

STRATEGIES FOR ENHANCING COMMUNITY PARTICIPATION IN THE MANAGEMENT OF FACILITIES IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study examined the strategies for enhancing community participation in the management of facilities in public secondary schools in Anambra State. The study adopted the descriptive survey research design. Two research questions and a hypothesis guided the study. The population of the study comprised 1,377 respondents made up of 263 principals and 1114 SBMC members in Anambra State. The sample for the study comprised 77 principals and 336 other SBMC members which were drawn from the entire population using simple random sampling technique. A researcher developed instrument was used for data collection. The instrument was validated by three experts all in the Faculty of Education. The Craonbach's alpha method was used to determine the internal consistency of the items and it yielded a reliability coefficient of 0.72 Mean scores were used in answering the research questions while the hypothesis was tested using t-test at .05 level of significance. The findings revealed among others that principals and SBMC adopt adequate strategies towards enhancing community participation in the procurement of facilities in secondary schools. Based on the findings, it was recommended among others that principals should make school facilities available for use by the community as it will help to trigger their interest in the provision and maintenance of facilities in secondary schools in Anambra State.

Keywords: Community Participation, Management, Facilities, Secondary Schools

Introduction

The concept of community is an important issue in education hence the school is located in a community and its characteristics to a large degree depend on the character of the community where it is located. Community can be seen as a social group of any size whose members reside in a specific locality, share government and often have a common cultural and historical heritage. Ogbonnaya (2001) viewed local communities to include towns, villages and various town and village associations including age grades and women associations. Ayih (1988)

pointed out certain traits by which some communities are known and grouped namely technical, political, religious, social and educational.

The community and the school can be seen as inseparable because the school exists inside the community and schools are composed of individuals (especially students) who invariably are members of the community. It is in recognition of this fact that the Nigerian government introduced School-Based Management Committees (SBMC) in schools to ensure active participation of community in the administration, monitoring and management of resources for effective teaching and learning in schools. The SBMC undoubtedly is one of the surest means of ensuring active participation of community in the management of facilities in secondary schools. SBMC is made up of the principal, two representatives of teachers in each school, representatives of developmental association in the community, two members of Old Boys' Association, two representatives of the students, representatives of women organization, two representatives of Parent-Teachers' Association (PTA), representative of artisans, two representatives of religious organizations and the traditional ruler of the town. The objectives of SBMC according to Anambra State Universal Basic Education Board (ASUBEB, 2013) include among others the promotion of active participation of the community in school planning, monitoring, evaluation of school progress and funding. Funding secondary education involves allocation of money for procurement of tools, equipment and furniture.

Equally, for secondary education and school system to maintain its goals, objectives and maintain high degree of excellence and render quality services to its clients, there is need for adequate provision, utilization and management of school facilities. In Anambra State, it seems that secondary schools enrolment have continued to increase without a corresponding increase in the procurement of facilities for effective utilization and good maintenance to enhance teaching and learning. From the researcher's observation, in some schools, the number of classrooms, ICT and laboratory facilities, to mention but a few seem to be inadequate. It was against this background therefore that this study on strategies for enhancing community participation in the management of facilities in secondary schools in Anambra State was necessitated.

Statement of the Problem

It seems that some school principals and SBMC members in Anambra State lack the ability of relating to important members of the community that would probably render assistance to schools in terms of management of educational facilities for effective teaching and learning. Most schools have inadequate and dilapidated buildings, lack meaningful libraries, scientific facilities, equipment and computers. Consequently, most parents prefer sending their wards and children to private secondary schools in pursuit of quality secondary education. Most of these observed problems could be attributed to the inability of principals and SBMC members to effectively involve the community in the procurement, utilization, security and maintenance of school facilities. One begins to wonder what strategies school principals and SBMC adopt towards ensuring that communities are involved in the management of educational facilities. In view of these scenarios, the statement of the problem is posed thus: What strategies do school principals and SBMC adopt to enhance community participation in the management of facilities in public secondary schools?

Research Questions

Two research questions were posed and answered in the study

1. What are the strategies adopted by principals and SBMC in enhancing community participation in the procurement of facilities in secondary schools in Anambra State.
2. What are the strategies adopted by principals and SBMC in enhancing community participation in the utilization of facilities in secondary schools in Anambra State.

Hypotheses

1. There is no significance difference in the mean ratings of principals and SBMC members on the strategies adopted by principals for enhancing community participation in the procurement of facilities in public secondary schools.
2. There is no significance difference in the mean ratings of principals on the strategies adopted in the utilization of facilities in public secondary school.

