The Roles of Community in the Administration of Secondary Schools in Ekiti State, Nigeria

(Peranan Komuniti dalam Pentadbiran Sekolah Menengah di Negeri Ekiti, Nigeria)

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ABSTRACT

Community roles in secondary schools are very fundamental for the development of education. Mutual co-operation between schools and the community is very significant for the ultimate goals of education to be realized. This paper reports a survey done to determine the roles of community in the administration of secondary schools in Ekiti State, Nigeria with regards to provision of material, financial support, staff welfare and their relationship with the schools. 27 principals and 409 teachers were randomly selected as samples. Role of Community in the Administration Secondary School Questionnaire (RCASSQ) was used to collect the data. The data was analysed descriptively. The result showed that the community play their roles in providing materials (= 2.32), rendering financial support (= 2.00) and improving the staff welfare (= 2.11) to a low extent. Meanwhile, the community was revealed to play their roles in preserving the cordial relationship with schools (= 3.18) to a great extent. This implicates that a proper awareness and orientation of the community members on their roles in the administration of school is pertinent. The study therefore recommends that the Ministry of Education should organized quarterly seminar, workshop, and conferences for the principals, teachers and community members to sensitize them on the need of community members in the administration of secondary schools.

Keywords: Community roles; principals, teachers; secondary school administration

ABSTRAK

Peranan masyarakat kepada sekolah menengah sangat penting untuk pembangunan pendidikan. Kerjasama bersama antara sekolah dan masyarakat sangat penting bagi merealisasikan matlamat utama pendidikan. Artikel ini melaporkan tinjauan yang dilakukan untuk menentukan peranan komuniti dalam pentadbiran sekolah menengah di Negeri Ekiti, Nigeria berkaitan dengan penyediaan bahan, sokongan kewangan, kebajikan kakitangan dan hubungan mereka dengan sekolah. 27 pengetua dan 409 guru dipilih secara rawak sebagai sampel. Soal Selidik Peranan Komuniti di Sekolah Menengah (RCASSQ) digunakan untuk mengumpul data. Data dianalisis secara deskriptif. Hasil menunjukkan bahawa komuniti memainkan peranan yang kecil dalam menyediakan bahan, memberikan sokongan kewangan, dan meningkatkan kebajikan kakitangan. Sementara itu, komuniti memainkan peranan yang besar dalam memelihara hubungan mesra dengan sekolah-sekolah. Kajian ini mengimplikasikan bahawa kesedaran dan orientasi yang betul bagi ahli-ahli masyarakat mengenai peranan mereka dalam pentadbiran sekolah adalah penting. Kajian ini mengesyorkan agar Kementerian Pelajaran menganjurkan seminar, bengkel, dan persidangan suku tahunan untuk para pengetua, guru dan ahli komuniti untuk memberi sensitiviti kepada mereka tentang keperluan ahli komuniti dalam pentadbiran sekolah menengah.

Kata kunci: Peranan komuniti; guru besar; guru; pentadbiran sekolah menengah

INTRODUCTION

Education in Nigeria, according to the National Policy of Education (NPE 2004) is an instrument "per-excellence" for effective national development. This education can easily be achieved in a formal school. Secondary education as defined by the Federal Republic of Nigeria, in the National Policy on Education (2004) as the education that children receive after primary and before tertiary education. In the same manner, Oshunniyi (2011) stated that secondary education is the formal education given to children and adolescence which bridges the gap between the primary and tertiary education. Secondary education has two broad goals; the preparation of an individual for useful living within the society and for higher education. To achieve these goals of secondary education, effort of all hands of education stakeholders must be on deck.

In the Nigerian school system, there are changes in the control of schools which have produced corresponding changes in the type of community involvement and interest in the school activities. To convey some historical insight, one may remember that with the introduction of western

education by missionaries in 1884, each mission became a significant member of the community. The participation of the colonial government in the administration of schools' programs began from 1886 which increased the numbers of schools. In 1970, the central state Government fully took over the control and management of school across the nation. Despite that government took over schools, the roles of community are still crucial for the improvement and development of schools in term of building and provision of facilities and other roles by community in administration of schools.

