

**APPRAISAL OF COMMUNITY PARTICIPATION IN THE
ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN
EDUCATION ZONE “C” OF BENUE STATE**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
UNIVERSITY OF NIGERIA, NSUKKA IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE
(M.ED) IN EDUCATIONAL ADMINISTRATION AND PLANNING**

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MARCH, 2015.

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DEDICATION

This work is dedicated to God Almighty

AKNOWLEDGEMENT

My profound gratitude first and foremost goes to the almighty God the giver of good health and life who saw me through the duration of my study.

The researcher owes a lot of thanks to her supervisor Asso.Prof. (Mrs) Angie. I. Oboegbulam who despite her tight schedule painstakingly scrutinised each stage of this work making constructive criticism and giving helpful advice. Her motherly support made this work a reality.

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ABSTRACT

This study was carried out to appraise community participation in the administration of public secondary schools in Education Zone “C” of Benue State. Four research questions and two null hypotheses were posed and formulated respectively to guide the study. The hypotheses were tested at 0.05 level of significance. The related literature to the study was reviewed under four main headings namely: conceptual framework, theoretical framework, review of related empirical studies and summary of literature review. This study used descriptive survey research design. The population of the study was 1427 while the sample was 284 respondents. The instrument for data collection was a questionnaire titled “Appraisal of Community Participation Questionnaire (ACPQ)”. Three experts validated the instrument, two in Educational Administration and Planning, department of educational foundations and one expert in measurement and evaluation, department of science education, all from University of Nigeria, Nsukka. The instrument was trial tested and the overall reliability coefficient of 0.91 was obtained. Mean and standard deviation were used to answer the research questions that guided the study, while t-test statistic was used to test the null hypotheses formulated at 0.05 level of significance. The Results of the study revealed that: the communities participate in funding public secondary schools in Education Zone “C” of Benue State to a less extent, the communities also participate in the provision of infrastructural facilities in Education Zone “C” of Benue State to a less extent. Communication gap between the community and the school was one of the problems militating against community participation in administration of public secondary schools. The respondents in rural and urban schools had the same views on the strategies for integrating community members for effective school administration in Education Zone “C” of Benue State. It was recommended among others that since the Principal, the teachers and the education administrators are also members of the community, they can help to disseminate information to other members of the community on the need to take active participation in the education of the young ones. The limitations of this study were highlighted and suggestions were made for further studies.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is recognized as the cornerstone for sustainable development. Education is a veritable instrument for achieving economic development and social transformation of every society. Fertig (2000) regards education as a social responsibility that every citizen should enjoy as a member of a country and that everyone has a right to education. Federal Republic of Nigeria (2004) also accepted education as an instrument that brings about even and orderly development for a country. Senge (2006) opined that socio-economic development of any nation hinges on its level of educational development. The author further stressed that any country that fails to educate her citizens is trying with the level of her development; hence education is regarded as an investment which must yield high dividend.

Consequently, Ogundele (2008) noted that Nigeria as a country is faced with a lot of crises in her educational industry. These crises had been attributed to inadequate funding, poor and irregular payment of salaries, students' population explosion, poor teachers' job satisfaction, and inadequate supply of educational facilities and needed equipment for effective teaching learning process. The result of this brings about low quality and fallen standard of education in our secondary school system. The flimsy excuse of the government is that government alone cannot take up total responsibilities of education that it has to be paid for by all and sundry.

Due to the inability of Government to attend to these issues, appraisal of community participation in the administration of public secondary schools becomes necessary. Appraisal is an expert estimation of quality, quantity and other characteristics of someone or something. According to Bondesio (2000), appraisal is the act of assessing an expert or official value of something for the achievement of goals and objectives. In this context, appraisal is used to determine the level of community participation in the administration public secondary school.

Community could be viewed in terms of all the people or group of people living within a specific geographical area such as a village, a town, a city, a neighbourhood or even a whole state. Community when conceived in this way is used in two senses, first, as social unit and second as geographical or ecological unit. This implies that such groups of people are closely joined together and organized. This togetherness among the people spells out a common feeling of community (Oghuvbu 2004). The researcher further perceived community as a people or group of people who share common interest or functions such as farming group or agricultural group education, culture or religion. This group may not include everyone within the geographical area or boundary, but who have a particular interest or functions in common. Ugwu (2000) described a community as a people obliged to one another not because of place of birth, race, sex, religion but people bound to one another and governed by shared taste, value, specific words for common interest. Throughout history, the relationship between the school and the community has been a matter of major concern. Yusuf (2000) opined that it is important that the school and the community should have mutual

relationship to foster cordial existence. The researcher further stated that the community where the school is situated forms a focus point of assessing the activities of the school and make necessary contributions towards its growth.

In a similar vein, one can define community as a legal, political or administrative unit. As a legal unit, it is likened to a municipality, a school district or a nation with a clearly defined social structure. In this sense, a community will feature the formulation of laws to guide the conduct of members, and this is what is required to ensure its existence. The regulations or laws are enforced by an administrative unit. As a legal unit, it is likened to a municipality, a school district or a nation with a clearly defined social structure. The community through a healthy working relationship with the school management and the entire school community would get to know the school strength and weaknesses (Obiechina, 2006).

Community participation in the administration of secondary schools has become necessary as a result of lack of proper management, lack of funding, facilities and equipment, poor learning environment, inadequate provision of teaching materials, problem of discipline and proper supervision of instruction. The community has immense input in the funding of educational projects such as endowment funding, sponsoring of projects and Parents Teachers Association involvement (Okoro and Okoro, 2005). All these indicate that the community and the school exist side by side and always being in existence as a pre-existing condition for effective school administration. The most involvement of parents in school matters in most of the communities is usually through the Parent Teacher

Association (PTA). With a few exceptions, the traditional role of the PTA has been the making of financial contributions to schools (Ugwu, 2010).

The participation of communities in the administration of secondary schools has gone beyond mere financial contributions; however, educational development in some parts of the country has witnessed increased involvement of the whole communities. Some communities in Nigeria have established secondary schools through their own initiatives in the past, e.g The education zone      in Benue built community secondary schools in various local government and this local are Agila community secondary school Apa, Achaga community secondary school, Ikobi community secondary school, Ikobi, Adoka community secondary school Adoka and Okpiko community secondary school Alaglanu. The Parent-Teacher Association (P.T.A) helps in the general development of the school along with other community members, by providing the school with classrooms, dormitory blocks, staff quarters, science laboratories and equipment, electric plant generators, school vans, libraries, books and classroom equipment (Oghuvbu and Iyeke, 2004). They get the funds for these by launching Parents Teachers Association (P.T.A) funds and by contributing individually, directly or indirectly, towards the funds. The Parents Teachers Association (P.T.A) also helps the authority to maintain discipline by the children at home on how to behave at school.

On the other hand, the community needs to monitor and supervise the schools to see to their needs, problems and progress towards the education of their children. Bello (2011) believed that open relationship between the school and community could bring about high opportunities that will allow community

resources to be optimally utilized for the school improvement. Yusuf (2000) opined that a community school relation is a strong instrument for effective school administration. Within the school system, participation involves a feeling of identification with and responsibility to the school and academic life it offers.

Administration is getting things done in order to accomplish defined objectives. Akpotowoh (2006) agree that school administration aims at using both human and material resources within the school system for the achievement of objectives. Nwankwo, in particular, defined educational administration as arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of articulated objectives. This involves describing tasks to be performed to accomplish certain objectives, assigning these tasks to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, coordinating some formal structures which permits a hierarchal allocation of responsibilities with communication flow, and contributing to the fact that administration involves co-ordination of human and material resources towards the attainment of pre-determined objectives.

The central purpose of administration in general is the coordination of human and material resources towards the attainment of some predetermined objectives. Okendu (2009) sees administrative effectiveness as a careful, systematic arrangement of resources by the principal for the realization of the objectives of the school. For administration to be effective, there are processes that must be followed by the administrators. This is because administration is seen as a

collection of processes, dealing with various ways in which human and material resources are utilized to achieve set goals in an organization.

Secondary school administration entails working with and through teachers, non-teaching staff and students to get things done effectively. It is more concerned with the institution, its goals, policies, and execution of these policies (Ajayi & Ayodele, 2003). In school administration according to Jaiyeoba (2006), the major objective has to do with the improvement of teaching and learning and all the activities of the school. The researcher further posits that the primary purposes of the school in any society are the intellectual development of the individual child to his greatest potential, the acquisition of factual information and understanding the concepts and meanings in a number of subject areas including the languages, the arts, history, geography, science and technology.

In order to achieve the educational goals and objectives, the school has to ensure that the skills developed in these subjects can be used in practical situations. It has to be faithful to some model of what the society is or ought to be. This is necessitated by the fact that the school should always serve the interest of the society as a whole. To do this effectively, the school has to be aware of the cherished societal values and norms. It has to be aware also of the generally held idea of what a good or ideal society is and should be able to offer the child an opportunity to develop his potentials as a social being. For learning experiences to be meaningful to the child in the secondary schools, they have to be related to the child's immediate community and society. These can only be possible if the barriers between the school and its community are broken to make way for a

constant flow of information and ideas between the two. Developing effective two-way communication between the school and the community will be to the mutual advantage of the two parties. It implies some specific roles for the school staff and community members. This interaction can take various forms and there are benefits that can accrue to the child and school as well as the expected roles of the school staff and the community members in enhancing the quality of secondary education.

The invaluable roles and contributions of education in the development of an individual and the society cannot be over emphasized. Many countries including Nigeria, take education as an instrument for the promotion of national development as well as effecting desirable social change (FRN, 2004). This perhaps, might be responsible for the continuous growing concern of all stakeholders in education industry on changes that are likely to affect it as well as the implications such changes will have on the management and administration of education. There is therefore, the urgent need to really look into the future of our nation's education Vis-visa the challenges ahead with a view to achieving effectiveness, quality and relevance in the entire system by fully involving the school principals and teachers.

Principals are known as educational managers and their roles as educational managers ranges from administrative to professional. Ojo in Ekundayo (2010) believe that, school administration involves managing, administrating the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resources allocation, costing and forward planning, staff appraisals

relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system.

The Principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenues accruing from the school and ensuring judicious utilization of PTA levy for quality assurance. In order to raise fund to complement the efforts of the government, the principals establish a very good rapport with the Parent Teacher Association, old students' Association and Non-Governmental organizations for fund raising activities that will facilitate internal quality assurance in his school. Provision and Maintenance of Physical facilities: Principals must be fully concerned with the physical environment and other facilities around the school. Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings, have demoralizing effect on people, especially the adolescents and cannot lead quality assurance output (Obidoa, 2006). The principals have the responsibilities of ensuring that, these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching (Babayemi, 2006). Principal as a Motivator: Ajayi and Oni in Babayemi (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administration processes. As the chief

executive, the principal owes it as duty to modify the attitude of the staff and motivate them in accordance with Henri Frayolô's policy of motivation to put in their best at achieving educational goals through effective teaching-learning process for internal quality assurance output. Principal as a Curriculum and Instructional Supervisor:

However, public senior secondary school is that secondary school under the maintenance of government for the benefit of her citizens. Public secondary school according to Ogbonnaya (2009) is those secondary schools owned and managed/controlled by state or federal government. Furthermore, secondary education according to FRN (2004) in her National Policy on Education is the form of education children receive after primary education and before the tertiary stage. The SSS is comprehensive with a core curriculum designed to broaden the student's knowledge and out-look. Education at this stage has two broad aims: Preparation for useful living within the society and Preparation for higher education (FRN, 2004). In addition, one can define secondary school as the intermediate level between elementary school and college (University) and that usually offers general, technical, and vocational or college (University) preparatory curricula.

Statement of the Problem

The provision of administration of educational system is the responsibility of Government at all levels (Local Government, State and Federal). Nigeria as a country is faced with 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 teachers' job satisfaction, poor learning environment, and inadequate supply of educational facilities and equipment for effective teaching learning and learning. The result is the low quality and fallen standard of education in our secondary school system. The flimsy excuse of the government is that, they alone cannot take up total responsibilities of education; that it has to be paid for by all and sundry. These problems have become a recurring decimal in the history of Nigerian education.

Unfortunately most school principals do not allow communities to participate in the administration of their schools because of selfishness, poor public image making and rustic behaviour as they seem to be out of tune with changes. The home therefore, provides the foundation on which the school builds, but some parents believe that as soon as the child starts to go to school, they can hand over their training to the teachers. For many years, budgets of education have been under enormous pressure as a result of declining budgetary allocation and increase in enrolment, the effect of this on education administration is better imagined. In spite of the efforts of different donor countries in providing assistance for education; the system still lacks the necessary fund, human and material resources to implement the various programmes. It is against this background that this study sought to examine other sources of supporting secondary school administration by appraising level of community participation in the administration of public secondary schools in Education Zone 'C' Benue State.

Purpose of the Study

The general purpose of the study is to appraise the community participation in the administration of public secondary schools in Education Zone ñCò of Benue State.