Methodology

The study adopted a survey research that allows the description of the strategies already adopted by principals in public secondary schools in Anambra State for enhancing community participation in the provision of facilities. The study was carried out in Anambra State. The population comprised 1,377 respondents (263 principals and 1114 SBMC members) in the six education zones in the State. The multistage sampling was used in composing the sample. 80 secondary schools were selected from the 263 secondary schools in the State. In the second stage, 77 principals were selected from the eighty secondary schools and 336 SBMC were selected from 1114 SBMC members in the eighty secondary schools using simple random sampling technique (77 principals and 336 SBMC members) The result gave a total of 413 respondents which represent 30% of the population in line with Nworgu (2015) who recommend that 20-30 percent of a population as adequate for a study that involved large population. A valid and reliable instrument was developed (QSECPMF). It was structured on four (4) point response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with the ratings of 4,3,2 and 1 respectively. The instrument was validated by three experts from Faculty of Education.

Cronbach Alpha method was used to determine reliability of the items. QSECPMF yielded Cronbach Alpha coefficient values of 0.78 and 0.75 respectively. The distribution of the instrument was done simultaneously in the six education zones with the help of six teachers, one from each education zone. Direct delivery method was used and it helped to ensure 100% return rate of all the 413 copies of the instrument distributed were duly filled and were returned. The data generated were analyzed using t - test.

Results of Data Analysis

Table 1: Mean ratings of Principals and SBMC members on strategies adopted by principals and SBMC members in enhancing community participation in the procurement of facilities.

S/N	Item Description	PRINCIPALS (N = 77)			SBMC MEMBERS (N336)		
		Mean	SD	Decision	Mean	SD	Decision
1	Communicating the community on the facilities needed by the school	2.99	0.94	Agreed	3.04	0.94	Agreed
2	Encourage community members to patronize the school in buying of their farm produce	1.61	0.81	Disagreed	1.69	0.91	Disagreed
3	Soliciting for facilities donation from PTA members	3.20	0.94	Agreed	3.22	0.94	Agreed
4	Soliciting for facilities donation from Alumni	3.45	0.74	Agreed	3.48	0.72	Agreed
5	Soliciting for facilities donation from Town union	1.70	0.95	Disagreed	1.65	0.90	Disagreed
6	Soliciting for facilities donation from religious bodies within the community	1.59	0.92	Disagreed	1.55	0.87	Disagreed
7	Soliciting for facilities donation ; from traditional ruler of the community	2.83	0.92	Agreed	2.87	0.92	Agreed
8	Soliciting for facilities donation from artisans within the community	1.52	0.60	Disagreed	1.48	0.50	Disagreed
9	Soliciting for facilities donation from industries located in the community	2.97	0.97	Agreed	3.01	0.96	Agreed
10	Soliciting for facilities donation from influential members of the community	3.04	0.90	Agreed	3.07	0.91	Agreed
11	Soliciting for facilities donation from women organization in the community	1.52	0.58	Disagreed	1.52	0.58	Disagreed
12	Principals home visits to parents	2.76	1.08	Agreed	2.81	1.07	Agreed
13	Involving the community in school planning	3.50	0.70	Agreed	3.51	0.68	Agreed
14	Organizing launching ceremonies	2.58	1.17	Agreed	2.60	1.17	Agreed
15	Presentation of recognition awards to community members	1.49	0.78	Disagreed	1.44	0.71	Disagreed
16	Making school facilities available for use by the community	2.91	0.66	Agreed	3.00	0.68	Agreed
17	Invitation of the community members to school inter-house sports competition	2.71	0.80	Agreed	2.75	0.81	Agreed
18	Invitation of community members to the school graduation ceremonies	3.67	0.66	Agreed	3.71	0.61	Agreed
19	Naming the school house system after the influential members of the community	3.16	0.82	Agreed	3.17	0.82	Agreed
20	Inviting the community members during the school debates speech days	3.25	0.94	Agreed	3.28	0.94	Agreed
	Grand Average Mean Score	2.62	.419	Agreed	2.64	.422	Agreed

Table 1 shows that the respondents agreed on items 1, 3, 4, 7, 9, 10, 12, 13, 14, 16, 17, 18, 19 and 20 as the mean scores were above 2.5 decision level. On the other hand, the respondents do not accept the fact that the principals are encouraging community members to patronize the school by buying school farm produce, soliciting for donations from; town union, religious bodies, artisans and women organization as depicted in responses from items 2, 5, 6, 8, 11 and

15. The study also revealed in table 1 that there are no variances in the responses of principals and other SBMC members on the strategies adopted by principals in enhancing community participation in the procurement of facilities in secondary schools in Anambra State. The grand mean for principals and other SBMC members were 2.62 and 2.64 respectively and they were all above the benchmark thus indicating that principals adopt adequate strategies towards enhancing community participation in the procurement of facilities in secondary schools in Anambra State.

