attempt to get more involved is misconstrued to mean a conscious effort on the part of the community to interfere in the administration of the school and a sort of audit system. The headteachers on their part were of the view that it was not so much the fear of intrusion by teachers. The community saw school management as the responsibility of the head and his or her staff.

The community also argued that most parents or members of the community are peasant farmers and they are often at the crossroads sometimes as to whether to attend school meetings or go to their farms. More often than not, meetings coincide

with time of farm work as they are held during the day time. Parents expressed their desire to fully participate in school meetings if such meetings could be held on Fridays and market days they have set aside for resting. One of the interviewees noted: “a parent may want to attend PTA meeting but due to work on farm, he or she would not leave the farm work to attend. Besides, when a meeting is scheduled on a market day, traders would not attend.

Financial constraints were identified as one of the major factors affecting the participation of parents. It was learnt from the PTA secretary of the school that sometimes some parents avoid PTA meetings and for that matter the decision making process because of poverty. Majority of the teachers in the school interviewed explained that it is the notion of majority of parents especially the poor that any meeting that is called is meant to levy some contribution. It was disclosed that: “contributions are difficult due to poverty. Parents find it difficult to attend school meetings because of fear of contributions to be imposed”.

The study results imply that the state of the community participation in the education has been hindered by a series of the factors that limit the community work in the environment that creates difficulty in the environment that frustrate the community. The study results from the interview also reveal that low community participation has low effect on management of primary schools in Fika local government.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the discussion of the findings presented in the preceding chapter. The discussion is made with reference to other similar works done in previous studies. The section then draws conclusions from these discussions after which it offers its recommendations. Finally, it suggests areas that are potential grounds for research that could not be completed in the body of this report.

5.1 Discussions

This section was further organized into three subsections with respect to the research objectives that guided the study.

5.1.1 Level of community participation in education in Fika Local government

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.

5.1.2 Level of management of primary schools in Fika Local government of Yobe state Nigeria.

The study results on primary education management in Fika Local government. 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.

5.1.3 Relationship between community participation and education management in Fika Local government.

The study results reveal that there was no significant relationship between community participation and education management in Fika Local government of Yobe state Nigeria since the sig. value was far greater than the significance level, which is the maximum level of

significance, required declaring a significant relationship in social sciences. This finding can be seen in the r-values of .022. Regarding the relationship, the respondents revealed that the presence of community participation in education did not have a high contribution to education management. These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below. The findings are in agreement with Uemura (1999) who 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. Even Makene (2004) investigated the perception of school Heads, teachers and community members on the effects of underfunding on the performance of community secondary schools in Tanzania and revealed there is a significant relationship between poor funding on teaching materials and performance in national examinations.

On the contrary Ewelum and Mbara (2016) argued that educational system has made policy makers, educators and others involved in education to seek for ways to utilize the limited resources efficiently and effectively in order to provide quality education for children. Even Decker and Decker (1999) posit that the rationale for involving the community in planning and decision making is based on the belief that citizens have right as well as a duty to participate in determining community needs, in deciding priorities, and in selecting the most appropriate strategy for the allocation of community resources.

5.2 Conclusions

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. The study on the second objective conclude that the education planning, control and program implementations in the schools was poor, the state of the education system to the school management authorities in the management of the school environment provide and indicate the values for the primary education management. The study on the third objective conclude that community participation did not much lead to management of the primary schools. The study conclude that low community participation accounted for the nature of the management of schools in Fika local government.

5.3 Recommendations

(1) Regarding the first objective, 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.

(2) 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 students. 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 at regular supervision and monitoring of schools for effective management.

(3) The third objective recommends to the government to establish 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. Therefore, the Ministry of Education ought to formulate a structure that allows for community participation at policy formulation stage to its implementation and maintenance.

5.4 Suggestions for Further Research

The following recommendations were made for further research:

A similar study should be done in all the other parts of the country to assess the impact of community involvement in public secondary schools.

A study of public primary schools to establish the impact of community involvement in public primary school education offered in the schools.

A study on how Free Secondary Education will impact on community involvement in management of public secondary schools in schools.