Specifically, the study seeks to:

1. determine the extent of community participation in funding public secondary schools in Education Zone ñCò of Benue State.
2. ascertain the extent of community participation in the provision of infrastructural facilities in Education Zone ñCò of Benue State.
3. determine the problems militating against community participation in the administration of public secondary schools.
4. identify the strategies for motivating community members for effective school administration.

Significance of the Study

Theoretically, this study anchored its significance on contingency theory of management. This theory advances to prescribe which management strategy or procedure will yield the best results in a specific situation such as teaching and learning. Thus, the contingency theory is based on the premises that situations dictate managerial actions and that; there is no single best way of solving problems in situations. This is true since secondary school is a structure with interdependent parts, each having a supra system which constitutes its environment and having the ultimate goal of developing the individual's mental capacity and character building for higher education and useful living within the society. For the survival of

secondary education, there is need to involve the community members in its administration since the community helps in the provision of land, funds, security, physical facilities and materials for effectiveness and efficiency in the school administration.

Practically, this study will be of a great significance to the following: the secondary school principals, teachers, students, community and the government. To the principals, the findings will help them improve their relationship with the community. The principals as well through the findings of this study will learn about the development, problems, purposes, programs and the needs of the schools where the community could participate for effective school administration. On the part of teachers, the findings of this study will equally help them improve on the classroom attendance, competency in content and pedagogy, relationships with students, principals and the community as well.

Furthermore, the findings of the study will bring new awareness to community members to know that their active participation in the administration of secondary schools is important and thereby learn to give more of their time for the effectiveness and efficiency in the achievement of educational goals and objectives. Finally, the findings of this study will provide information to the state government on the extent to which communities are involved in the development of the state through their effective participation in the administration of secondary schools.

Scope of the Study

The study is delimited to all the public secondary schools in Education Zone ñCò of Benue State. Education Zone ñCò of Benue State consists of Nine Local Government Areas, these include: Ado, Agatu, Apa, Otukpo, Ohimini, Ogbadibo, Obi, Oju and Okpokwu Local Government Areas. The study will focus on the appraisal of community participation in the administration of public secondary schools in the area of funding, provision of infrastructural facilities, problems militating against community participation and strategies for motivating community members for effective school administration and the ways public secondary schools administration could be enhanced in Education Zone ñCò of Benue State.

Research Questions

The following research questions will guide the study.

1. To what extent do communities participate in funding public secondary schools in Education Zone ñCò of Benue State?
2. To what extent do communities participate in the provision of infrastructural facilities in Education Zone ñCò of Benue State?
3. What are the problems militating against community participation in the administration of public secondary schools?
4. What are the strategies for motivating community members for effective school administration?

Hypotheses

The following null hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean ratings of rural teachers and urban teachers on the participation of communities in the funding of public secondary schools in Education Zone ñCò of Benue State.

H₀₂: There is no significant difference in the mean ratings of rural teachers and urban teachers on the strategies for integrating community members for effective school administration.

CHAPTER TWO

REVIEW OF LITERATURE

The literature review for this study is discussed under the following subheadings: the conceptual framework, theoretical framework, review of empirical studies and summary of literature review.

Conceptual framework

- Concept of Appraisal
- Concept of Community
- Concept of Participation
- Concept of Administration
- Concept of public Secondary School

Theoretical Framework

- Contingency Theory
- Systems Theory

Review of Empirical Studies

- Studies on community participation in funding public secondary schools
- Studies on community participation in the provision of infrastructural facilities
- Studies on problems militating against community participation in the administration of public secondary schools
- Studies on strategies for integrating community members for effective school administration

Summary of Literature Review

Conceptual Framework

Concept of Appraisal

Appraisal is defined as judgment of value, performance or nature of somebody/something and as opinion about them or it. Appraisal according to Susan (1999) is to estimate the value of something. Appraisal in this context is seen as the extent to which communities participate actively in the administration of secondary schools (Warters, 2004). It aims at ascertaining the extent communities participate in the administration and management of secondary schools for effective implementation of school programmes and activities. Appraisal becomes important since the quality of academic achievement and discipline depend on the proper management and administration of school programmes. Bondesio (2000) defines appraisal as the act of assessing an expert or official value of something for the achievement of goals and objectives. This implies that appraisal is undertaking to ensure that secondary school principals maintain a reasonable standard to enhance teaching and learning in the schools as well as effective administration.

Operational guideline or benchmark for community participation in secondary school education in Benue State of Nigeria – an appraisal here, (Benue State) the design of Community and Social Development Project (CSDP) is in line with development priorities of government and other development partners of government particularly as it relates to education and development. As for the secondary schools in particular, the state government through Community and Social Development Project (CSDP) primarily finance community development

programme. CSDP focuses on projects initiated by communities for their secondary schools, and for which they are expected to make at least 10% resource contributions, (contributions which may be in cash, kind, material or any combination thereof).

The Community and Social Development Project (CSDP) are designed to support the development appraisal, coordination implementation, supervision and evaluation of community-based plans and the provision of financial grants thereof for:

1. Upgrading and construction of infrastructure in the education sector and others.
2. Improved delivery of and access to dual desks for classrooms.
3. Construction and rehabilitation of primary and secondary schools, dormitory blocks and classroom, staff quarters and laboratories.
4. Provision of television and computer sets for secondary schools;
5. Provision of ventilated improved pit (VIP) toilets for secondary schools and
6. Sinking of boreholes for secondary schools in the rural areas. (see appendix D)

Consequently, It must be stressed that education cannot be an instrument par excellence for achieving national development where the secondary education is not effectively managed to accomplish its aims and objectives. In the administration of secondary schools, the principal is central. He is the man at the helms of the affairs who receives all praises (in terms of success) and blames (in terms of failure). According to Ibukun (1999), the jobs of the school principal in

Nigeria has progressively become more complex and highly hazardous. In order to cope with the ever-rising challenges of the system, the school principal must be ready to see himself as a change agent. According to Ajayi (2002) and Omoregie (2005), secondary education in Nigeria is riddled with crises of various dimensions and magnitude all of which combine to suggest that the system is at crossroad, and therefore need to appraise community participation in its administration for effectiveness and efficiency. Therefore, one can define appraisal as an assessment, evaluation, judgment, review or opinion of something or somebody especially one that assesses effectiveness or usefulness.

Concept of community

The term community can be interpreted in various ways, depending on the context. In Nigeria and indeed in many other African countries, the typical image of a community is that of a medium sized rural village with a close-knit group of inhabitants, largely, self contained with everybody knowing and standing in accepted relationship with one another (Amujiri, 2000). Ngoka (2003) observed that a community is a body of people living in the same locality and having a common cultural and historical heritage and the willingness to work together. The researcher identified some of the agencies within the communities through which effective and efficient school-community relationships are maintained. They include Parents Teachers Association (PTA), School Based Management Committee (SBMC), Social Clubs, Old Students Association, Board of Governors and Women Association. In the same vein, Nwangwu, (2007), observed that a school does not exist in isolation. It exists in social setting, in other words, it is an

integral part of the community in which it is situated. This therefore means that the community as well as the general public in one way or the other owns and supports the school. Ngoka further stated that as a result of this support, these people deserve to be informed on regular basis on the progress and activities of the school. Both the school and the community have tremendous influence on the character and behaviour of the youths. The school as well as the community should understand and appreciate the need for mutual co-existence. There is, therefore, absolute need to create opportunities and forum where views on school policies, programmes, activities are discussed.

School community relations has education as one of its components which may be developed in form of campaign against illiteracy, in which case extra-moral classes can be conducted for dropouts. Functional literacy, mass literacy, job training, facilities and programme can be mounted for the people (Okwor, 2008). However, the researcher further stated that the school community relations thus enhances community involvement in school development not only by providing educational services to the citizens, but it does more than that, because it provides the function of informing, enlightening and educating the people in the school through newspapers, radio, television and Parents - Teachers Association as important means of disseminating information about the school to the community through various community agencies. The school does not exist in vacuum and its development is not only the responsibility of the school authority but also the community in which the school is situated. The community is a group of people living in the same locality and under the same government which includes

parents/guardians, residents, corporate organizations among others who are responsible in educating the child, and using the best techniques for applying a new development of the child's capabilities or potentials (Onyene, 2007). The task of child's upbringing is a joint responsibility involving the government, the schools authority and the parents who are community members. Olaturibosun further emphasizes that involving the community in the development of education refers to switching from the usual practice of schools' relations with parents in the running of schools to the full involvement of parents and the community by the school in the development of schools.

One specific reason for the involvement of the parents and the community by the schools is the fact that what happens before and after the school day is as important as what happens during the school day. One of the wrong notions currently observed is the notion that the responsibility of running the schools solemnly lies in the hands of the education authorities and that of the school management. While educational authorities and the school management take their responsibilities seriously, they must also recognize that they cannot do it alone as the success of their work need and depends on the support from parents and community members. As much as it is the responsibility of a pupil or student to excel in their academic pursuit, it is also important for parents and the community to guide this individual to excel academically since learning does not stop in the classroom but extends to the student's home and the immediate environment. Consequently, Ugwu (2000) described a community as a people obliged to one another not because of place of birth, race, sex, religion but people bound to one

another and governed by shared taste, value, specific words for common interest. Throughout history, the relationship between the school and the community has been a matter of major concern.

Thus, a community could be viewed in terms of all the people or group of people living within a specific geographical area such as village, town, city, neighbourhood or even a whole state. Community when conceived in this way is used in two senses, first, as social unit and second as geographical or ecological unit. This implies that such groups of people are closely joined together and organized. This togetherness among the people spells out a common feeling of community (Oghuvbu 2004). The researcher further perceived community as a people or group of people who share common interest or functions such as farming group or agricultural group, education, culture or religion. This group may not include everyone within the geographical area or boundary, but who have a particular interest or functions in common. In a similar vein, one can define community as a legal, political or administrative unit. As a legal unit, it is likened to a municipality, a school district or a nation with a clearly defined social structure. In this sense, a community will feature the formulation of laws to guide the conduct of members, and this is what is required to ensure its existence. The regulations or laws are enforced by an administrative unit. As a legal unit, it is likened to a municipality, a school district or a nation with a clearly defined social structure. The school by its nature and operational techniques is a social organization. Society sets up the school to preserve, maintain, promote, modify if need be, and the cherished culture and values to be passed from generation to

generations. This is done by balancing culture conservation and revolution. To achieve this goal is to ensure very healthy school-community relations.

In most public schools in Nigeria, the involvement of parents in the activities of the school have mostly been warranted by the need to communicate a child's misbehavior or the need for certain levies to be paid. However, there are some vital issues that are left out mostly in this process, issues like communicating performance and how to boost or maintain such performance of the individual. This is just one of the many issues that require the full involvement of parents and the community in the development of schools. The sole responsibility of the community is to ensure that there is an effective administration and management in the school system in Nigeria. This is because administration amongst its many definitions is the means by which formal goals are achieved through cooperative human efforts and as the capacity to coordinate many and often conflicting social changes in a single organizations so skillfully that they shall operate as a unity and a process of working with and through others to efficiently accomplish organizational goals (Okpala, 2005).

In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students. Okoro (2005) indicates that parent involvement in the past was characterized by volunteers, mostly mothers, assisting in the classroom. Today, the old model has been replaced with a much more inclusive approach: school-family-community partnerships now include mothers and fathers, stepparents, grandparents, foster parents, other relatives and caretakers, business

leaders and community groups-all participating in goal-oriented activities, at all grade levels. Traditionally, parent involvement in education has included home-based activities (such as helping with homework, encouraging children to read, and promoting school attendance) and school-based activities (such as attending PTA meetings, parent-teacher conferences, concerts, and other school events; helping to raise money for various school-improvement projects; and volunteering at school during the day). Some parents readily volunteer their time for the schools. Other parents are reluctant or unable to participate. Although getting parents involved in their children's schools is a great challenge for educators, research shows that educators can do a great deal to promote greater parent involvement. The Center on Families, Communities, Schools, and Children's Learning (1994) indicates that parents who receive frequent and positive messages from teachers tend to become more involved in their children's education than other parents do.

The community through a healthy working relationship with the school manager and the entire school community would get to know the school strength and weaknesses. Community support becomes easier in this situation. The PTA, Old boys and Old girls (Alumni) Associations, Community Progressive Unions, Youth Wings among others could be harnessed by the school manager in this regard. Unfortunately most school managers are not able to maintain healthy school community relations because of selfishness, poor public image making and rustic behaviour as they seem to be out of tune with changes. The home therefore, provides the foundation on which the school builds, but some parents believe that

as soon as the child starts to go school, they can hand over his training to the teachers. The formal way of maintaining contact with the community is through the Parent Teacher Association (P.T.A) and the principal in such relationship, is a key person in bringing about enthusiasm and zeal in community support for the school to meet up with the emerging design of education (Nakpodia, 2011). Communities throughout the world have been known to be actively involved in the development of schools within their neighborhood. The community may want to have a say in almost every aspect of the managing and developing the schools in terms of administration, finance, planning, staff recruitment, disciplinary matters and public relations. It is no gain saying that the home influences the education of the child (Yusuf, 2000).

