

# Community Participation in Education and Administrative Effectiveness of Secondary Schools Principals in Delta State

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**Abstract:** *This study examined community participation in education and administrative effectiveness of secondary schools' principals in Delta State. The study is a descriptive survey research that adopted the ex-post facto design. The study's population were 452 principals, 14745 teachers and 7254 students. A total of 75 principals, 1125 teachers and 750 students were sampled using a multistage sampling method. The instrument that was used to collect data was a structured questionnaire. Mean, standard deviation, and Pearson's product moment correlation were used to examine the data. The outcomes showed that principals had a high level of administrative effectiveness. In Delta State, there is a significant level of community involvement in the management of secondary schools through funding for athletic events and the building of classroom buildings. The level of community participation in the management of secondary schools in Delta State through the supply of infrastructural amenities is high; community participation in terms of upholding discipline and participating in decision-making is low. Community involvement in education and the managerial prowess of secondary school principals in Delta State are positively correlated. Based on these findings, the ministry of education was advised, among other things, to involve the community through school-based management committees in order to improve schools.*

**Keywords:** Community Participation, Administrative Effectiveness, Schools Principals

## Introduction

Community involvement in education is widely acknowledged as having positive effects on schools all around the world. This is due to the fact that the government cannot successfully supply all the resources necessary for the delivery of high-quality education on its own. A community is a group of individuals who share the same culture, beliefs, values, customs, and geographic location as well as a similar interest. They come together to share a region because they have this common interest. A community, according to Ewelenu and Mbará (2016), is a social group that is built on the bond that people have with one another and occupies a geographical region that is more or less defined. A common sentiment can be identified, a way of life can be shared, and it is possible to live entirely within these groups with the help of such feelings. A geographic community is defined by its members' "place of residence, such as a village or district; ethnic, racial, or religious identification, which frequently crosses membership based on geographic location; and communities based on shared family or educational concerns, like parents-teachers associations and similar bodies that are based on families' shared concern for the education of their children.

Aguba (2009), a proponent of community involvement in school development, stressed that no school can run effectively without community interest, understanding, and participation since the community improves the educational opportunities offered within the community. Similar to this, Ewelum and Mbará (2016) argued that greater involvement from the public and private sectors is required to guarantee that Nigerians obtain quality education in the near future. Community participation in secondary education development could take many different forms because it will be unrealistic to leave it to the government alone. In light of the unique characteristics of a particular community, this involvement may also occur at a distinct rate and pace. This could explain why secondary schools in some communities lack necessary resources, such as infrastructure and staff, and are generally in disrepair.

Due to its role in determining students' academic and professional careers, secondary education in Nigeria holds a highly special place in the country's educational system. One of the overall goals of secondary school education is to prepare students for a productive life in society and for higher education. Specifically, the goal is to give primary school graduates the chance to receive a quality education, to take into account the pupils' varied talents, to preserve Nigeria's cultural heritage, to raise a generation of people who value hard work and promote Nigerian unity, and to instil in its students a desire for success and self-improvement both in and outside of the classroom (FGN, 2014).

It must be made clear that only the provision of high-quality education can ensure the achievement of the aforementioned objectives. The effectiveness of school management determines how well the secondary education is capable to achieve its goals. The capacity to put people into working order and instruct them on what to do and how to do it in order to achieve a specific aim is known as administration. Generally speaking, it is the process of collaborating with and working through people to effectively achieve corporate goals (Aguba, 2009). According to Ugwoke (2012), administration is a determined action carried out with the intention of accomplishing a specific goal. In order to achieve the desired result at the lowest possible harvest cost of effort, time, and money, it involves matching the available labour and supplies.

The primary objective of administration in general is to coordinate people and material resources toward the accomplishment of some predetermined goals. Secondary school administration measures how well secondary schools accomplish their objectives by turning out students who have learned their material, who are responsible, who have honed suitable abilities, and

who have formed moral values that can enable them to operate in society. To accomplish goals, it requires collaborating with and through students, non-teaching staff, and teachers.

Today, efficient implementation of educational policy declarations requires effective school management. Without efficient school management, Nwaka (2010) claimed, there can be no meaningful/purposeful human growth as well as national progress and sustainable development in the community. The school administrator directs the implementation of educational policies and change management. The difficult duty of the school administrator is to give efficient and effective direction for the creation and administration of the school's resources. He makes sure that the educational environment is maintained to acceptable levels. He takes the lead in enhancing the calibre of instruction and learning in his capacity as a school administrator. He continually keeps the school's instructional objectives in mind and makes sure all of the activities are directed at achieving those objectives.