A study on the policies and guidelines in community involvement in management of schools

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APPENDIX I: TRANSMITTAL LETTER



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College Of Education, Open and Distance E-Learning
Office of the Principal

26th May, 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: PERMISSION TO CONDUCT A RESEARCH STUDY IN YOUR ORGANISATION

With reference to the above subject, this is to certify that **Mr. MUSA YUSUF MOHAMMED** Reg. No.1163-07096-08558 is a bonafide student of Kampala International University pursuing Master Degree in Educational Management and Administration.

He is currently conducting a field research entitled, "Community participation and education management in primary schools in Fika local government area, Yobe State, Nigeria".

This area has been identified as a valuable source of information pertaining to his research project. The purpose of this letter therefore is to request you to avail him with the pertinent information as regards to her study.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


TINDI SEJE (PhD)
Ag. PRINCIPAL (CEODL)
tindiseje@yahoo.com
+256 752 553 123

"Exploring Heights"

APPENDIX II: LETTER TO THE RESPONDENTS

Dear Sir/Madam,

Greetings!

I am a candidate for Masters of Education Management and Administration of Kampala International University. My study entitled “Community Participation and education Management in Primary Schools In Fika Local Government Area, Yobe State, Nigeria. Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered any data you will provide shall be for academic purposes only. No information of such kind shall be disclosed to others.

Thank you very much in advance.

Yours faithfully,

Musa Yusuf Muhammed

APPENDIX III: INFORMED CONSENT

I am giving my consent to be part of the research study of **Musa Yusuf Muhammed** that focuses on Community Participation and education Management in Primary Schools in Fika Local Government Area, Yobe State, Nigeria.

1. I agree to be interviewed or fill the questionnaire for the purposes of the research named above.
2. I understand that participation in this research is voluntary and I will not be paid for my participation.
3. The purpose and nature of the research and interview has been explained to me.
4. I acknowledge that during any stage of th research I have the right to withdraw my participation
5. I understand that during the interview or filling the Questionnaire I the right to decline to answer any questions or to end the interview.
6. Any question that I have asked about the research and interview have been answered to my satisfaction.
7. I understand that I will not state my name during filling the questionnaire or interview and I have total anonymity

Initials : _____

Date : _____

APPENDIX IV: RESEARCH QUESTIONNAIRE

Dear respondent,

I, Musa Yusuf Muhammad a student of Kampala International University Uganda pursuing master's degree of educational management and administration. As part of my study at Kampala International University, I am conducting a study on "Community Participation and Education Management in Primary Schools in Fika Local Government Area, Yobe State, Nigeria. Please spare some time and answer the questions that follow. Your response will be kept strictly confidential and will only be accessed by the research team. The information provided will only be used for academic purposes in this study.

Thank you very much for your time and cooperation.

Section A: Demographics of respondents (Please Tick the most appropriate answer)

1. Gender

- 1) Male ☐
- 2) Female ☐

2. Highest level of qualification

- 1) Degree ☐
- 2) Secondary ☐
- 3) Diploma/NCE ☐
- 4) Others ☐

3. Age

- a) 18 - 28 ☐
- b) 29 - 38 ☐
- c) 39 – 48 ☐
- d) 50 above ☐

4. Time of interaction with the school

- 1) Less than 1-3 year ☐
- 2) 4-5 years ☐
- 3) Between 6-7 years ☐
- 4) 8 years and above ☐

5. Position of the respondents

- | | |
|---------------------|--------------------------|
| 1) Teacher | <input type="checkbox"/> |
| 2) Head teacher | <input type="checkbox"/> |
| 3) Community Member | <input type="checkbox"/> |
| 4) NGO official | <input type="checkbox"/> |
| 5) PTA & SMC | <input type="checkbox"/> |

SECTION B & C: Objectives

Direction: please tick the column corresponding rating that best describes your response using the guide below

Score	Mode of response	Description
4	Strongly agree	You agree with no doubt
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly disagree	You disagree with no doubt

Section B: Community participation in education

		Rankings			
	Response	1	2	3	4
	Support for the instructional program				
1	School committees organize extracurricular activities				
2.	The community provide links between schooling and work				
3.	Community organizations assist teachers for example to prepare teaching aids				
4.	The community enable parents to help children with home work				
5.	The community provide a conducive environment for the study				
6.	The community undertakes effective instruction program evaluation				