The school is a part of the community and sometimes, whatever happens in the community affects the schools. It is therefore, crucial that the schools should establish and maintain good relationship with community in which the school is situated. It is likely that the schools may face many difficulties in its effort to establish good school community relationship. Such problems include: Local politics, hostile attitude on the part of the members of the school community and lack of co-operation on the part of teachers (Ojede, 2000). However, Ojede opines that there are some guidelines which may help to establish good relations between the school and the community such as: accessibility of the teachers and supporting staff to parents and member of the community involvement in the school in terms of suitable social activities and extra-curricular programmes, making available to the community some of the school facilities, visiting important

places in the community, and inviting parents to participate in some school activities.

In fostering a sound programme of school community relations, the school must become intimately acquainted with the values, expectations, needs and aspirations of the local community. The researcher further explains that through daily contact with citizens who insist on being heard, the principals and teachers immediately become the representative of the school system in their community. The principals and teachers in the school therefore, must conceptualize, understand and analyze the needs of the community served by the school to plan and implement appropriate curricular programmes. The relationship of the school as an institution to the community that it serves is schematic in the sub-public differentiation in the community. Based on the social systems theory, it may be observed that the culture, ethics, and values of a community have systematic and continuing interaction with the expectation for the school as an institution. Instead of viewing the community as an entity, the one should recognize that the formal and informal sub-public cleavages within the community often have a powerful and direct influence on the nature and frequency of citizens' interaction with the school. Although the major emphasis of school community relationship lies on the character of the community, the desires and aspiration of citizens, information about the school and the role of other community agencies. In fact, the nature of the community largely determines what goes on in school. Therefore, to attempt to divorce the school from the community is to engage in unrealistic

thinking which might lead to policies that could cause damage within the school and the lives of children (Suleiman, 2001).

In a nutshell, the community can be seen as a matrix of social organization such as the school. It is a relatively permanent group of persons occupying a common area, interacting in both institutional and non-institutional role and having the sense of identification with each other. It should be noted that education in the country is largely a public venture; it can be no better than what the citizens of a community will have it. School community relationships represent both a point of beginning and a continuing concern for any school. One recognizes that in some ways, the state or even the nation might be thought of as a community. Moreover, one is aware that the politics of education has emerged in recent years as an important area of study. School communities maybe characterized as urban or rural. Whether, a school community is conceived in terms of a single school or communities, the characteristics of that community provide some working clues to the school administrator and teachers.

Moreover, schools do not exist for economic ends only. The social as well as educational purpose of the school is also emphasized that the schools help to give the present generation of citizens and workers the knowledge and the understanding and the attitudes that make them good, bad or indifferent citizens, workers and parents. Secondly, the programme of the school is the greatest single factor in the decision of the middle-income people to live in one section of the city or another. This implies that there is first of all the stimulation of school workers and lay citizens in thinking about the role of the school in a particular attendance

area, which of course, the clear recognition that state, regional and world forces also impinge upon every locality, secondly, this consideration must be continued until agreements can be reached which will serve as operating bases for the schools. As the lay citizens and the school work together to determine a particular school - community relations, attention is given to the roles played by some community agencies and organizations. These organizations and agencies include the home, church, city or country, government, radio and television stations among others. In the total development of secondary schools in the country, through school community involvement, each of these agencies has a part to play (Nwadum, 2003). The researcher further stated that the major roles of the community in promoting effective school-community relations must include the following: Helping to build schools and providing other facilities and infrastructure, awarding of scholarships to deserving pupils in the school, cooperating with the school and providing it with useful information, being accommodating and receptive to strangers, especially school personnel, provision of arable land to the school for improving its agricultural practices and ventures, active participation in the school activities and programme, protection of the teachers and attending to their welfare needs, honoring exemplary teachers and head teachers in their midst, maintaining and sustaining active School-based Management Committees and developing a feeling of ownership of the school.

One of the primary purposes of the school in any society is the intellectual development of the individual child to his greatest potential. Another major purpose is the acquisition of factual information and understanding the concepts

and meanings in a number of subject areas including the languages, the arts, history, geography, science and technology (FRN, 2004). In order to be useful, the school has to ensure that the skills developed in these subjects can be used in practical situations. It has to be faithful to some model of what the society is or ought to be. This is necessitated by the fact that the school should always serve the interest of the society as a whole. To do this effectively, the school has to be aware of the cherished societal values and norms. It has to be aware also of the generally held idea of what a good or ideal society is and should be able to offer the child an opportunity to develop his potentials as a social being.

This local community is the catchment area of the school or the area from which most of its students come. It may be a village or a group of two or more villages, a town, or a combination of the town and its surrounding villages. This local community, like the larger society in which it is located, has its own history, values, norms and traditions. It is the responsibility of the school to prepare the child for life in this community in particular and the society in general. For learning experiences to be meaningful to the child in especially the primary school and the secondary school, they have to be related to the child's immediate community and society (Oghuvbu, 2004). Projects and studies in the various subject areas have enhanced meanings if they are based on the needs and problems of the school's local community. These can only be possible if the barriers between the school and its community are broken to make way for a constant flow of information and ideas between the two. Developing effective two-way communication between the school and the community will be to the mutual

advantage of the two parties. This interaction can take various forms and there are benefits that can accrue to the child and school as well as the expected roles of the school staff and the community members in enhancing the quality of education. Parents and other citizens have a common interest in the school. To focus attention on the local community of the school is not in any way to suggest that we should not take into consideration the interests of the larger community. Nor does it mean that the school should be concerned with only the immediate needs of its local community. While the school should be concerned with the long-term needs of its local community, care should be taken to ensure that they are in tune with the developmental needs of the society as a whole. The forging of effective links between the school and its local community is very importance in all educational systems. This should be through the involvement of parents in the life of the school and through the involvement of teachers with the families of their pupils.

Furthermore, many communities in Nigeria have been playing very useful roles in their local schools. The involvement of parents in school matters in most of the communities is usually through the Parent Teacher Association (PTA). With a few exceptions, the traditional role of the PTA has been the making of financial contributions to schools. The involvement of the community in the life of their schools has recently gone beyond mere financial contributions by PTA. Educational development in some parts of the country has witnessed increased involvement of the whole community. Some communities in Nigeria established secondary schools through their own initiatives in the past. The Parent-Teacher 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 (Oluchukwu, 1998). They get the funds for these by launching Parents Teachers Association (P.T.A) funds and by contributing individually, directly or indirectly, towards the funds. The Parents Teachers Association (P.T.A) also helps the authority to maintain discipline by the children at home on how to behave at school.

However, Udom (1992) further noted that there is still conflict between the school and the community because school authorities do not involve the community in decision making especially in disbursing Parent-Teachers Association funds. In the same vein, Nakpodia (2012) pointed out that secondary schools and communities should enjoy a close relationship so that the schools can be well developed. Thus, numerous programmes have been advocated to support community involvement in developing the school. Such programmes may include school decentralization, federally mandated parent advisory councils, the Parent - Teachers Association with the realization that the school - community relations are becoming important in developing the school and for the success of the school authority (Bassey and Archibong, 2003). It is with this noting that the caring centres run by religious organizations can sometimes be more easily provided their students with national opportunities of sharing informally on local community life, than the secular centers in consonance with community organization which is accepted as a work.

Concept of participation

The term "participation" can be interpreted in various ways, depending on the context. Within the school system, participation involves a feeling of identification with and responsibility to the school and academic life it offers. Lang (2000) sees participation as the act of being involved in something. The researcher further emphasized that participation can either represent assigning certain decisive roles to the users, where they share the decision-making responsibility with the professionals. Consequently, participation can also be seen as where there is no shift of responsibilities between the users and professionals but instead only the opinion of the user is considered while making decisions. Community participation means some form of involvement of people, with similar needs and goals, in decisions affecting their lives. Community participation is the theory that the local community should be given an active role in the administration of schools within their locality (Sharma and Deepak, 2001). It is only rational to give control of affairs and decisions to people most affected by them. Besides, since no government or authority has the means to solve all the school problems adequately, it is necessary to involve people in matters that affect them. In addition, United Nation Development Programme on human development (2002) describes participation as a close involvement of people in the education, social, economic, cultural and political process that affect their lives. This involvement makes people to have access to decision making and power to contribute meaningfully. It involves the building of oneness, solidarity, confidence and empowerment among the people and mutual respect between the people and

those in position of authority. Participation when not abused makes room for good governance, self esteem and improvement of life. Different opportunities exist to harness as it improves capacity building in people as they participate, they learn continuously and overcome mistakes/shortfalls. Principals of secondary schools are at the centre of the communication network within the components of their administration. As a result they are better placed to facilitate effective communication among all those involved in the management process so that their operative efforts will be improved efficiently and problems solved quickly.

Concept of Administration

Every organization, be it an educational institution, hospital, business, military and industrial organization needs administration. In other words, administration is getting things done in order to accomplish defined objectives. Administration is generally defined as the process of working with and through others to efficiently accomplish organizational goals (Aguba, 2009). In the words of Veig in Olewe (2007), administration is a determined action taken in pursuit of conscious purpose. It is the systematic ordering of affairs and the calculated use of resources, aimed at making those things happen which we would want to happen simultaneously preventing developments that fail to square with our intentions. It is the marshalling of available labour and materials in order to gain that which is desired at the harvest cost of energy, time and money.

However, administration is getting things done in order to accomplish defined objectives. Furthermore, Nwankwo (1982) in Akpotowoh (2006) agree that school administration aims at using both human and material resources within

the school system for the achievement of objectives. Nwankwo, in particular, defined educational administration as arrangement of the human and material resources and programmes available for education and carefully using them systematically for the achievement of articulated objectives. This involves describing tasks to be performed to accomplish certain objectives, assigning these tasks to carefully selected and trained personnel, making the personnel perform efficiently by using the tools provided for them, coordinating some formal structures which permits a hierarchal allocation of responsibilities with communication flow, and contributing to the fact that administration involves co-ordination of human and material resources towards the attainment of pre-determined objectives.

The central purpose of administration in general is the coordination of human and material resources towards the attainment of some predetermined objectives. Okendu (2009) sees administrative effectiveness as a careful, systematic arrangement of resources by the principal for the realization of the objectives of the school. For administration to be effective, there are processes that must be followed by the administrators. This is because administration is seen as a collection of processes, dealing with various ways in which human and material resources are utilized to achieve set goals in an organization. Secondary school administration entails working with and through teachers, non-teaching staff and students to get things done effectively. It is more concerned with the institution, its goals, policies, and execution of these policies (Ajayi & Ayodele, 2003). In school administration according to Jaiyeoba (2006), the major objective has to do with the

improvement of teaching and learning and all the activities of the school. The researcher further posits that the primary purposes of the school in any society are the intellectual development of the individual child to his greatest potential, the acquisition of factual information and understanding the concepts and meanings in a number of subject areas including the languages, the arts, history, geography, science and technology. In order to be useful, the school has to ensure that the skills developed in these subjects can be used in practical situations. It has to be faithful to some model of what the society is or ought to be. This is necessitated by the fact that the school should always serve the interest of the society as a whole. To do this effectively, the school has to be aware of the cherished societal values and norms. It has to be aware also of the generally held idea of what a good or ideal society is and should be able to offer the child an opportunity to develop his potentials as a social being.

Consequently, for learning experiences to be meaningful to the child in the secondary schools, they have to be related to the child's immediate community and society. These can only be possible if the barriers between the school and its community are broken to make way for a constant flow of information and ideas between the two. Developing effective two-way communication between the school and the community will be to the mutual advantage of the two parties. It implies some specific roles for the school staff and community members. This interaction can take various forms and there are benefits that can accrue to the child and school as well as the expected roles of the school staff and the community members in enhancing the quality of secondary education.

Concept of Public Secondary School

Public Secondary School is known as secondary school that are run and managed by government. According to Weber's seventh collegiate dictionary, public secondary school is defined as a school that is maintained at public expenses for the education of the children of a community or district and that constitutes a part of a system of free public education commonly including primary and secondary schools. Therefore, one can deduce that public secondary school is that secondary school under the maintenance of government for the benefit of her citizens. Public secondary schools on the other hand, Ogbonnaya (2009) sees public secondary school as those secondary schools owned and managed/controlled by state or federal government. Ogbonnaya also said that community owned secondary school is regarded as public schools because it is run and managed by state government were the community falls.

At the head of every secondary school in Nigeria is the principal who is regarded as the Chief Executive and is responsible for all that happens in the school (Oyedeji and Fasasi, 2006). The researchers opined that principal is the manager, administrator, an exemplary leader, a public officer, a nurse and even a messenger, on whose shoulder rests the responsibility of attaining the school goals and objectives. The principal is essentially the organizer and implementer of plans, policies and programmes meant for specific educational reforms. The principal has to make sure that his responsibilities are efficiently performed (Tirozzi, 2004). Tirozzi maintained that principal who lacks administrative capacity cannot perform well in his or her duties being assigned to him or her.

