

Relationship between Community Participation and Education Management in Fika Local Government Area of Yobe State, Nigeria

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Abstract. The study was to establish the level of management of primary school in Fika Local government of Yobe state Nigeria and was to determine the relationship between community participation and management of primary education. The study was guided by descriptive correlation with quantitative approaches. The population used in this study was 303 respondents from teachers, head teachers and community member from the study area. The sample size was 282 drawn through simple random sampling for teachers and head teachers and purposive sampling for community members. This study used questionnaire instrument to collect data from the respondents. A research question drawn and one null hypothesis was formulated to test the relationship between community participation and management of primary schools Fikal Local Government, Yobe state. The data gathered were corrected and encoded in computer and statistically treated using the statistical package for social sciences (spss). Peason's linear correlation was used to establish the relationship between community participation and management of primary school in Fika Local Government Area, Yobe State Nigeria. Findings revealed that there was no relationship between community participation and management of primary school since the significance value is (0.360) was far greater then 0.05, which is the maximum level of significance. The study concludes that there was no significant relationship between community participation

and education management in Fika Local government of Yobe state Nigeria. The study also 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.

1. Introduction

According to Sayer and Williams (1989), education is very complex endeavor that calls for common effort and participation of all its stakeholders. Community participation received increasing attention across the world in recent years. To this end, a number of countries have enacted policies that poster community involvement. Community participation is considered as an end to itself (as a democratic right) and as a means to achieve sustainable development and poverty alleviation. The world forum on Education for all (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for action in Dakar, Senegal in 2000, community participation in education management has become an educational development agenda of countries of the developing world (Bray 2001). This trend is associated with national decision makers desire

to change the pattern of education control and provision, and interest of donors of education about how and where to spend aid funds. The argument is that “those closest to the schools are in better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children” (Chapman, Barcikowski, Sowah Gyamera, and Woode, 2002)

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).

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 in 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)

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.

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2. Statement of the problem

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. Also the number of pupils turned out yearly is ill prepared for higher education or productive challenges right from the primary level. In other words, performance indicators at all levels of Nigerian educational system have dwindled (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. The current economic recession in Nigeria affects every sector of the economy, and education sector is not an exception with every Nigerian feeling the impacts of the economic hardship (vanguard, 2016). Current economic crisis confronting many governments is creating severe conflicts in educational sector of Nigeria and Yobe state in particular. Empathically, community participation in education management in Fika Local government has experiencing serious problems

The state of the education in terms of planning, control and implementations is challenging, if communities were participative in the education management perhaps the education sector would be performing, it is based on the above highlighted issues that the researcher is interested in examine the effect of community participation on education management.

3. Research Question

Is there a relationship between community participation and management of primary schools in Fika Local government of Yobe state Nigeria?

4. Null Hypothesis

The study proposed this hypothesis:

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

5. Literature Review

Nwadiani (1998) 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, 1997). 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 subordinates in the way of creating favorable 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 (Oyededeji, 1998).

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.

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.

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 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.

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 of teachers and other sectors of the economy.

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).

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.

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 were 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 inhabit the participation in education.

6. Methodology

Research Design is a framework or plan to be used as a guide to collect data and analyze it in order to achieve study objectives or to answer research questions of the study. (Kibuuka.2015).This study had adopted Descriptive correlation design method.

This study makes use of Quantitative methods. The quantitative research involved the distribution of questionnaire to teachers and head teachers in the study area. . The study used the questionnaire in the data collection. The analysis was done using regression and correlation analysis to establish the status quo of community participation and management of primary schools. The target population for this study was head teachers, teachers, and community members that include parent's teachers association, School management committees, community leaders and NGOs in Fika local Government. Therefore the target population of this study was 1,249 respondents

which comprises of 117 head teachers, 781 teachers and 351 PTA/community members in Fika local Government. In all, the researcher has a population of 1249 respondents.

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'

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

Table6.1 Population and sample size distribution

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

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.

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.

7. Discussion of Findings

Relationship between Community Participation and Education Management.

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 below

Table 7.1. Pearson correlation between community participation and 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: 7.2 Regression analysis on the effect of community participation 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			
b1	(Constant)	2.266	.195		11.612	.000
	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 R², 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.

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.

8. Conclusion

This study conclude that the relationship between 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.

9. Recommendations

This study 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.

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