	School Management				
1	The community takes part in the management of the school through their representation in the local Education Oversight Committee				
2	The community is effectively represented on the school management committee				
3	The community manages the school through the parents teachers associations				
4	Community like NGOs is effectively involved in organizing workshops on school management.				
5	The community is involved in taking good care of school property.				
6	There is effective community involvement in the disciplinary management for the students				
	Contributions school resources				
1	The community have material donations to schools such as footballs, furniture and wall clocks from parents				
2	The community provide land to the schools for establishment and schools expansion				
3	The community donate the funds to the schools for the work activities				
4	The community mobilize the scholastic materials for the schools in the local Government				
5	The community provide the labour in the construction of the schools				

Section C: Education management

		Rankings			
	Response	1	2	3	4
1	There is effective planning for the curriculum development in the schools				
2.	There is effective planning for the resources that are allocated to the school activities				
3.	The schools administration plan for the funding requirements of the school				
4.	There is proper training planning for the schools staff at the end of the term				
5	There is effective schools management committees that are results oriented				
6	There is effective supervision of the staff and the students in the schools				
7	The management enhance the accountability for the finance in the schools				
8	The school management ensures proper curriculum and compliance in the schools				
9	The schools teaching are utmost managed for the performance of the schools				
10	The performance of the teachers in the schools are managed by the education authorities				
11	The students register proper performance due to effective education supervision				
12	There is strict code of behaviors that are followed in the schools by teachers				
13	The schools management effectively implement the directives for performance measurement tenets				

APPENDIX V: INTERVIEW GUIDE

- 1) What is the level of community participation in the education of primary schools in Fika local government area, Yobe state, Nigeria?
- 2) What are the forms of community participation in education in the primary schools of the local government?
- 3) What is the state of education management in the primary schools in Fika local government area, Yobe state, Nigeria?
- 4) What are some of the challenges to education management in primary schools in Fika local government area, Yobe state, Nigeria?
- 5) What is the relationship between community participation and education management in primary schools in Fika local government area, Yobe state, Nigeria?

APPENDIX VI: SAMPLE SIZE

The sample size for the study is arrived at using Slovene's formular for sample size determination which states that for any given population size is given by'

$$n = \frac{N}{1 + N(e)^2}$$

Using this formula the sample size arrived at as follow where

n= sample size

N= known population size

e= level of significance which can be (0.05)

$$n = \frac{1249}{1 + 1249(0.05)^2} = \frac{1249}{1 + (0.0025)} \quad n = \frac{1249}{4.1225} = 303$$

For the sample size population therefore

$$n_1 = \frac{1}{N} \times n = \frac{117}{1249} \times 303 = 0.094 \times 303 = 28$$

Sample size for head teachers is 28

$$n_2 = \frac{N_2}{N} \times n = \frac{781}{1249} \times 303 = 0.625 \times 303 = 190$$

Sample size for teachers is 190.

$$n_3 = \frac{N_3}{N} \times n = \frac{351}{1249} \times 303 = 0.28 \times 303 = 85$$

Sample size for community members is 85.

APPENDIX VII: STATISTICAL DATA (SPSS)

FREQUENCY TABLE

	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Valid Male	183	64.9	64.9	64.9
Female	99	35.1	35.1	100.0
Total	282	100.0	100.0	
Education				
Valid Certificate	121	42.9	42.9	42.9
Diploma	71	25.2	25.2	68.1
Degree	65	23.0	23.0	91.1
Others	25	8.9	8.9	100.0
Total	282	100.0	100.0	
Age				
Valid 18-28 Years	92	32.6	32.6	32.6
29-38	59	20.9	20.9	53.5
39-48	73	25.9	25.9	79.4
50 Years above	58	20.6	20.6	100.0
Total	282	100.0	100.0	
Time in school				
Less than 1-3 years	44	15.6	15.6	15.6
4-5 years	61	21.6	21.6	37.2
Between 6-7 years	55	19.5	19.5	56.7
8 years and above	122	43.3	43.3	100.0
Total	282	100.0	100.0	
Position of respondents				
Valid HeadTeacher	29	10.3	10.3	10.3
Teacher	175	62.1	62.1	72.3
Community Member	27	9.6	9.6	81.9
NGo Official	22	7.8	7.8	89.7
PTA and SMC Official	29	10.3	10.3	100.0
Total	282	100.0	100.0	