Role of community in secondary schools administration refers as a process by which community members participate in decision making, provision of material, providing advice, rendering assistance to staff, involvement in school committee and maintaining cordial relationship with the schools with the purpose of ensuring that the schools accomplishing their objectives. It can be said that impart of the community in secondary schools cannot be underrated when it comes to achievement their objectives. That is why Abass and Babajo (2003) said that the community played in the provision and administration of education cannot be over emphasized. Ejieh (2005) added that through the involvement of parents in school affairs they will become acquainted with the problems of the school and may be able to render necessary assistance that will some problems that may hinder accomplishment of school objectives. Ugwu (2000) stated that the community forms the Parents Teachers Association with enormous functions such as fund raising, maintenance of school discipline and participatory of efforts of the community to building schools, so as to afford their children the benefits of educating. More also, the involvement of parents and other community citizens in school affairs may render the school open to criticism, such criticism becomes a welcome constructive force to address what will make the schools attain their laid down objectives.

The provision of administration of educational system is the responsibility of the government at all levels (Local Government, State and Federal). In this era of economics recession and globalization, the government or the school administrators cannot manage schools alone because the country is faced a lot of crises in her educational industry. These crises have been attributed to inadequate funding, poor and irregular payment of salaries, students' population explosion, poor teacher's job satisfaction, poor learning environment, and inadequate supply of educational facilities and equipment for effective teaching learning and learning (Onehi 2015). All these have invariably resulted in the quantitative and qualitative collapse of productive educational pursuits and achievement. Looking at the pathetic situation in secondary school in Nigeria, majority members of the community must be deeply touched by the current gloomy future (Abass & Babajo 2003). It is against this background that this study sought to investigate the extent of roles that community plays in the administration of Ekiti State secondary schools.

The purpose of the study was to determine the roles that community play in the administration of Ekiti State secondary school. The specific research questions for the study are:

1. To what extent does the community contribute in terms of provision of material in Ekiti State secondary schools?
2. To what extent does the community contribute in terms of financial support in Ekiti State secondary schools?
3. To what extent does the community contribute in terms of staff welfare in Ekiti State secondary schools?
4. To what extent does the community contribute in terms of preserving a cordial relationship with Ekiti State secondary schools?

THE ROLES OF COMMUNITY IN SCHOOL ADMINISTRATION

According to Aghenta and Omoregie (2006), the school is a place where a collection of human being is present is pursuance of teaching and learning. An organization such as the school needs an administration. The purpose of school administration entails organizing and coordinating the efforts of the members towards achieving predetermined goals of education. The occupant of such institutional position in the school is referred to as the school administrator. The school administrator is expected to perform specific function in order to achieve the goals of education. Abraham (2002) posited that the school administration is the systematic organization of the human resources and material resources available in the school with the purpose achieving goals of education. Akomolafe (2004) said that school administration focused on teaching and learning activities, co-curricular activities, pupils and teachers' welfare, physical facilities maintenance, records keeping, environmental sanitation and students' counselling services. There are number of acceptable functions that school administrator performs in order to achieve the objective of education. They include planning, organizing, set goal, coordinating, directing, supervising, decision making, commanding, controlling and evaluating. Mishra (2007) opened that school administration is a process that include the combined operation of a large number of people by ensuring that the whole fabric of education in the country is maintained in good working conditions. It also means the process through which appropriate human and material resources are utilised for the achievement education. School refers as micro that existing in a macro which refers as community. Omoregie and Aluede (2005) stated that, at the onset, it should be made clear that the school is a creation of the community. School also means an agency of the community. A school does not exist by itself. It only comes into being through the concerned effort of the community. Therefore, the school is expected to fulfil certain obligations to the community. The major reason

for the creation of the school is to assist community in socializing its members, especially the younger members of the community.