Famigbaye (2004) also shared the same view by saying that efficient principals set goals and high standards for staff and students, focus on excellence and inspire all members of the school community to a share commitment towards the realization of education reform initiatives. Famigbaye (2004) maintained that when the principal does his job efficiently, great things happen: but when he is incompetent in performing his roles, young people are hindered from achieving their potentials.

As a leader in the school system, Maxwell in Sharant and Sharant (2006) defines leadership as the capacity and will to rally men and women for a common purpose and the character which inspires confidence. Leadership involves the use of influence, which is linked to the behaviour of the leader and directed at the behaviour of the subordinates to elicit voluntary or willingness to participate in organizational activities. In this context, secondary school principal means a person employed with merit to plan, organize. Coordinate the activities of the secondary school system for its effective functioning. The principal make sure that the activities in the school including the curriculum development, teachers's activities and physical structures are packaged in other to achieve the goals. Principals of secondary schools are seen in different ways.

Leader involves leading to a destination. Burns in Sashkin and Sashkin (2004) argues that leadership is about transforming people and social organization and not just about motivating employees to exchange work efforts with pay. Akpama (2004) is of the view that leadership is an indispensable element of any social organization, which has to do with personality, knowledge, resourcefulness, courage and ability to stimulate and influence others positively. He therefore

concluded that it is the duty of the leader to guide others who are his followers by providing guidelines for action on formulated policies, initiates plans and programmes, coordinate the execution and implementation of policies, stimulate, raise and sustain morale. For the above definitions and explanations, it can be observed that leadership involves the dynamic and interpersonal process of planning, organizing, controlling, directing and coordinating as one interprets the organizational or institutional demands and the needs of the members that will be productive and satisfying. Leadership relationship is not limited to leadership behaviour resulting in subordinate behaviour. It is a dynamic process. The leader-follower relationship is reciprocal and effective leadership is a two-way process which influences both individual and organizational performance.

In other words, secondary school principals who want to succeed need to take the responsibility of carrying their staff along by involving them in schools decision-making process. A good leader should have the ability to develop other leaders; this is about delegation, trust and building capacity (Eneasato and Azubuike, 2009). The researcher maintained that a good leader should be a good teacher, has a vision and be able to create structures for staff for work as a community, for the purpose of realizing the goals of the organization.

As a motivator: Ajayi and Oni in Babayemi (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administration processes. As the chief executive, the principal owes it as a duty to modify the attitude of the staff and

motivate them to put in their best at achieving educational goals through effective teaching i learning process for better output.

As a curriculum and instructional supervisor: the function of the school principal as a supervisor include: obtaining and making available for teachers all educational information, visiting classroom often to observe this teachers teaching, supervising teachers, lesson notes through the subject head teachers and class registers, diaries and teaching aids and offering professional advice for their improvement that will lead to quality.

As a change facilitator: when it comes to efforts to improve the school quality, the principal is the critical person in making change to occur. According to Ujanga (2008) since a school is known to be an instrument of change and reform in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and affecting it in the school system. Therefore, the principal as the key supporting agent for change will help in producing quality output (students) that will face societal change and challenges.

On a general note, Miller (2004) identifies a number of generally accepted functions which the administrators perform. Such functions, he claimed may be broadly outlined as follows, discerning and influencing the development of educational goals and policies, stimulating and directing the development of programmes designed to achieve the predetermined educational goals and coordinating the activities aimed at planning and implementing the educational programme. The principal has responsibilities for teachers and properties owned

by the school and those supplied to the school. The principal is in charge of school finance, the safety and effective utilization of the physical facilities of the school. The accomplishment of all these functions he concluded depended solely upon his administrative and management skills, such as planning, organizing, directing, coordinating and budgeting. These administrative skills have been expanded into what has become widely known as Gullick's PSDCORB namely planning, organizing, staffing, directing, coordinating, reporting and budgeting.

The commonwealth secretariat (2003) also adduced the functions of the principals to include the following:

Manage and deploy school resources efficiently.

Allocate school accommodation appropriately.

Ensuring satisfactory standard of maintenance and cleanliness of school facilities, organizing staff development in the school, guide curriculum implementation and change, manage the development appraisal system, school by involving staff members in decision making and management restructuring and assessed in a the wider context of implementing land policies in a sustainable way.

Consequently, Secondary school otherwise known as High tier of education is that sector of the education pyramid that usually comes immediately after primary education. It also comes before tertiary education. It is at this stage of education that students are prepared for the Polytechnics, Colleges of Education and Universities. Within the framework of the New National Policy on Education (2004), secondary education shall last for six years, broken into two distinct parts that are perfectly correlated with the ground works of the first three years i Junior

Secondary School (J.S.S.) i dovetailing into the next three years of Senior Secondary School (S.S.S.). According to the New National Policy on Education, the broad aims of secondary education in Nigeria are: Preparation of students for useful living within the society, and preparation of students for higher education. In specific terms, the secondary school system is geared towards realizing the following objectives: Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background, offer diversified curriculum to cater for the differences in talents, Opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage, inspire students with a desire for self improvement and achievement of excellence; foster National unity with an emphasis on the common ties that unite us in our diversity; raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic developments (FRN, 2004). The aims and objectives of secondary education make it clear that the future of any nation depends quite considerably on the quality of education it provides for its citizens. From the above definitions, one can simply define secondary education as the intermediate level between elementary school and college (University) and that usually offers general, technical, vocational or college (University) preparatory curricula.

Theoretical Framework

Contingency Theory

The contingency theory was postulated by Legge in 1978. This theory states that human resource management is influenced by organization's environment and circumstances. The theory emphasizes that human resource aims, policies and strategies, lists of activities and analysis of the role of the human resource department are valid only if they are related to the situation of the organization. The human resource policies and practices are influenced by both the external and internal environment of the organization. The external factors include the social, political, legal and economic developments while the internal factors include the size of the organization, key activities of the business and the organization's culture.

The central idea in this theory is that the human factor is essential in the achievement of organizational goals. This theory is applicable to educational administration and to this study for some reasons. Among the reasons are: it is accommodating in the sense that it considers internal and external work environments and provides for adequate human resource well being. It provides a level playing ground where both individual and organizational goals are achieved efficiently. However, the principles of contingency theory will take of the established pattern of community values, norms, beliefs, attitudes and assumptions that control people's way of life and behaviour. Since secondary schools are situated in a community setting both in urban and rural areas and this setting will

influence to a large extent the policies practices of human resource management in the community secondary schools in Zone C of Benue State.

Systems Theory

Systems theory as propounded by Barnard and Ludwing 1958 view an organization as a social system of symbolically inter-dependent parts. That is, it can be seen as a structure with interdependent parts, each having a supra system which constitutes its environment. The basic ideal in a system is that the parts of anything are so related and dependent that the interaction of part affects the whole. The educational system as an organization is a social system with the secondary school as sub-system of the educational system.

For the system and subsystem to survive, it must be open with its unit of interdependent parts, characteristics, activities that contribute to and receive from the whole. That is, they have the capacity to relate to and exchange matter with their environment, unlike a closed system which do not. For instance, when the principal is confronted by parental demands for new course, not only the principal is affected but the teachers and students are affected. The secondary school system as an organization can be seen as an arrangement of inter-dependent parts, each having a particular function to perform; when any of the parts fail to function effectively, the entire system experiences a setback.

Thus, goals and machinery to achieve the goals are provided in the school for examples, funds, staff and other facilities have to be available to ensure the actualization of the goals. The community contributes by providing the land and even contributes in cash and kind, physical facilities and equipments for the

effective administration of schools. This theory is related to this work because; there is a system and this sub-system each system has to perform actively so that the organization can achieve its objectives affectively. Therefore, in this study the community and the school have to work hand in hand to promote functional education. In a nutshell, all these must work as a system to achieve the aims and objectives of secondary education.

REVIEW OF EMPIRICAL STUDIES

Studies on community participation in funding secondary schools

Nwadam (2003) carried out a study on the community participation in funding secondary schools. The general purpose of the study was to investigate the community participation in the administration of secondary schools in Enugu State. The researcher's main purpose of the study was to examine the extent of community participation in funding secondary schools. Three research questions and one null hypothesis were used by the researcher for the study. The design of the study was a descriptive survey design; the population of the study was two thousand, four hundred principals, teachers and students; out of which 425 respondents were used as the sample size for the study. A self developed questionnaire and interview were used for the study. The instrument for data collection was subjected to face validation. In order to ascertain the reliability of the instrument, 25 copies of the instrument were trial tested. Data collected was analyzed using percentages, mean scores and Pearson product moment correlation analysis. The result indicated that communities participate in funding of secondary schools through helping to build schools and providing other facilities and

infrastructure, awarding of scholarships to deserving pupils in the school, cooperating with the school and providing it with useful information, being accommodating and receptive to strangers, especially school personnel, active participation in the school activities and programme, protection of the teachers and attending to their welfare needs, honoring exemplary teachers and head teachers in their midst, maintaining and sustaining active School-based Management Committees and developing a feeling of ownership of the school. The relevance of this work to the present study is that both are working towards active participation of communities in the administration of secondary schools. Hence the gap which this current study tends to fill is to create the awareness of the principals on the extent communities participate in funding secondary schools so that, they could effectively cultivate certain skills and attitudes towards incorporating the communities in the school for effectiveness and efficiency in the achievement of educational goals and objectives in Education Zone ñCò of Benue State.

Similarly, Obiechina (2006) carried out another study on the community participation in funding in secondary schools in Ebonyi State. The main purpose of the study was to examine the extent of community participation in funding secondary schools; two research questions and one null hypothesis were used by the researcher for the study. The design for the study was a descriptive survey design. Out of the total population of 800 principals and teachers, 250 respondents were finally used as the study sample. A self developed questionnaire and interview were used for data collection. The instrument for data collection was subjected to face validation and in order to ascertain the reliability of the

instrument, 20 copies of the instrument was trial tested. Data collected were analyzed using statistical mean. The findings of the study indicated that the role of community in funding secondary schools cannot be over emphasized; there are provision of security service, seeking government assistance in the provision of facilities and provision of arable land to the school for improving its agricultural practices and ventures among others. The relevance of this work to the present study is that both are working together to examine the extent of community participation in funding secondary schools. The gap which this present study is trying to fill is to sensitize the school managers on the invaluable roles and contributions of communities in the development of education thereby devising through which barriers between the school and its community are broken to make way for a constant flow of information and ideas between the two for effective school administration.

Related Studies on the extent of community participation in the provision of infrastructural facilities

Furthermore, Aguba (2009) carried out a study on the extent of community participation in the provision of infrastructural facilities in Ondo State. The main purpose of the study was to examine the extent of community participation in the provision of infrastructural facilities. Four research questions and two null hypotheses were used by the researcher for the study. The design of the study was a descriptive survey design. Out of the total population of two thousand, one hundred principals, teachers and students drawn from sixty five secondary schools in Ondo State, 300 respondents were used as the sample size. Discussion and

interview were used for data collection. The instrument for data collection was subjected to face validation and in order to ascertain the reliability of the instrument, 25 copies of the instrument was trial tested. Data collected were analyzed using simple percentage. The result of the findings indicated that the communities participate in the provision of infrastructural facilities by providing the school classrooms, dormitory blocks, staff quarters, science laboratories and equipment. This therefore forms the basis for the current study.

Similarly, Veig in Olewe (2007) carried out a related study on the extent of community participation in the provision of infrastructural facilities in Ogun State. The main purpose of the study was to examine the extent of community participation in the provision of infrastructural facilities. Three research questions and one null hypothesis were used by the researcher for the study. The design of the study was a descriptive survey design. The population of the study was two thousand, four hundred principals, teachers and students and a total of sixty four secondary schools. Meanwhile, 425 respondents were used as sample size. Interview and discussion method were used for data collection. The instrument for data collection was validated by two experts, and in order to ascertain the reliability of the instrument, 25 copies of the instrument was trial tested. Data collected were analyzed using statistical mean. The result of the findings indicated that communities participate in the provision of infrastructural facilities by providing the school with electric plant generators, school vans, libraries, books and classroom equipment. This therefore forms the basis for the current study.

Related Studies on the Problems Militating against Community Participation in the Administration of Secondary Schools

In a study by Lang (2000) on the Problems Militating against Community Participation in the Administration of Secondary Schools in Imo State, the main purpose of the study was to examine the problems militating against community participation in the administration of secondary schools. The researcher used three research questions and one null hypothesis for the study. The design of the study was descriptive survey design. The total population of the study was 60 principals and 540 teachers selected from (60) secondary schools; out of which 240 respondents were used as the sample. Principals' management Strategy Rating Scale, Interview Guide for Principals and Teachers' Focus Group/ Discussion Guide were used for data collection. The instrument for data collection was validated by two experts, and in order to ascertain the reliability of the instrument, 30 copies of the instrument were trial tested. Data collected were analyzed using percentage and mean scores. The findings show that parents see lots of roadblocks to getting involved in their child's education. Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change. The relevance of this work to the present study is that

both are working towards sensitizing the general public that educating the youths is a collective responsibility between the school and the host communities; therefore, communities should give in their best for effectiveness and efficiency in the school system in Education Zone C of Benue State. Hence the gap the present study is trying to fill.