Descriptive on Community participation**Descriptive Statistics**

	N	Mean	Std. Deviation
Community organizations assist teachers for example to prepare teaching aids	282	2.5922	1.05051
The community undertakes effective instruction program evaluation	282	2.5567	1.10578
School committees organize extracurricular activities	282	2.5532	1.06998
The community provide a conducive environment for the study	282	2.5035	1.16059
The community provide links between schooling and work	282	2.4965	1.12319
The community enable parents to help children with home work	282	2.0922	.99035
Valid N (listwise)	282		

Descriptives**Descriptive Statistics**

	N	Mean	Std. Deviation
The community takes part in the management of the school through their representation in the District Education Oversight Committee	282	2.7021	1.04520
The community manages the school through the parents teachers associations	282	2.5532	1.03274
The community is involved in taking good care of school property.	282	2.4291	1.10496
Community like NGOs is effectively involved in organizing workshops on school management.	282	2.3475	1.08359
The community is effectively represented on the school management committee	282	2.3014	.96076
There is effective community involvement in the disciplinary management for the students	282	2.2589	1.01956
Valid N (listwise)	282		

Descriptive Statistics

	N	Mean	Std. Deviation
The community mobilize the scholastic materials for the schools in district	282	2.5957	1.03311
The community provide land to the schools for establishment and schools expansion	282	2.5887	1.06761
The community provide the labour in the construction of the schools	282	2.5745	1.06870
The community donate the funds to the schools for the work activities	282	2.4539	1.08352
The community have material donations to schools such as footballs, furniture and wall clocks from parents	282	2.3298	1.11018
Valid N (listwise)	282		

Descriptive on management of primary schools

	N	Maximum	Mean	Std. Deviation
The schools administration plan for the funding requirements of the school	282	4.00	2.6489	1.26300
The school management ensures a proper curriculum and compliance in the schools	282	4.00	2.5248	1.04409
The schools teaching are utmost managed for the performance of the schools	282	4.00	2.3972	1.03587
The schools management effectively implement the directives for performance measurement tenets	282	5.00	2.3794	1.03050
There is effective schools management committees that are results oriented	282	4.00	2.3582	1.16109
There is effective supervision of the staff and the students in the schools	282	4.00	2.3050	1.13466
The performance of the teachers in the schools are managed by the education authorities	282	4.00	2.3014	1.14030
There is proper training planning for the schools staff at the end of the semester	282	4.00	2.3014	1.09898
There is effective planning for the curriculum development in the schools	282	4.00	2.2872	1.10279
The students register proper performance due to effective education supervision	282	4.00	2.2695	1.23057
The management enhance the accountability for the finance in the schools	282	4.00	2.2589	1.17522
There is effective planning for the resources that are allocated to the school activities	282	4.00	2.1738	1.18485
There is strict code of behaviors that are followed in the schools by teachers	282	4.00	2.1560	1.02136
Valid N (listwise)	282			

Correlations

Correlations

		Community Participation	Education Management
Community Participation	Pearson Correlation	1	.022
	Sig. (1-tailed)		.360
	N	282	282
Education Management	Pearson Correlation	.022	1
	Sig. (1-tailed)	.360	
	N	282	282

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.022 ^a	.000	-.003	.39400

a. Predictors: (Constant), Community Participation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.020	1	.020	.130	.719 ^b
	Residual	43.466	280	.155		
	Total	43.486	281			