Table 2: Mean ratings of principals and SBMC members on strategies adopted by principals in enhancing community participation in the utilization of facilities.

S/N	Item Description	PRINCIPALS (N = 77)			SBMC MEMBERS (N336)		
		Mean	SD	Decision	Mean	SD	Decision
21	Hiring of school facilities to community members.	1.35	0.80	Disagreed	1.54	1.04	Disagreed
22	Involving SBMC members in monitoring school facilities.	2.80	1.06	Agreed	2.82	1.06	Agreed
23	Involving the community in the stock-taking.	2.60	1.07	Agreed	2.49	1.11	Agreed
24	Ensuring that teachers make use of staff quarters.	1.60	0.91	Disagreed	1.56	0.90	Disagreed
25	Ensuring that parents encourage their students make use of laboratories.	1.61	0.86	Disagreed	1.57	0.85	Disagreed
26	Ensuring that parents encourage students make use of the school libraries.	1.61	0.86	Disagreed	1.57	0.85	Disagreed
27	Creating of awareness through church organizations on the available school facilities for hiring.	1.44	0.50	Disagreed	1.41	0.50	Disagreed
28	Ensuring that teachers make use of schools' facilities.	3.34	0.93	Agreed	3.33	0.93	Agreed
	Grand Average Mean Score	2.04	.349	Disagreed	2.03	.374	Disagreed

Table 2 revealed that the respondents agreed on items 22, 23 and 28 as the mean scores were above 2.5 decision level. On the other hand, the respondents do not accept the fact that the principals are hiring school facilities to community members, ensuring that teachers make use of staff quarters, ensuring that parents make sure that students make use of laboratories, ensuring that parents make sure that students make use of libraries and creation of awareness through church organizations on the availability of school facilities for hiring as depicted in responses from items 21, 24, 25, 26 and 27. The study also revealed in table 2 that there are no variances in the responses of principals and other SBMC members on the strategies adopted by principals in enhancing community participation in the utilization of facilities in secondary schools in Anambra State. The grand mean for principals and other SBMC members were 2.04 and 2.03 respectively and they were all below the benchmark thus indicating that principals do not adopt adequate strategies towards enhancing community participation in the utilization of facilities in secondary schools in Anambra State.

Discussion of Results

The study revealed that principals and SBMC adopted adequate strategies in enhancing community participation in the procurement of facilities in secondary schools. This finding is in line with Azubuike (2010) who found out that there was community participation and partnership in the provision of materials, equipment and infrastructural facilities in schools. The study further is line with the findings of Okwelle and Wordu (2014) who found out that

public and private sectors moderately partner in provision of functional workshops, equipment, building of infrastructures, financing extra-curriculum activities, supply of instructional materials in schools. The finding is also in tandem with the findings of Nakpodia (2013) who reported that building classrooms and administrative blocks, donation of technological and medical equipment, donation of books, office and sports equipment, provision of funds for services, award of scholarship renovate school who buildings are projects to be funded by collaborative partnership.

On the other hand, the findings of the study is not in line with Okenwa and Igbo (2013) who found out that the extent of community (Parents Teachers' Association, School Based Management Committee, Social Clubs, Old Students Association, Boards of Governor and Women Association) involvement in provision of school plant in public secondary schools was low.

The study disclosed that principals and SBMC do not adopt adequate strategies in enhancing community participation in the utilization of facilities in secondary schools. The findings is in line with the views of Asiyai (2012), who in her findings on public schools in Delta State, emphasized that lack of adequate facilities, dilapidated buildings with leaking roof, broken chairs, desks and rough floors are likely to affect the roles of the school administrators in the management and maintenance of school facilities. Based on the findings, principals do not make school facilities available for use by the community members.

Conclusion

Based on the results of the study, it was concluded among others, that principals adopt adequate strategies in ensuring community participation in the procurement of school facilities through the School Based Management Committee. Regrettably, principals do not adopt adequate strategies towards ensuring that these facilities procured were adequately utilized by community members, students and teachers. Therefore, it can be concluded that failure on the part of the principals to ensure that these facilities were adequately utilized to great extend could result in the community members showing lost of interest in providing facilities in public secondary schools in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Principals should provide an avenue of presentation of awards by their schools to community Members. This will motivate the community members to have interest in the welfare of the school and make necessary contributions in respect of school facilities needed by the school.
2. Principals should make school facilities available for use by the community. This will trigger Community members' interest in the provision of school facilities.
3. Principals should ensure that students and teachers make optimum use of school facilities. This could be achieved by adopting adequate strategies towards the utilization of the school facilities.

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