Sharma and Deepak (2001) also carried out a related study on the Problems Militating against Community Participation in the Administration of Secondary Schools in Anambra State. The main purpose of the study was to examine the problems militating against community participation in the administration of secondary schools. Four research questions and two null hypotheses were used by the researcher for the study. The design of the study was a descriptive survey design. Out of the total population of two thousand, eight hundred respondents drawn from sixty two secondary schools; 350 respondents were used as the sample size. Structured questionnaire was used for data collection. The instrument for data collection was validated by three experts, and in order to ascertain the reliability of the instrument, 20 copies of the instrument was trial tested. Data collected were analyzed using statistical mean. The result of the findings indicated that some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English. Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers. Others say they lack

transportation to attend school events or have no child care for younger siblings. While some schools have made great strides in engaging parents and others in the educational process, there is still much more that can be done. This therefore forms the gap which this current study is trying to cover as to examine the problems militating against community participation in the administration of secondary schools.

Related Studies on the Strategies for Integrating Community Members for Effective School Administration

In a related study, Suleiman (2001) studied the Strategies for Integrating Community Members for Effective School Administration in Abia state. The main purpose was to examine the strategies for integrating community members for effective school administration. Two research questions and one null hypothesis were used for the study and descriptive survey design was adopted by the researcher. The population of the study was 65 principals and 694 teachers drawn from 65 secondary schools out of which 180 respondents were used as the sample size. The instrument for data collection was validated by two experts, and in order to ascertain the reliability of the instrument, 25 copies of the instrument was trial tested. Structured questionnaire and interview were used for data collection. Data collected was analyzed using statistical mean. The result of the study indicated that the following are some specific ways for integrating community members for effective school administration, that schools can engage more parents, families, and communities in education: Survey educators and families to determine needs, interests, and ideas about partnering, develop and pass family-friendly policies and

laws [i.e., leaves of absence for parents/caregivers to participate in school or education-related activities; flexible scheduling to encourage participation by diverse families]. Provide professional development on family and community engagement for school faculties. The relevance of this work to the present study is that both are working towards creating strategies for involving communities for the effective school administration.

Similarly, Okwor (2008) carried out another related study on the Strategies for Integrating Community Members for Effective School Administration in Abia State. The main purpose of the study was to examine the strategies for integrating community members for effective school administration. Three research questions and one null hypothesis were used by the researcher for the study. The design of the study was a descriptive survey design. The population of the study was three thousand, four hundred principals, teachers and students drawn from sixty five secondary schools in Abia State. Meanwhile, the sample size of the study was 450. Structured questionnaire and interview were used for data collection. The instrument for data collection was validated by three experts, and in order to ascertain the reliability of the instrument, 30 copies of the instrument were trial tested. Data collected was analyzed using simple percentage. The result indicated that communities could be actively involved in the school administration through the following strategies: Offer training for parents and community stakeholders on effective communications and partnering skills provide better information on school and school district policies and procedures; ensure timely access to information, using effective communications tools that address various family

structures and are translated into languages that parents/families understand. Hire and train school-community liaisons who know the communities' history, language, and cultural background to contact parents and coordinate activities and collaborate with higher education institutions to infuse parent, family, and community involvement in education into teacher and administrator preparation programs. This therefore forms the basis of the current study.

Summary of Literature Review

Literature review for this study was presented under the conceptual framework, theoretical framework and review of empirical studies related to the various variables of this research work. Under the conceptual framework, the following concepts were looked into: Concept of appraisal, community and community, participation, concept of administration and concept of public secondary school. Community is seen as a people obliged to one another not because of place of birth, race, sex, religion but people bound to one another and governed by shared taste, value, specific words for common interest. Throughout history, the relationship between the school and the community has been a matter of major concern. Thus, participation is the act of being involved in something. Participation can either represent assigning certain decisive roles to the users, where they share the decision-making responsibility with the professionals. Theoretical frameworks that relate to the study were also looked into; there are Contingency Theory and Systems Theory.

However, the researcher dwelt on eight empirical studies that related to the problem under investigation. The reviews of empirical studies were based on the

extent of community participation in funding public secondary schools, the extent of community participation in the provision of infrastructural facilities, the problems militating against community participation in the administration of public secondary schools and the strategies for integrating community members for effective school administration. These studies affirmed that communities participate in funding secondary schools through helping to build schools and providing other facilities and infrastructure, awarding of scholarships to deserving pupils in the school, cooperating with the school and providing it with useful information, being accommodating and receptive to strangers, especially school personnel, active participation in the school activities and programme, protection of the teachers and attending to their welfare needs. The reviewed studies also indicated that parents see lots of roadblocks to getting involved in their child's education. Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school are the problems militating against active participation of communities in the administration of secondary schools.

The studies showed that the communities could be actively involved in the school administration through the following strategies: Offer training for parents and community stakeholders on effective communications and partnering skills providing better information on school and school district policies and procedures;

ensure timely access to information, using effective communications tools that address various family structures and are translated into languages that parents/families understand. It was also observed from the reviewed work that quality outcome in Nigerian educational system depends on the level by which, the secondary school principals utilize management strategies in involving the communities in the administration of secondary schools. Therefore, effective and efficient utilization of management strategies in secondary schools is very vital for the achievement of envisage secondary education goals and objectives. Furthermore, in all the studies reviewed, there was no known work on the appraisal of community participation in the administration of public secondary schools in Education Zone ñCò of Benue State. Hence the needs for this present study.

CHAPTER THREE

RESEARCH METHOD

This chapter presents the procedures for carrying out the study under the following subheadings: Design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

A descriptive survey design was adopted for the study as the study sought the opinion of the respondents on their perception of the appraisal of community participation in the administration of secondary schools in Education Zone ñCò of Benue State. According to Ali (2004), a descriptive survey design seeks to document and describe what exists or the present status of existence or absence of what is being investigated. Thus, with this design, both systematic and objective collection and analysis of data were adopted to elicit responses from the respondents in order to find solution to the problem under investigation.

Area of the Study

The study was carried out in all the Government Secondary Schools in Education Zone ñCò of Benue State. Benue State is surrounded by five states, namely: Nasarawa to the North, Taraba to the Northeast, Cross River to the South, Anambra to the Southwest and Kogi to the West. Benue State was created in 1976.

There is also a short international boundary between the state and the Republic of Cameroun along Nigeria's Southeast border.

This study is on appraisal of community participation in the administration of public secondary school. Thus, one would like to find out how really community contributes towards the development of education in area. One would observe that most secondary schools in Benue State, Zone C are lacking vital facilities that would enhance teaching and learning and this is affecting the effective administration of secondary school in this area. However, it was also discovered that there are dilapidated structures in the area of the study, inadequate supply of funds, lack of instructional materials, lack of laboratory and library equipments among others and these have motivated the researcher to appraise the participation of communities in the administration of secondary schools in the area.

Population of the Study

The Population of the study comprised of all the public secondary schools urban and rural teachers in Education Zone ñCò of Benue State. Statistics available showed that there are 99 secondary schools with the same number of principals and 1328 teachers, totalling 1427 respondents in public secondary schools in education zone ñCò, Benue State.

Source: (Benue State Teaching Service Board; Directorate of Planning, Research and Statistics, 2015).

Sample and Sampling Technique

The sample size for the study is 285. The sample size was selected using sample random sampling technique. Out of the total population of 1427 respondents, 285 teachers drawn from 20 secondary schools in Five Local Government Areas within the Area of the study (Otukpo, Ohimini, Ogbadibo, Obi, and Okpoku Local Government Areas) of the state was used as the study sample; this amounted to 20% of the total population. The rationale for selecting this sample size is in line with Nwana (1992) who stated that, if the population of a study is in a few hundreds, a 40% or more samples will do, if many hundreds, a 20% sample will do and if several thousands, a 5% or less will do.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire designed by the researcher, titled "Appraisal of Community Participation Questionnaire" (ACPQ). The instrument was designed to answer the four research questions. It is made up of two parts. Section A and B. Section A seeks for demographic information while section B contains 30 item statements arranged in 4 clusters according to the research questions. Cluster A contains 9 items to elicit information on the community participation in funding secondary schools, cluster B contains 8 items with information on the community participation in the provision of infrastructural facilities, cluster C contains 6 items which deals on the problems militating against community participation in the administration of secondary schools and cluster D has 7 items on the strategies for integrating community members for effective school administration in Education Zone "C" of

Benue State. The instrument was structured on a 4-point rating scale of Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2, and Strongly Disagree (SD) =1 to elicit responses on clusters C and D, while Very Great Extent (VGE) =4, Great Extent (GE) =3, Low Extent (LE) =2 and Very Low Extent (VLE) =1 will be used to elicit responses on cluster A and B.

Validation of the Instrument

The instrument was subjected to face validation to determine its adequacy, appropriateness for the study and for its proper wordings. This was done by presenting it to two experts in Educational Administration and Planning and one expert in measurement and evaluation. The validates are requested to check whether the purpose of the study are in line with the research question, the hypotheses and the questionnaire. Based on their comments and suggestions, the instrument was modified to suit the study.

Reliability of the Instrument

In order to ascertain the reliability of the instrument for the study, 20 copies of the instrument was (trial) tested in Nsukka Education Zone of Enugu State which is outside the area of the study. Some schools were selected and the instrument was administered to both the principals and teachers. The result collected was subjected to the test of internal consistency using Cronbach Alpha procedure to determine the internal consistency. The results for the reliability coefficient are as follows; Cluster A = 0.73, Cluster B =0.81, Cluster C =0.74 and Cluster D =0.80. The overall reliability Coefficient of 0.91 was obtained. This indicates that the instrument is reliable for the study, (See appendix D).

Method of Data Collection

A total of 285 copies of the questionnaire were administered using two research assistants. These research assistants were instructed on how to assist the researcher in both the administration and collection of the questionnaire from the respondents.

Method of Data Analysis

The data collected was analyzed using mean and standard deviation (SD) to answer the research questions while the hypotheses were tested using t-test statistic at 0.05 level of significance. The decision level was determined by the use of criterion mean of 2.50 for clusters A, B, C and D respectively. Any mean of 2.50 and above was accepted while the one below 2.50 was rejected.

CHAPTER FOUR

RESULTS

This chapter presents the results of data analysis based on data collected for the study. The presentation follows the sequence of the research questions and the null hypotheses that guided the study.

Research Question One:

To what extent do communities participate in funding public secondary schools in Education Zone “C” of Benue State?

Table 1: Mean and Standard deviations of respondents on the extent communities participate in funding public secondary schools in Education Zone “C” of Benue State

S/N	Items	N	$\bar{x}$	SD	Dec.
1	Provision of funds for building of structure such as classrooms, toilet, chairs and tables	284	2.49	0.79	LE
2	Awarding scholarships to deserving pupils in the school	284	2.05	0.72	LE
3	Provision of funds for installation of science laboratories	284	2.21	0.84	LE
4	Provision of funds for the renovation of dilapidated school buildings	284	2.33	0.80	LE
5	Community help to employ and pay staff salaries	284	2.81	0.84	GE
6	Protecting the teachers and attending to their welfare needs	284	2.01	0.76	LE
7	Honouring exemplary teachers and principals in their midst with financial reward	284	2.00	0.80	LE
8	Sourcing for fund for the schools from other organisations or wealthy individuals	284	2.53	0.97	GE
9	Sinking of boreholes for the school in the rural areas	284	2.12	0.98	LE
	Cluster mean	284	2.28	0.59	LE

Key: N = Number of respondents, $\bar{x}$ = mean, SD = Standard Deviation, Dec. = Decision.

Result presented in Table 1 showed the mean and standard deviations of respondents on the extent communities participate in funding public secondary

schools in Education Zone ñCò of Benue State. Result showed that items 5 and 8 had mean ratings of 2.81 and 2.53 with standard deviations of 0.84 and 0.97 respectively. These mean ratings are above the criterion level of 2.50 set for accepting an item, this means that to a great extent, the communities help to employ and pay staff salaries and source for fund for the schools from other organizations or wealthy individuals. On the other hand, items 1, 2, 3, 4, 6, 7 and 9 had mean ratings of 2.49, 2.05, 2.21, 2.33, 2.01, 2.00 and 2.12 with standard deviations of 0.79, 0.72, 0.84, 0.80, 0.76, 0.80 and 0.98 respectively. Since the mean ratings are below the criterion level of 2.50, this means that the communities do the following to a less extent; provision of funds for building of structure such as classrooms, toilet, chairs and tables, awarding scholarships to deserving pupils in the school, provision of funds for installation of science laboratories, provision of funds for the renovation of dilapidated school buildings, protecting the teachers and attending to their welfare needs, honouring exemplary teachers and principals in their midst with financial reward and sinking of boreholes for the school in the rural areas. The cluster mean of 2.28 with a standard deviation of 0.59 showed that the communities participate in funding public secondary schools in Education Zone ñCò of Benue State to a less extent.