Ogunu (2002) viewed community as a group of people living in the same place, with common value and history bound together by multiple economic, social, and religious, value, history and kingship ties. Anyanwu (2002) posited that a community refers to a group of people gathered together in any geographical area, whether large or small and united by common interest. This definition implies that the term "community" may be applied to a rural locality, a town, city, state or nation in which people share their common basic condition of life. According to Andrew, Corbett, Leganta, and Tusmania (2000) cited in Smith (2001), a community is a group of people who have something in common. But it broadly and accurately means that people who have things in common with others living together and sharing their resources. Some communities are described as strong or tight. A strong community has a good understanding of what it means to live together and share common resources. The kind of community is open to all those who which to join it. A tight community, however, tends to guard jealously its togetherness by being reluctant to welcome in other or share their resources with others.

School-community relationship can be seen as the co-ordination of the efforts of people in the community and those in the school towards the achievement of the broad and specific goals of education. That is why all stakeholders in education, that is, government, private individuals and organizations especially alumni associations need to be encouraged to collaborate together toward of quality schools, human resources and maintenance of discipline for the safety of the students, since they are beneficiaries from the products of education. Judson (2017) recommended that schools, parents, and the community should work together to promote the health, well-being, and learning of all students. When schools actively involve parents and engage community resources, they are able to respond more effectively to the health-related needs of students. Tondeur (2013) said that school-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit. Eccles and Harrold, (2009) contends that student achievement is positively associated with involvement of community in school.

Co-operation between schools and communities need to be consciously established, as mentioned by Chunga (2012). Epstein (2012) shows that a correlation of increased levels of parent involvement is an increase in student achievement as well as improved student attendance and reduced dropout rates these are desirable. It should not be a relationship of chance, but each group is supposed to understand its roles. Bakwai (2013) reported that school community relationship is very significant because it helps in the discipline of students, welfare of teachers, the planning of curriculum, information

sharing and dissemination, provision of school facilities, finance, policies, security, management decision and in monitoring students' progress. Otwoma (2011) disclosed that community involvement in education has largely been in the provision of finances and facilities in most schools as well as in attending Annual General Meetings (AGM) and prize giving. Peretomode (2012) said that parents'-teachers' association (P.T.A) helps in the general development of the school along with other community members, by providing the school classrooms, dormitory blocks, staff quarters, science laboratories and equipment, electric plant generators, school vans, libraries, books and classroom equipment. The roles of the community in the schools do not limited to the provision of materials alone but also in provision of funds.

In the view of Muigai (2012), there is need for the parents and community at large to be involved not only in the provision of funds but also in the control of the expenditure of the same funds they provide. The act of providing free accommodation for members of staff has been practiced by many communities in Nigeria most especially in rural areas (Abass & Babajo 2003). It is doubted whether this act of selflessness still obstacles of free accommodation for staff or reduces price in rent for them continue till today in some rural communities. The report of Okenwa and Igbo (2013) lamented that due to non-participation of community members in the provision of school plant most of the buildings in public secondary schools are dilapidated and sagging. From the studies of these different authors, one can see that communities of different parts of the world have contributed immensely in aid Education and administration in secondary schools.

THEORETICAL FRAMEWORK

The school cannot exist in isolation but in cooperation with the community in which it finds itself. This study adopted the social system theory since the school is part of an open social system which requires interaction with its environment. Ludwig von Bertallaffy (1968) is the main architect of the theory of Social Systems (Muthoni, 2015). In 1968, Bertalanffy was generally considered as the father of the general systems theory. He proposed the idea of this theory in 1947. He viewed an organization as a social system of symbolically interdependent parts. This approach attempts to view the school as a unified, purposeful organization. It maintains that instead of dealing separately with the various part, educational administrators should look at the education system as a whole. This is due to the belief that the activity of any part of the educational system goes on to affect that of every other part.

A school is a perfect example of an open system because it constantly interacts with its environment. In this case, the public secondary schools take input from the parents and community and through a series of activities transform or convert the significant inputs into outputs

(inputs of other systems) to achieve some objectives. It takes its resources such as students, finance, material and information; transforms and converts these and return them to the environment (society or community) in the form of changed individuals. That is why the host community needs to have their roles toward the schools in provision of material, fund and mutual interaction to the school toward the achievement of stated objective. This theory has perceptions which are suitable for this study because they embrace the school situation and the immediate environment which involves the community in order to achieve the set educational objectives.