In view of the above, the government of Delta State, may have tried in the areas of provision of infrastructures and making sure that principals properly coordinate the secondary schools through supervision and monitoring of the schools. Despite these efforts on the part of the government, it seems more still need to be done, so that the schools can be able to meet up with acceptable standards towards the accomplishment of the objectives of the State's secondary education. Parents have lost faith in the capacity of public schools to produce quality work due to a lack of resources, and some parents have turned to sending their children to private schools where tuition costs are higher.

Omoregie (2006) complained that secondary school, the core of Nigeria's educational system, is losing importance due to a failure to meet the goals set forth in the country's national education strategy. Whatever our leaders are today, according to the author, is a byproduct of life in secondary schools. There are a number of reasons why secondary schools are unproductive, but this study will only focus on community involvement. Okenwa (2013), a proponent of community involvement in school development, emphasised that no school can function effectively without community interest, comprehension, and participation since the community enriches the educational opportunities supplied within the community. In a similar vein, Ewelum and Mbara (2016) asserted that increasing community and private sector involvement is necessary to ensure that in the near future, Nigerians will acquire quality education.

Since relying solely on the government to develop secondary school education would be unrealistic, community involvement in secondary education development could take many various forms. Community involvement in Delta State's educational development could be in areas including donation of fund, furniture, pipe borne water, first aid material, monitoring of teachers, and ensuring discipline in school, supply of stationeries, fencing of schools and provision of teachers. Due to the unique characteristics of a particular community, this involvement may also occur at a varied rate and pace. Studies conducted indicated that community participation in educational development were mainly through parents-teachers association donation of classroom blocks. None of the studies conducted linked community participation in education with administrative effectiveness of principals. In view of this background, this study is aimed at examining community participation and administrative effectiveness of Delta State's secondary school.

### **Statement of the problem**

The effectiveness of any school administrator in the achievement of established objectives is dependent on several factors. The principal needs adequate resources (human and material) and information and communication technology to effectively and efficiently administer academic activities towards actualization of stated objectives. Secondary school principals are confronted with several challenges in daily administration of school. These challenges could be easily addressed if the resources and facilities are available. Government appears to be the sole provider of educational facilities and information and communication technologies for effective administration of school. It is a known fact globally that government alone cannot effectively provide the resources for teaching and learning towards the attainment of excellent and quality education. Communities must actively be involved in education for schools to achieve their goals and objectives and be able to produce outputs that are sufficiently skilled and knowledgeable to meet global standards.

Although studies have been conducted on community participation in education in Nigeria, the researcher is not aware of any study which associated community participation in education especially at the secondary level with the administrative effectiveness of the principals. The issue at hand in this study is how community involvement in education affects public secondary school principals' administrative effectiveness in Delta State, Nigeria.

### **Purpose of the study**

The purpose of this study was to examine community participation and administrative effectiveness of secondary schools in Delta State. Specifically, the study sought to determine:

1. The degree to which public secondary school principals in Delta State, Nigeria, are effective administrators;
2. The degree to which the community has contributed financially to the administration of secondary schools in Delta State;
3. The degree to which the community has contributed physically to the administration of secondary schools in Delta State; and
4. The association between secondary school principals in Delta State's administrative efficiency and community involvement in education.

### **Research questions**

1. What is the level of administrative effectiveness of public secondary school principals in Delta State, Nigeria?
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2. How can the community in Delta State contribute to the operation of secondary schools by providing financial support?
3. How can the community participate in the management of Delta State's secondary schools through the supply of infrastructure?
4. In Delta State, what connection exists between community involvement in education and the managerial prowess of secondary school principals?

### Hypothesis

One research question was hypothesized and tested:

1. In Delta State, there is no connection between community involvement in education and the managerial prowess of secondary school principals.

### Methodology

This study was a descriptive survey research which adopted the ex-post facto design. The population of the study was 452 principals, 3066 vice principals and 14,745 teachers. The sample size of the study comprised of 75 principals, 1125 teachers and 1500 vice principals which represents 17%, 8% and 50% respondents respectively of the total population. Data gathering involved the use of a questionnaire. It was validated by the three experts in Educational Management and Foundations. 30 copies of the questionnaire were distributed to respondents in secondary schools in the state of Edo in order to determine the reliability of the instrument. Using Cronbach Alpha, the instrument's dependability coefficient was determined to be 0.82. Data collection was supplemented by three research assistants who had received instrument administration and retrieval training from the researcher. Mean, standard deviation and Pearson's product moment correlation coefficient were used to examine the data.