Research Question Two:

To what extent do communities participate in the provision of infrastructural facilities in Education Zone ñCò of Benue State?

Table 2: Mean and Standard deviations of respondents on the extent communities participate in the provision of infrastructural facilities in Education Zone “C” of Benue State?

S/N	Items	N	$\bar{x}$	SD	Dec.
10	Contributing and purchasing of instructional materials like books, chalk, posters and maps	284	2.54	0.95	GE
11	Provision of games facilities and maintenance	284	2.18	0.86	LE
12	Build classrooms, laboratory buildings and office blocks	284	2.34	0.92	LE
13	Help to equip laboratories and library with needed materials	284	2.37	0.80	LE
14	Fencing the school compound	284	2.99	0.81	GE
15	Provision of computer and its accessory	284	2.23	0.78	LE
16	Providing electricity, generator for school use	284	2.26	0.94	LE
17	Building quarters for the school staff	284	1.86	0.83	LE
Cluster mean		284	2.34	0.63	LE

Key: N = Number of respondents, $\bar{x}$ = mean, SD = Standard Deviation, Dec. = Decision.

Result in Table 2 showed the mean and standard deviations of respondents on the extent communities participate in the provision of infrastructural facilities in Education Zone ñCò of Benue State. Result showed that items 10 and 14 had mean ratings of 2.54 and 2.99 with standard deviations of 0.95 and 0.81 respectively. These mean ratings are above the criterion level of 2.50 set for accepting an item, this means that to a great extent, the communities Contribute and purchase instructional materials like books, chalk, posters and maps and fence the school compound. Results in table 2 also showed that items 11, 12, 13, 15, 16 and 17 had mean ratings of 2.18, 2.34, 2.37, 2.23, 2.26 and 1.86 with standard deviations of 2.18,

2.34, 2.37, 2.23, 2.26 and 1.86 respectively. Since the mean ratings are below the criterion level of 2.50, this means that the communities provide the following to a less extent; provision of games facilities and maintenance, build classrooms, laboratory buildings and office blocks, help to equip, laboratories and library with needed materials, provision of computer and its accessory, providing electricity, generator for school use and building quarters for the school staff. The cluster mean of 2.34 with a standard deviation of 0.63 showed that the communities participate in the provision of infrastructural facilities in Education Zone ñCò of Benue State to a less extent.

Research Question Three:

What are the problems militating against community participation in the administration of public secondary schools?

Table 3: Mean and Standard deviations of respondents on the problems militating against community participation in the administration of public secondary schools

S/N	Items	N	$\bar{x}$	SD	Dec.
18	Lack of transportation to attend school events	284	2.29	0.95	D
19	Lack of commitment to the education of their children	284	3.14	0.70	A
20	Communication gap between the school and the community	284	2.93	0.74	A
21	The P. T. A are not fully involved in the administration of the school	284	2.65	0.88	A
22	Short notice of information to the communities on school matters	284	2.82	0.79	A
23	Illiteracy of the parents	284	3.12	0.67	A
Cluster mean		284	2.82	0.50	A

Key: N = Number of respondents, $\bar{x}$ = mean, SD = Standard Deviation, Dec. = Decision.

Result in Table 3 showed the mean and standard deviations of respondents on the problems militating against community participation in the administration

of public secondary schools in Education Zone ñCò of Benue State. Result showed that items 19, 20, 21, 22 and 23 had mean ratings of 3.14, 2.93, 2.65, 2.82 and 3.12 with standard deviations of 3.14, 2.93, 2.65, 2.82 and 3.12 respectively. These mean ratings are above the criterion level of 2.50 set for accepting an item, this means the respondents agreed that the following are problems militating against community participation in the administration of public secondary schools in Education Zone ñCò of Benue State. These problems according to the result are: lack of commitment to the education of the children, communication gap between the school and the community, the P. T. A. are not fully involved in the administration of the schools, short notice of information to the communities on school matters and illiteracy of the side of the parents. However, the respondents disagreed that lack of transportation to attend school events is a problems militating against community participation in the administration of public secondary schools with a mean of 2.29 and a standard deviation of 0.95. The cluster mean of 2.82 with a standard deviation of 0.50 showed that the items in table 3 are problems militating against community participation in the administration of public secondary schools in Education Zone ñCò of Benue State.

Research Question Four:

What are the strategies for motivating community members for effective school administration?

Table 4: Mean and Standard deviations of respondents on the strategies for motivating community members for effective school administration

S/N	Items	N	$\bar{x}$	SD	Dec.
24	The principal should relate with the community in a friendly way	284	3.69	0.47	A
25	Engaging the community, P .T. A and old boys in some aspect of the school administration	284	3.35	0.52	A
26	The principal should offer training for parents and community members on effective school administration	284	2.09	0.71	D
27	Use simple language that parents/community will understand	284	3.38	0.57	A
28	School authority regular consultations with community development unions on school programmes and activities	284	3.29	0.60	A
29	Ensuring timely access to information	284	3.46	0.49	A
30	Giving useful information on the achievement of the school	284	3.42	0.52	A
Cluster mean		284	3.24	0.29	A

Key: N = Number of respondents, $\bar{x}$ = mean, SD = Standard Deviation, Dec. = Decision.

Result in Table 4 showed the mean and standard deviations of respondents on the strategies for motivating community members for effective school administration. Result showed that items 24, 25, 27, 28, 29 and 30 had mean ratings of 3.69, 3.35, 3.38, 3.29, 3.46 and 3.42 with standard deviations of 0.47, 0.52, 0.57, 0.60, 0.49 and 0.52 respectively. These mean ratings are above the criterion level of 2.50 set for accepting an item, this means the respondents agreed that the following are strategies for motivating community members for effective school administration. These strategies according to the result are: the principal

should relate with the community in a friendly way, engaging the community, P.T. A and old boys in some aspect of the school administration, using simple language that parents/community will understand, school authority's regular consultations with community development unions on school programmes and activities, ensuring timely access to information and giving useful information on the achievement of the school. On the other hand, the respondents disagreed that principal's training of parents and community members on effective school administration is a strategies for motivating community members for effective school administration with a mean of 2.09 and a standard deviation of 0.71. The cluster mean of 3.24 with a standard deviation of 0.29 showed that the items in table 4 are strategies for motivating community members for effective school administration in Education Zone ñCò of Benue State.

Hypotheses One

There is no significant difference in the mean ratings of rural and urban teachers on the participation of communities in the funding of public secondary schools in Education Zone ñCò of Benue State.

Table 5: t-test analysis of the significant difference in the mean ratings of rural and urban teachers on the participation of communities in the funding of public secondary schools in Education Zone “C” of Benue State

S/N	Item Statement	Location	Urban = 153		Rural = 131		Sig	Dec
			$\bar{x}$	SD	t-cal	df		
1	Provision of funds for building of structure such as classrooms, toilet, chairs and tables	Urban	2.94	0.76	1.16	282	0.25	NS
		Rural	2.83	0.83				
2	Awarding scholarships to deserving pupils in the school	Urban	2.12	0.65	1.81	282	0.07	NS
		Rural	1.96	0.79				
3	Provision of funds for installation of science laboratories	Urban	2.36	0.75	3.24	282	0.00	S
		Rural	2.04	0.91				
4	Provision of funds for the renovation of dilapidated school buildings	Urban	3.16	0.59	8.31	282	0.00	S
		Rural	2.45	0.85				
5	Community help to employ and pay staff salaries	Urban	2.90	0.84	1.95	282	0.05	S
		Rural	2.71	0.83				
6	Protecting the teachers and attending to their welfare needs	Urban	2.16	0.68	3.65	282	0.00	S
		Rural	1.84	0.81				
7	Honouring exemplary teachers and principals in their midst with financial reward	Urban	2.24	0.71	5.85	282	0.00	S
		Rural	1.71	0.80				
8	Sourcing for fund for the schools from other organisations or wealthy individuals	Urban	3.31	0.79	7.90	282	0.00	S
		Rural	2.48	0.98				
9	Sinking of boreholes for the school in the rural areas	Urban	2.33	0.98	4.15	282	0.00	S
		Rural	1.86	0.92				
	Cluster t	Urban	2.61	0.53	6.11	282	0.00	S
		Rural	2.21	0.58				

Result in Table 5 reveals that there is a significant difference between the mean response of respondents from rural and urban schools on the participation of communities in the funding of public secondary schools in Education Zone “C” of Benue State. There was a significant difference on items 3 to 9. This is because their significant or probability values are less than 0.05 set as level of significance

for testing the null hypotheses. However, there was no significant difference on items 1 and 2, this is because their probability or significance values are greater than 0.05 set as level of significance. The cluster t-value of 6.11 with a degree of freedom of 282 and a significant value of 0.00 means that the null hypothesis of no significant difference in the mean ratings of rural and urban teachers on the participation of communities in the funding of public secondary schools in Education Zone ñCò of Benue State is rejected. Inference drawn therefore is that the respondents in rural and urban schools had different views on the participation of communities in the funding of public secondary schools in Education Zone ñCò of Benue State with respondents from urban schools having higher mean rating.

Hypotheses Two

There is no significant difference in the mean ratings of rural teachers and urban teachers on the strategies for integrating community members for effective school administration.

Table 6: t-test analysis of the significant difference in the mean ratings of rural teachers and urban teachers on the strategies for integrating community members for effective school administration.

			Urban = 153		Rural = 131				
S/N	Item Statement	Location	$\bar{x}$	SD	t-cal	df	Sig	Dec	
24	The principal should relate with the community in a friendly way	Urban	3.73	0.44	1.26	282	0.21	NS	
		Rural	3.65	0.50					
25	Engaging the community, P .T. A and old boys in some aspect of the school administration	Urban	3.35	0.51	-0.12	282	0.91	NS	
		Rural	3.35	0.54					
26	The principal should offer training for parents and community members on effective school administration	Urban	1.99	0.60	-2.71	282	0.01	S	
		Rural	2.22	0.80					
27	Use simple language that parents/community will understand	Urban	3.54	0.50	5.07	282	0.00	S	
		Rural	3.20	0.61					
28	School authority regular consultations with community development unions on school programmes and activities	Urban	3.23	0.57	-1.86	282	0.06	NS	
		Rural	3.36	0.62					
29	Ensuring timely access to information	Urban	3.46	0.50	-0.07	282	0.95	NS	
		Rural	3.46	0.50					
30	Giving useful information on the achievement of the school	Urban	3.41	0.54	-0.41	282	0.68	NS	
		Rural	3.43	0.49					
Cluster t		Urban	3.24	0.25	0.04	282	0.97	NS	
		Rural	3.23	0.35					

Result in Table 6 reveals that there is no significant difference between the mean response of respondents from rural and urban schools on the strategies for integrating community members for effective school administration in Education Zone ñCò of Benue State. Result showed that there was a significant difference on items 26 and 27. This is because their significant or probability values are less than 0.05 set as level of significance for testing the null hypotheses. However, there was no significant difference on items 24, 25, 28, 29 and 30, this is because their

probability or significance values are greater than 0.05 set as level of significance. The cluster t-value of 0.04 with a degree of freedom of 282 and a significant value of 0.97 means that the null hypothesis of no significant difference in the mean ratings of rural teachers and urban teachers on the strategies for integrating community members for effective school administration is not rejected. Inference drawn therefore is that the respondents in rural and urban schools had the same views on the strategies for integrating community members for effective school administration in Education Zone ñCò of Benue State.

Summary of the Result

This section deals with the summary of the findings of the study according to each of the research questions and the tested hypotheses. From the data analysis and the interpretation of the results, the following findings emerged.

1. the communities participate in funding public secondary schools in Education Zone ñCò of Benue State to a less extent.
2. the communities participate in the provision of infrastructural facilities in Education Zone ñCò of Benue State to a less extent.
3. The respondents agreed that the items in table 3 are problems militating against community participation in the administration of public secondary schools in Education Zone ñCò of Benue State.
4. Result showed that the items in table 4 are strategies for motivating community members for effective school administration in Education Zone ñCò of Benue State.

5. the respondents in rural and urban schools had different views on the participation of communities in the funding of public secondary schools in Education Zone ñCò of Benue State.
6. the respondents in rural and urban schools had the same views on the strategies for integrating community members for effective school administration in Education Zone ñCò of Benue State.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, IMPLICATIONS OF THE STUDY, RECOMMENDATIONS, LIMITATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND SUMMARY OF THE STUDY

This chapter discusses the results presented in chapter four, conclusions, the implications of the study and recommendations. The chapter also presents the limitations of the study and suggestions for further research as well as the summary of the study. The discussions of the findings of this study were done under the following sub-headings:

DISCUSSIONS OF THE RESULTS

The findings of the study are discussed in line with the research questions and hypotheses raised in the study. They are discussed with research findings in literature reviewed.