METHODOLOGY

The design of this study was quantitative descriptive survey. The population for the study comprised 187 principals and 7323 teachers across secondary schools in Ekiti State, Nigeria. From the population, a total of 27 principals and 409 teachers were selected as respondents using multistage sampling procedure. Multistage sampling procedure is useful when stages of selection are involved. Multistage sampling procedure in this study involves selection from senatorial districts, local government, schools, principals and teachers (Olowo 2017). Six Local Government Areas (LGAs) across the three senatorial districts in Ekiti State was randomly selected. From the six LGAs, 30 secondary schools were randomly selected. Across each of the 30 schools, 15 teachers and the principal were randomly selected, made up of 30 principals and 450 teachers. Out of all questionnaires given out, 27 copies were returned by the principals and 409 copies were returned by the teachers.

The Role of Community in the Administration Secondary School Questionnaire (RCASSQ) was designed and used to gather relevant information from the respondents. The questionnaire was divided into four sections. Section A gathered information on respondent's profiles. Section B contained six items that collected information on the roles of community in provision of material, section C contained five items that gathered information on roles of community in financial support, section D contained five items that collected information on roles of community on staff welfare and section E also contained five items that gathered information on roles community play in preserving a cordial relationship with schools. For RCASSQ, 4-point Likert scale of Very Great Extent (VGE) = 4, Great Extent (GE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1 was used. The face and content validity of the instrument was established by means of experts' review, and the test re-test method was adopted to achieve the Cronbach's Alpha reliability coefficient of 0.86.

The data collected was analysed descriptively, using mean and standard deviation (SD) to answer the research questions. The decision level was determined by the use of criterion mean of 2.50; any mean of 2.50 and above was accepted as Great Extent (GE) while below 2.50 was regarded as Low Extent (LE) (Okenwa & Igbo 2013).

FINDINGS AND DISCUSSIONS

THE ROLES OF THE COMMUNITY IN PROVISION OF MATERIALS

Table 1 shows the mean responses of the principals and teachers on the roles that the community plays in providing materials for secondary schools in Ekiti State.

TABLE 1. The roles of the community in provision of materials

No	Provision of Materials	Respondents	N	Mean	SD	Decision
1	Help to equip laboratories with needed materials	Principals	27	2.32	.746	LE
		Teachers	409	2.48	.698	LE
2	Provision of classroom tables and chairs for students	Principals	27	2.39	.642	LE
		Teachers	409	2.16	.849	LE
3	Provide textbooks to school library	Principals	27	2.29	.742	LE
		Teachers	409	2.18	.801	LE
4	Provision of games facilities to school	Principals	27	2.19	.735	LE
		Teachers	409	2.32	.614	LE
5	Contributing and purchasing of instructional materials like books, chalk, poster and maps	Principals	27	2.78	.861	GE
		Teachers	409	2.59	.935	GE
6	Sinking of boreholes for the school	Principals	27	2.04	.979	LE
		Teachers	409	1.98	.982	LE
	Average	Principal	27	2.35	0.78	LE
		Teachers	409	2.29	0.81	LE

As shown in Table 1, items 1, 2, 3, 4 and 6 had mean rating scores below the criterion level of 2.50 (Low Extent). While only item 5 had mean rating scores above the criterion level of 2.50 (Great Extent). Furthermore, the average mean value from the table was also below the criterion level of 2.50 (Low Extent). Therefore, it can be concluded that the principals and teachers perceived that the community played their roles in the provision of materials for Ekiti State Secondary Schools to a Low Extent (LE).