a. Dependent Variable: Education Management

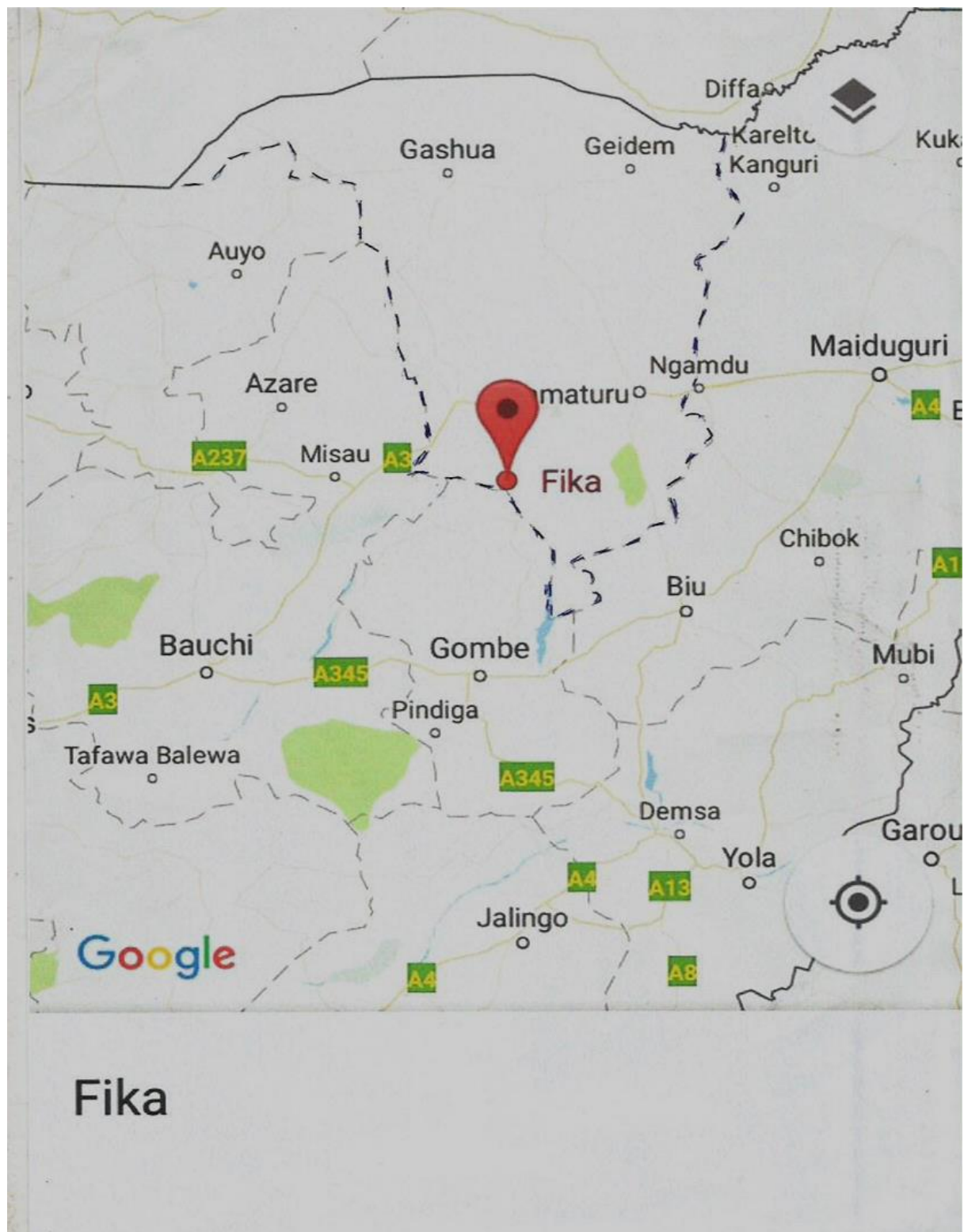
b. Predictors: (Constant), Community Participation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.266	.195		11.612	.000
	Community Participation	.028	.079	.022	.360	.719

a. Dependent Variable: Education Management

APPENDIX VIII: MAP OF YOBE STATE SHOWING FIKA LOCAL GOVERNMENT



**APPENDIX IX :SAMPLED PRIMARY SCHOOLS IN FIKA LOCAL GOVERNMENT
AREA, YOBE STATE NIGERIA.**

1. Anze Primary School
2. Babaji primary school
3. Babanana primary school
4. Bulaburin Primary School.
5. Banale Primary School
6. Central Primary School Gadaka
7. Daya Primary School
8. Dumbulwa Primary School
9. Duffuwel Primary School.
10. Fika Central Primary School
11. GarinGamji primary school
12. GarinGoge Primary school
13. Garin Aba primary
14. GarinDauya Primary school.
15. Gashaka Primary School
16. Janga Dole Primary School
17. JangaSiri Primary School.
18. KukarGadu Primary School.
19. Kadi Primary School.
20. KuliPrimry School.
21. Lampo Primary School
22. Moiduwa Primary school
23. Moi Ganga Primary School
24. Ngalda Primary School
25. Sabonlayi Primary School
26. Sayo Primary School
27. Zadawa Primary School
28. Zamba Primary school.