The extent communities participate in funding public secondary schools in Education Zone “C” of Benue State

Result presented in Table 1 showed the extent communities participate in funding public secondary schools in Education Zone “C” of Benue State. The result of the study showed the communities do the following to a less extent; provision of funds for building of structure such as classrooms, toilet, chairs and tables, awarding scholarships to deserving pupils in the school, provision of funds for installation of science laboratories, among others. The finding of this study is in disagreement with that of Nwadum (2003) who carried out a study on the community participation in funding secondary schools and discovered that communities participate in funding of secondary schools through helping to build

schools and providing other facilities and infrastructure, awarding of scholarships to deserving pupils in the school, cooperating with the school and providing it with useful information, being accommodating and receptive to strangers, especially school personnel, active participation in the school activities and programme, protection of the teachers and attending to their welfare needs, honoring exemplary teachers and head teachers in their midst, among others. The difference in the two findings may be as a result of time, difference in communities' perception of the value of education and sometimes inadequate knowledge of the need to do so by the communities. The result of hypothesis one showed that the respondents in rural and urban schools had different views on the participation of communities in the funding of public secondary schools in Education Zone "C" of Benue State which means hypothesis one was rejected.

The extent communities participate in the provision of infrastructural facilities in Education Zone "C" of Benue State

The result as presented in Table 2 showed the mean and standard deviations of respondents on the extent communities participate in the provision of infrastructural facilities in Education Zone "C" of Benue State. The finding of the study showed that the communities provide the following infrastructural facilities to a less extent, these facilities include: provision of games facilities and maintenance, build classrooms, laboratory buildings and office blocks, help to equip, laboratories and library with needed materials, provision of computer and its accessory, providing electricity, generator for school use and building quarters for the school staff. The finding of this study does not agree with the earlier

finding by Aguba (2009) who carried out a study on the extent of community participation in the provision of infrastructural facilities in Ondo State. Aguba found that the communities participated in the provision of infrastructural facilities by providing the school classrooms, dormitory blocks, staff quarters, science laboratories and equipment among others. Similarly, Veig (2007) carried out a related study on the extent of community participation in the provision of infrastructural facilities in Ogun State and found that communities participate in the provision of infrastructural facilities by providing the school with electric plant generators, school vans, libraries, books and classroom equipment. The differences that exist between the current finding and two earlier findings may be as a result of economic difficulties or lack of communities' knowledge to providing infrastructural facilities for schools within the vicinity.

The problems militating against community participation in the administration of public secondary schools.

Result in Table 3 showed the mean and standard deviations of respondents on the problems militating against community participation in the administration of public secondary schools in Education Zone ñCò of Benue State. Result showed that certain problems militate against community participation in the administration of public secondary schools. These problems according to the result included; lack of commitment to the education of the children, communication gap between the school and the community, the P. T. A. are not fully involved in the administration of the schools, short notice of information to the communities on school matters and illiteracy of the side of the parents. The finding of this study is

in agreement with Lang (2000) who carried out a study on the Problems Militating against Community Participation in the Administration of Secondary Schools in Imo State and found that parents see lots of roadblocks to getting involved in their child's education. Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their children, or they express frustration with school bureaucracies or policies they find impossible to understand or change. The result also agrees with Sharma and Deepak (2001) who also carried out a related study on the Problems Militating against Community Participation in the Administration of Secondary Schools in Anambra State and found that some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English. Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers.

The strategies for motivating community members for effective school administration

Result in Table 4 showed the mean and standard deviations of respondents on the strategies for motivating community members for effective school

administration. The result of the study showed that there are strategies that can be used to motivate community members to participate effectively in secondary school administration. These strategies according to the findings of the study are: the principal should relate with the community in a friendly way, engaging the community, P.T. A and old boys in some aspect of the school administration, using simple language that parents/community will understand, school authority's regular consultations with community development unions on school programmes and activities, ensuring timely access to information and giving useful information on the achievement of the school. The finding of the study agrees with Suleiman (2001) who studied the Strategies for Integrating Community Members for Effective School Administration in Abia state and found that the following are some specific ways for integrating community members for effective school administration, that schools can engage more parents, families, and communities in education: Survey educators and families to determine needs, interests, and ideas about partnering, develop and pass family-friendly policies and laws, i.e., leaves of absence for parents/caregivers to participate in school or education-related activities; flexible scheduling to encourage participation by diverse families and provide professional development on family and community engagement for school faculties.

Similarly, the finding also agrees with Okwor (2008) who carried out another related study on the Strategies for Integrating Community Members for Effective School Administration in Abia State. Okwor found that that communities could be actively involved in the school administration through the following

strategies: by offering training for parents and community stakeholders on effective communications and partnering skills, provide better information on school and school district policies and procedures; ensure timely access to information, using effective communications tools that address various family structures and are translated into languages that parents/families understand. Okwor further found that the government can hire and train school-community liaisons who know the communities' history, language, and cultural background to contact parents and coordinate activities and collaborate with higher education institutions to infuse parent, family, and community involvement in education into teacher and administrator preparation programs.

Conclusions

From the foregoing discussions based on the results of the study, the following conclusions were made;

1. The result of the study showed that communities participate in funding public secondary schools in Education Zone ñCò of Benue State to a less extent.
2. The result of the study also showed that the communities participate in the provision of infrastructural facilities in Education Zone ñCò of Benue State to a less extent.
3. The result of the study showed that lack of commitment to the education of the children and communication gap between the school and the community among others are problems militating against community participation in the administration of public secondary schools in Education Zone ñCò of Benue State.

4. The result of the study showed that principal's relationship with the community in a friendly way and school authority's regular consultations with community development unions on school programmes and activities among others are strategies for motivating community members for effective school administration in Education Zone 'C' of Benue State.
5. The respondents in rural and urban schools had different views on the participation of communities in the funding of public secondary schools in Education Zone 'C' of Benue State. This means hypothesis one was rejected.
6. The respondents in rural and urban schools had the same views on the strategies for integrating community members for effective school administration in Education Zone 'C' of Benue State, i.e. hypothesis two was not rejected.

Implications of the Findings

The findings of this study have tremendous implications on the secondary school principals, teachers, students, community and the government. The implications are discussed as follows:

1. Since the communities participate in funding public secondary schools in Education Zone 'C' of Benue State to a less extent, this implies that the funding of the public secondary schools in Zone 'C' of Benue State to a great extent is by the government.
2. The result of the study also showed that the communities participate in the provision of infrastructural facilities in public secondary schools in Education Zone 'C' of Benue State to a less extent. This implies that the provision of

infrastructural facilities in public secondary schools is the responsibility of the government or from the internally generated revenue of the school.

3. The result of the study showed that lack of commitment to the education of the children by the communities and communication gap between the school and the community among others are problems militating against community participation in the administration of public secondary schools in Education Zone ñC0 of Benue State. This implies that the communities need to be educated on the importance of education of their children and a good communication gap need to be established between the school and communities inorder to enhance their participation in the administration of public secondary schools.

Recommendations

On the basis of the findings of this study, the following recommendations are made with a view to bringing communities participation in the administration of public secondary schools to the fore.

1. Since the communities participate in funding public secondary schools in Education Zone ñC0 of Benue State to a less extent, it is therefore recommended that the communities should take active participation in the funding and administration of public secondary schools within their vicinity. This is because the schools are established for the community's benefit.
2. The result of the study also showed that the communities participate to a less extent in the provision of infrastructural facilities to public secondary schools in Education Zone ñC0 of Benue State. It is recommended that the provision of

infrastructural facilities to public secondary schools should not be the responsibility of the government or the school alone, but the communities should also make efforts to providing infrastructural facilities, this is because the facilities are being utilized and make use of by their own children.

3. The result of the study showed that lack of commitment to the education of the children by the communities and communication gap between the school and the community among others are problems militating against community participation in the administration of public secondary schools in Education Zone ñCò of Benue State. It is therefore recommended that the communities should be committed to the education of their children and there should be no communication gap between the school and the community. The school and the government should educate the community members on the need to take active participation in the education of their children. This can be done through organizing seminars, workshops and conferences.
4. Since the Principal, the teachers and the education administrators are also members of the community, they can help to disseminate information to other members of the community on the need to take active participation in the education of the young ones.

Limitation of the Study

1. Research of this nature cannot be completed without limitations. The first limitation of this study was finance. The fund was inadequate. The cost of materials used for this research such as journals, textbooks, internet browsing and so on was not favourable at all.

2. The task of moving from one school to another to gather information from respondents was also another limitation to this study. Though all the respondents responded to the questionnaire but it was the researcher's personal effort to make sure that it was properly done.

Suggestion for Further Studies

Based on the findings of the study, the following suggestions are made for further research.

1. Replication of the same study can be done in other Zones in Benue State.
2. Replication of the study could be undertaken using larger sample size.
3. Appraisal of community participation in the administration of public primary schools in Education Zone ñCò of Benue State.

Summary of the Study

This study was carried out to appraise the community participation in the administration of public secondary schools in Education Zone ñCò of Benue State.

The four specific purposes were to;

5. determine the extent of community participation in funding public secondary schools in Education Zone ñCò of Benue State.
6. ascertain the extent of community participation in the provision of infrastructural facilities in Education Zone ñCò of Benue State.
7. determine the problems militating against community participation in the administration of public secondary schools.
8. identify the strategies for motivating community members for effective school administration.

Four research questions and two null hypotheses were posed and formulated respectively to guide the study. The hypotheses were tested at 0.05 level of significance. The study was carried out in ZONE C education zone of Benue State. The related literature to the study was reviewed under four main headings namely: conceptual framework, theoretical framework, review of related empirical studies and summary of literature review. This study used descriptive survey research design. The population of the study was 1427 while the sample was 284 respondents. The instrument for data collection was a questionnaire titled "Appraisal of Community Participation Questionnaire (ACPQ)". Three experts validated the instrument, two in Educational Administration and Planning, department of educational foundations and one expert in measurement and evaluation, department of science education, all from University of Nigeria, Nsukka. The instrument was trial tested and the overall reliability coefficient of 0.91 was obtained. Mean and standard deviation were used to answer the research questions that guided the study, while t-test statistic was used to test the null hypotheses formulated at 0.05 level of significance.

The Results of the study revealed that: the communities participate in funding public secondary schools in Education Zone "C" of Benue State to a less extent, the communities also participate in the provision of infrastructural facilities in Education Zone "C" of Benue State to a less extent. Communication gap between the community and the school was one of the problems militating against community participation in administration of public secondary schools. The respondents in rural and urban schools had the same views on the strategies for

integrating community members for effective school administration in Education Zone ñCò of Benue State.

It was recommended among others that since the Principal, the teachers and the education administrators are also members of the community, they can help to disseminate information to other members of the community on the need to take active participation in the education of the young ones. The limitations of this study were highlighted and suggestions were made for further studies.

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APPENDIX A

Department of Educational Foundations,
University of Nigeria,
Nsukka.
18th December, 2014.

Sir/Madam,

REQUEST TO RESPOND TO ITEMS OF QUESTIONNAIRES

I am a postgraduate student of the above mentioned department and university currently undertaking a research study on the appraisal of community participation in the administration of secondary schools in Education Zone ñCò of Benue State.

You are requested to please respond to the items of this questionnaire as objectively as possible. Your opinion or information will be purely used for academic purposes.

Thanks for your anticipated cooperation.

Yours faithfully,

Ijamu Mary Onehi
(PG/M.ED/12/61457).

APPENDIX B

Department of Educational Foundations,
University of Nigeria,
Nsukka.
12-12-2014.

Sir/Madam,

REQUEST FOR FACE VALIDATION OF RESEARCH INSTRUMENT

I am a post-graduate student in Education Administration and Planning Unit in the department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka.

I am carrying out a research on Appraisal of Community Participation in the Administration of Public Secondary School in Education Zone ñCò of Benue State, Nigeria.

Enclosed in the draft copy of the questionnaire for the study. You are kindly requested to go through the items of the instrument and vet critically, their clarity, suitability, relevance and total coverage for appraisal of community participation in administration of public secondary schools. You are equally requested to kindly write your comments and suggestions on the papers.

Thanks for your co-operation.

Yours faithfully,

Ijamu Mary Onehi
(PG/M.ED/12/61457).

Research Topic: Appraisal of Community Participation in the Administration of Public Secondary Schools in Education Zone ñCò of Benue State

Purpose of the Study

The general purpose of the study is to appraise the community participation in the administration of public secondary schools in Education Zone ñCò of Benue State.

Specifically, the study seeks to:

1. Determine the extent of community participation in funding secondary schools in Education Zone ñCò of Benue State.
2. Ascertain the extent of community participation in the provision of infrastructural facilities in Education Zone ñCò of Benue State.
3. Determine the problems militating against community participation in the administration of secondary schools.
4. Examine the strategies for motivating community members for effective school administration.

Research Questions

The following research questions will guide the study.