The principals and teachers perceived that the communities contributed in providing equipment and facilities for laboratories, classroom, school library and games to a low extent. However, the findings indicated that the community contributed to a great extent in providing instructional materials like books, chalks, posters and maps. It showed in the findings that community does not really contributed in provision of material to the schools. The reason that could be deduced for the action of low contribution in provision of equipment and facilities, laboratories, classroom, school library and games for the school by communities might be because they see it

as responsibility of the government. That is why some dilapidated classroom and inadequate facilities can be found in some schools. Though, the findings indicated community greatly contributed in providing instructional materials like books, chalks, posters and maps for the schools, this could be due to frequent usefulness of these materials for their children in the schools. It is therefore worthwhile for the community to know that provision of material is a collective responsibility not for government alone. The study corroborated with the report of Okenwa and Igbo (2013) who said that non-participation of community members in the provision of facilities have made some of the public secondary schools' buildings to be dilapidated and sagged.

THE ROLES OF THE COMMUNITY IN FINANCIAL SUPPORT

Table 2 shows the mean responses of the principals and teachers on the roles that the community plays in rendering financial support for secondary schools in Ekiti State.

TABLE 2. The roles of the community in financial support

No	Financial Supports	Respondents	N	Mean	SD	Decision
7	Contacts the school alumni for financial support	Principals	27	1.77	.829	LE
		Teachers	409	1.59	.834	LE
8	Organize lunching and ceremonies to raise fund	Principals	27	2.37	.721	LE
		Teachers	409	2.12	.762	LE
9	Encourage the school on internal revenue generation	Principals	27	1.89	.855	LE
		Teachers	409	1.11	.843	LE
10	Source for fund for the school from non-governmental organization and wealthy individual	Principals	27	2.11	.843	LE
		Teachers	409	2.48	.822	LE
11	Members levy themselves as the need arises.	Principals	27	2.41	.778	LE
		Teachers	409	2.12	.799	LE
	Average	Principals	27	2.11	0.81	LE
		Teachers	409	1.89	0.82	LE

As shown in Table 2, items 6, 7, 8, 9, and 10 had mean rating scores below the criterion level of 2.50 (Low Extent). It is also depicted in the table that the average mean rating scores was also below the criterion level of 2.50 (Low Extent). Therefore, it can be concluded that the principals and teachers perceived that the community played their roles in rendering financial support for Ekiti State Secondary Schools to a Low Extent (LE).

The principals and teachers perceived that the community contributed to a low extent in rendering financial support for Ekiti State secondary schools through the school alumni, lunching and ceremonies, non-governmental organization and wealthy individual and occasional level member of the community individually. This implies that most of the community members do not support the schools financially, the reason could be because some of the community members are low income earners

while some perceived it as government responsibility. Most of these secondary schools need financial support. It is therefore imperative for the community members to see the schools as an investment for their children and find means of seeking fund through lunching, non-governmental agency and encourage internal revenue for the schools. The findings support the findings of Muigai (2012) who agrees that community remembers need to be involved in the provision of funds as well as in the control of the expenditure of the same funds they provide.

THE ROLES OF THE COMMUNITY IN STAFF WELFARE

Table 3 shows the mean responses of the principals and teachers on the roles that the community plays in improving staff welfare for secondary schools in Ekiti State.

TABLE 3. The roles of the community in staff welfare

No	Welfare of Staff	Respondents	N	Mean	SD	Decision
12	Provision of free accommodation for teachers in the community	Principals	27	1.89	.653	LE
		Teachers	409	1.36	.765	LE
13	Give award to best teacher	Principals	27	2.45	.732	LE
		Teachers	409	2.17	.743	LE
14	Help to employ and pay staff salaries	Principals	27	1.37	.899	LE
		Teachers	409	1.72	.891	LE
15	Give frequent advice to teachers to encourage them	Principals	27	3.02	.744	GE
		Teachers	409	3.15	.648	GE
16	Organize seminar for teachers for their personal development	Principals	27	2.01	.857	LE
		Teachers	409	2.11	.803	LE
	Average	Principals	27	2.12	.77	LE
		Teachers	409	2.10	.77	LE

As shown in Table 3, items 12, 13, 14, and 16 had mean rating score below the criterion level of 2.50 (Low Extent) while only item 15 had mean value above the criterion level of 2.50 (Great Extent). Moreover, average mean rating score was below the criterion level of 2.50 (Low Extent). Therefore, it can be concluded that the principals and teachers perceived that the community played their roles in improving staff welfare for Ekiti State Secondary Schools to a Low Extent (LE).

The principals and teachers perceived that the communities contributed to a low extent in improving the staff welfare of Ekiti State secondary schools in terms of organizing seminar for teachers, provision of accommodation for teachers and advice to teachers to boost their morale. The findings affirmed that community members do not see the welfare of the staff as their responsibility to assist teachers with free accommodation, contribute to their salaries and even organise seminar. However, the members of the community only show their concern for the teachers by advising them in other to encourage them to do their work. The reason for not being involved in teachers' welfare might be because the teachers do not have personal interaction with the community members. The researcher therefore advocates that community members and teachers should allow close interaction when necessary. The finding concurs with the finding of Bakwai (2013) who reported that school community relationship is very significant because it helps to sustain welfare of teachers.

THE ROLES OF THE COMMUNITY IN PRESERVING RELATIONSHIPS WITH SCHOOLS

Table 4 shows the mean responses of the principals and teachers on the roles that the community plays in preserving relationships with secondary schools in Ekiti State.

TABLE 4. The roles of the community in preserving relationships with schools

No	School-Community-Relation	Respondents	N	Mean	SD	Decision
17	Aware about the meeting organized by the school	Principals	27	3.78	.432	GE
		Teachers	409	3.54	.522	GE
18	Attend meeting organized by the school regularly	Principals	27	2.34	.683	LE
		Teachers	409	2.27	.669	LE
19	Contributing to all agenda during the meeting	Principals	27	3.11	.479	GE
		Teachers	409	2.67	.722	GE
20	Information about school events is given out regularly	Principals	27	3.79	.542	GE
		Teachers	409	2.98	.654	GE
21	Challenge of the school are frequently discussed	Principals	27	3.79	.542	GE
		Teachers	409	3.43	.593	GE
	Average	Principals	27	3.36	0.54	GE
		Teachers	409	3.00	0.63	GE

As shown in Table 4, items 17, 19, 20, and 21 had mean value above the criterion level of 2.50 (Great Extent), while only item 18 had mean value below criterion level of 2.50 (Low Extent). In addition, the average mean value was above the criterion level of 2.50 (Great Extent). Therefore, it can be concluded that the principals and teachers perceived that the community played their roles in preserving relationships with Ekiti State Secondary Schools to a Great Extent (GE).

The principals and teachers perceived that the communities contributed to a great extent in preserving the cordial relationship with Ekiti State secondary school by attending organized meeting by the schools, contributing during the meeting, informed about school events and discussed challenges of the schools. This means that community members maintained their cordial relationship with the schools by always aware of the school meeting, promptly attending the meeting and immensely contributed in discussion that matter to the schools. The researchers advocate for the schools-community relation to be more cordial. The study corroborates the study of Chunga (2012) who disclosed that that co-operation between schools and communities need to be consciously established whereby each group understands its roles.

Conclusion

This study determined the roles of community in the administration of secondary schools in Ekiti State, Nigeria from the perspective of principals and teachers. The findings revealed that the community contributed to a great extent in preserving relationships with the schools; however, the community contributed to a low extent in providing materials, financial support and improving staff welfare. This concludes that the roles played by the community in the administration of secondary schools in Ekiti State, Nigeria is still minimal. The findings implicate that a proper orientation of the community members on their roles in the administration of school is crucial. The community need to be aware that their support is indispensable in the provision of fund and materials, improvement of staff welfare, and enhancing cordial relationship with school for the sustainability and improvement of educational system in achieving its objectives. This will enable the schools to be better equipped for standard and quality education in the teaching and learning process to improve the quality of school leavers which are produced for the society. Also, it will boost the morale of the teaching and non-teaching staffs, which will in turn benefit the society at large. Based on the findings, it is recommended that the government through the Ministry of Education to organize quarterly seminar, workshop, and conferences for the principals, teachers and community members to sensitize them on the role of community in the administration of secondary schools. It also recommended that the principals and teachers make community members as a part of the school committees and encourage and give avenue for the old students or alumni to organize their body in the schools.

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