1. To what extent do communities participate in funding public secondary schools in Education Zone ñCò of Benue State?
2. To what extent do communities participate in the provision of infrastructural facilities in Education Zone ñCò of Benue State?
3. What are the problems militating against community participation in the administration of public secondary schools?

4. What are the strategies for motivating community members for effective school administration?

Hypotheses

The following null hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of school urban teachers and rural teachers on the participation of communities in the funding of secondary schools in Education Zone ñCò of Benue State.

H₀₂: There is no significant difference between the mean ratings of school urban teachers and rural teachers on the strategies for motivating community members for effective school administration.

Community Participation Instrument

Section A: Personal Data

1. Status: Urban Teacher ☐ Rural Teacher ☐
2. Name of School _____
3. Gender: Male ☐ Female ☐

Section B: Information on the Appraisal of Community Participation in the Administration of Public Secondary Schools

Instruction

Please indicate your opinion against each of the items by ticking (ã) in the column that reflects your view, using the following options.

- | | |
|---------------------|------------|
| Strongly Agree (SA) | (4 points) |
| Agree (A) | (3 points) |
| Disagree (D) | 2 points) |

Strongly Disagree (SD) (1 point)

For clusters 3 and 4 while Very Great Extent (VGE) =4, Great Extent (GE) =3, Low Extent (LE) =2 and Very Low Extent (VLE) =1 will be used for clusters 1 and 2.

Cluster A: The Community Participation in Funding Secondary Schools.

S/N	ITEMS	VGE	GE	LE	VLE
1	Provision of funds for building of structure such as classrooms, toilet, chairs and tables				
2	Awarding scholarships to deserving pupils in the school				
3	Provision of funds for installation of science laboratories				
4	Provision of funds for the renovation of dilapidated school buildings				
5	Community help to employ and pay staff salaries				
6	Protecting the teachers and attending to their welfare needs				
7	Honouring exemplary teachers and principals in their midst with financial reward				
8	Sourcing for fund for the schools from other organisations or wealthy individuals				
9	Sinking of boreholes for the school in the rural areas				

Cluster B: The Community Participation in the Provision of Infrastructural Facilities

S/N	ITEMS	VGE	GE	LE	VLE
10	Contributing and purchasing of instructional materials like books, chalk, posters and maps				
11	Provision of games facilities and maintenance				
12	Build classrooms, laboratory buildings and office blocks				
13	Help to equip laboratories and library with needed materials				
14	Fencing the school compound				
15	Provision of computer and its accessory				

16	Providing electricity, generator for school use				
17	Building quarters for the school staff				

Cluster C: The Problems Militating Against Community Participation in the Administration of Secondary Schools

S/N	ITEMS	SA	A	D	SD
18	Lack of transportation to attend school events				
19	Lack of commitment to the education of their children				
20	Communication gap between the school and the community				
21	The P. T. A are not fully involved in the administration of the school				
22	Short notice of information to the communities on school matters				
23	Illiteracy of the parents				

Cluster D: The Strategies for Integrating Community Members for Effective School Administration

S/N	ITEMS	SA	A	D	SD
24	The principal should relate with the community in a friendly way				
25	Engaging the community, P .T. A and old boys in some aspect of the school administration				
26	The principal should offer training for parents and community members on effective school administration				
27	Use simple language that parents/community will understand				
28	School authority regular consultations with community development unions on school programmes and activities				
29	Ensuring timely access to information				
30	Giving useful information on the achievement of the school				

APPENDIX C

THE LIST OF PUBLIC SECONDARY SCHOOLS IN EDUCATION ZONE “C” OF BENUE STATE, NIGERIA

	EDUCATION ZONE C	MALE	FEMALE	TOTAL
S/N	ADO L. G. A			
1	Govt. Sec. Sch. Agila	8	1	9
2	Govt. Sec. Sch. Ulanyi	5	1	6
3	Govt. Coll. Utonkon	11	2	13
4	Agila Comm. Sec. Sch. Apa	2	1	3
5	Apa Comm. Sec. Sch. Apa	5	2	7
6	Ufia Comm. Sec. Utonkon	4	1	5
7	Methodist High sch. Igumale	3	1	4
8	St. Michael Coll. Apa	4	2	6
	TOTAL	42	11	53
	AGATU L. G. A	M	F	T
9	Govt. Sec. Sch. Obagaji	11	1	12
10	Achaga Comm. Sec. Sch. Ogwule	7	0	7
11	Agbaduma Comm. Sec. Sch. Okokolo	7	0	7
12	Methodist High Sec. Sch. Obagaji	15	5	20
13	Methodist High Sec. Sch. Ogwule	4	3	7
14	St. Pauls Sec. Sch. Odigboho	9	2	11
15	St. Luke's sec. Sch. Enugba.	4	1	5
16	St. Benard's Sec. Sch. Aila	11	3	14
17	Musim Comm. Ogwule	11	1	12
	TOTAL	79	16	95
	APA L. G. A	M	F	T
18	Govt. Comp. sec. sch. Ugbokolo	30	3	33
19	Achama mem. Sec. Sch. Iga-okpaya	6	1	7
20	Omachi Mem. Coll. Idada	10	1	11
21	Ikobi Comm. Sec. Sch. Ikobi	6	1	7
22	Methodist High Sch. Iga-okpaya	14	1	15
23	St. John's Sec. Sch. Amoke	13	1	14
24	St. Joseph's Sec. Sch. Auke	3	1	4
	TOTAL	82	10	92
	OBI L. G. A	M	F	T
25	Govt. Sec. Sch. Ito	23	2	25
26	Govt. Girls Sec. Sch. obarika-Ito	12	2	14
27	St. Joseph's sec. Sch. obarika-Ito	12	2	14
28	St. mark's Sec. Sch. Ugodum	9	0	9

29	Ito Comm. Sec. She. Okpokwu	17	0	17
30	Methodist High Sch. Adum-West	9	1	10
	TOTAL	82	7	89
	OGBADIBO L. G. A	M	F	T
31	Govt. Sec. Sch. Ugbugbu	4	1	5
32	Govt. Sec. Sch. Orokam	4	2	6
33	Itabono Comm. Sec. Sch. Itabono	3	1	4
34	Otukpa Comm. Sec. Sch. Otukpa	13	3	16
35	Owukpa Comm. Sec. Sch. Ibagba	5	1	6
36	Orokam Comm. Sec. Sch. Orokam	5	1	6
37	Edugwu i Iye Comm. Sec. Sch. Adum	3	1	4
38	St. John's the apostle. Sec. Sch. Aifiam	4	2	6
39	Methodist High Sch. Odoaba	6	1	7
40	Okam High Sch. Orokam	6	1	7
	TOTAL	53	14	67
	OHIMINI LGA	M	F	T
41	Govt. Comp. Sec. Sch. Atlo	3	1	4
42	Okpiko Comm. Sec. Sch. Alaglanu	5	1	6
43	Alaglanu Comm. Sec. Sch. Alaglanu	6	1	7
44	Oyagede Comm. Sec. Sch. Alaglanu	7	2	9
45	St. Vincent's Sec. Sch. Anwule	6	0	6
46	Ajegbe Sec. Sch. Ohaji	3	2	5
47	Divine Mercy Sec. Sch. Ochobo	6	1	7
48	Ugene City High Sec. Sch. Okpiok	3	1	4
49	Ibrahim mem. Sec. sch. Inyoji	10	1	11
50	CEFN Special sch. Onyagede	3	4	7
	TOTAL	52	14	66
	OKPOKWU LGA	M	F	T
51	Govt. Sec Sch. Okpoga	11	2	13
52	Govt. Sec Sch.	5	2	7
53	Edumoga Comm. Sec. Sch. Ojigo	9	1	10
54	Ichama Comm. Sec. sch. Ichama	9	1	10
55	Ekenobi High Sch. Ekenobi	10	2	12
56	Fatima girls Sec. Sch. Ugbokolo	4	1	5
57	Emmanuel Sec. Sch. Ugbokolo	6	1	7
58	Obaya mem. Sec. sch. Okpoga	6	1	7
59	World Hope Int. Sec. Sch. Okpoga	9	4	13
	TOTAL	71	19	90

	OJU LGA	M	F	T
60	Govt. Sec. Sch. Oju	18	11	29
61	Govt. Sec. Sch. Obusa	14	0	14
62	Govt. sec. Sch. Ikachi	9	6	15
63	Govt. Sec. sch. Odigo	8	0	8
64	Igede comm. Sec. Okileme	9	10	19
65	Igede comm. Sec. Sch. Oburu	6	2	8
66	Igede comm. Sec. Sch. Ogege	4	1	5
67	Igede Comm. Sec. sch. Opiem-Owo	5	2	7
68	Igede Comm. Sec. Sch. Akwuda	8	2	10
69	Coll. Of Immaculate Concption Oju	13	3	16
70	Methodist high Sch. Aiun	11	1	12
71	Asemblies of God Comp. Coll. Anyuwogbu ibi	12	4	16
72	Methodist High sch. Ameka-Owo	6	1	7
	TOTAL	123	43	166
	OTUKPOLGA	M	F	T
73	Govt. Model coll. Otukpo	26	18	44
74	Govt. Day Sec. Sch. Otukpo	32	17	49
75	Adka Comm. Sec. Sch. Adoka	17	5	22
76	Akpa Comm. Sec. Sch. Allan	12	1	13
77	Idoma Comm. Sec. Sch. Otobi	13	2	15
78	Okpeje Comm. Sec. Sch. Okpere	12	1	13
79	Otukpo Comm. Sec. sch. Upu	15	6	21
80	Ugboju Comm. Sec. Sch. Ukpachanyi	13	2	15
81	Opa Comm. Sec. Sch. Opa Adoka	8	3	11
82	Okelekwu Mem. Sec. sch. Aune	10	1	11
83	Wesley high Sec, Sch. Otukpo	25	18	43
84	Holy Rosary Adoka	17	2	19
85	Jesus Coll. Otukpo	25	16	41
86	St. Francis Coll. Otukpo	26	13	39
87	St. William Comp. Sec. Sch. Otukpo	7	6	13
88	St. Mary's Coll. Ondo Ugboju	11	28	39
89	St. Ann's Sec. sch. Otukpo	11	28	39
90	St. Mary's Sec. sch. Otukpo	9	5	14
91	St. Monica's Girls sec. sch. Otukpo	16	16	32
92	Methodist High sch. Ombi-ugboju	13	4	17
93	St. Paul sec. sch. Otukpo	16	5	21
94	Ejea Mem. Sec. Sch. Okpaflo	7	2	9
95	Ewule Coll. Otukpo	12	9	21

96	Adekpera Coll. Unmigidi	14	3	17
97	Muslim Comm. Coll. Otukpo	17	12	29
98	Bishop Okwoche Mem. MHS Otukpo	11	10	21
99	Methodist High Sch. Otukpo	6	1	7
	TOTAL	399	211	610

Ground total = 983, 345, 1328, 1427

Source: (Benue State Teaching Service Board; Directorate of Planning, Research and Statistics, 2015).

APPENDIX D

Operational Guideline or Bench Mark for Community Participation in Secondary School Education in Benue State of Nigeria

The CSDP shall primarily finance CDPs which focus on projects initiated by communities, and for which they are expected to make at least 10% resource contributions, (contributions which may be in cash, kind, material or any combination thereof).

The CSDP is designed to support the development, appraisal, coordination, implementation, supervision and evaluation of community-based plans and the provision of financial grants thereof for:

- i. Upgrading and construction of infrastructure in the education, health, electricity and water sectors;
- ii. Construction of rural feeder and access roads, bridges and multipurpose community infrastructure;
- iii. Improved delivery of and access to, social and economic services, including a one-time supply of drugs which can be administered as a revolving drug scheme and desks for classrooms;
- iv. Improved natural resources management services;
- v. Provision of safety nets support.

Fundable (eligible) micro-projects

These are demand-driven micro-projects that are eligible for assistance under this project. The micro-projects so qualified are to improve social facilities in communities, help strengthen sustainable environmental management and generally improve access of poor people to social and natural resources infrastructure. The eligible micro-projects are classified as physical, social, common economic infrastructure, environmental and natural resources management and safety net support. The menu of projects that shall be supported by CSDP for it to have wide significant impact on the poor communities include, but not limited to the following:

1. Physical infrastructure

- Feeder roads; construction and rehabilitation
- Culverts, bridges, drifts and stock routes
- Boreholes (with or without pumps)
- Deep open concrete cement well

2. Social Infrastructure

- Health facilities
- Potable water supply facilities
- Rural electrification
- Construction and rehabilitation of primary and secondary schools, dormitory blocks and classrooms, staff quarters, laboratories
- Ventilated Improved Pit (VIP) toilets
- Television viewing centers
- Civic centers
- Water transportation (provision and engine boats, speed boats, etc)

APPENDIX E

RELIABILITY ESTIMATE OF THE INSTRUMENT

CLUSTER A

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.746	9

CLUSTER B

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.816	8

CLUSTER C**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.731	6

CLUSTER D**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.800	7

OVERALL RELIABILITY**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.917	30