### Results

**Research Question 1:** What is the level of administrative effectiveness of public secondary school principals in Delta State, Nigeria?

**Table 1**

**Mean and standard deviation scores showing level of administrative effectiveness of public secondary school principals in Delta State, Nigeria**

S/N	items	Mean	SD	Remark
<b>Provision of Academic Leadership</b>				
1	Ensures timely preparation of timetable	3.00	0.69	+
2	Provides relevant text books in the library for teachers and students	2.22	0.75	-
3	Monitors teaching through regular classroom visitation	2.44	0.90	-
4	Sets high instructional standards for teachers and students	2.64	0.88	
5	Ensures that teaching commences immediately school resumes	2.40	0.94	-
6	Keeps records of students' school attendance	3.08	0.67	+
<b>Responsibility to teachers</b>				
7	Provides teachers professional development training	2.54	1.12	+
8	Ensures that teachers are supported in their instructional practices	2.58	1.04	+
9	Responds to teachers' welfare needs	2.38	1.10	-
10	Recommends teachers who are due for promotion	2.80	0.59	
<b>Responsibility to students</b>				
11	Ensures that students are taught	2.75	1.11	+
12	Attends to students' disciplinary problems	2.67	1.02	+
13	Ensures that students are evaluated each term	2.88	0.92	+
14	Ensures that students results are prepared on time	2.62	1.00	
<b>School business administration</b>				
15	Makes sure that the budget is prepared on time	3.10	0.66	+
16	Ensures diversified fund generation sources for effective administration of school	2.58	0.82	+
17	Ensures prudent use of funds allocated to school	2.72	0.700	+
18	Keeps receipts of expenditures	2.92	0.88	+
<b>School and community relationship</b>				
19	Establishes rapport with community members	2.96	0.55	+
20	Appoints community members as patrons and matrons of school	3.28	0.62	+
21	Visits community leaders to discuss school matters	2.86	0.64	+
22	Invites community members to school activities	3.22	0.48	+
<b>Average mean</b>		2.75	0.82	+

**Criterion Mean = 2.50;** + = (Agreed), - = (Disagreed).

From table 1, the mean score for items 1, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 are above the cutoff point. These items represent the areas of Delta State public secondary schools' principals' administrative effectiveness. Items 2, 3, 5 and 9 carry negative sign (-). They represent areas where the principals are not administratively effective. Thus, the level of administratively effectiveness of principals of public secondary schools in Delta State is high. However, the principals are not administratively effective in provision of relevant text books in the library for teachers and students, monitoring of teaching through regular classroom visitation, ensuring that teaching starts immediately school resumes and responding to welfare needs.

**Research Question 2:** How can the community in Delta State contribute to the operation of secondary schools by providing financial support?

**Table 2**

**Mean and Standard Deviation showing ways communities participated in administration of schools in Delta State through Provision of Funds**

S/N	Provision of fund	N	Mean	SD	Remark
1	Communities make donation of funds during school activities like inter-house sport	2562	3.06	0.74	+
2	Community subsidizes school fees for the indigent students	2562	2.33	0.80	-
3	Community provides funds for maintenance of ICT facilities	2562	2.40	0.79	-
4	Community provides funds for maintenance of science laboratory	2562	2.44	0.85	-
5	Community through PTA fund the construction of a classroom block	2562	2.82	0.73	+
<b>Average mean</b>			<b>2.62</b>	<b>0.79</b>	<b>-</b>

**Criterion mean = 2.50;** + = agreed; - = disagreed

The average rating of the methods used by the Delta State community to participate in the funding of secondary schools is shown in Table 2. The mean score ranged from 2.33 to 3.39 according on the outcome. The average mean, as seen in the table, is 2.67. This suggests that the community's financial involvement in the management of Delta State's secondary schools is only moderate. This is due to the fact that the average mean ranges from 2.50 to 2.69.

**Research Question 3:** How can the community participate in the management of Delta State's secondary schools through the supply of infrastructure?

**Table 3**

**Mean and standard deviation analysis showing ways of community participation in the administration of schools in Delta State through provision of infrastructural facilities**

S/N	Provision of infrastructural facilities	N	Mean	SD	Remark
1	Community provides building materials for the school to enhance the construction of buildings	2562	3.20	0.72	+
2	Community provides pipe borne water for school use	2562	3.10	0.73	+
3	Community provides furniture for the students such as chairs and table	2562	3.19	0.72	+
4	Community provides furniture for the teachers such as chairs and table	2562	3.00	0.86	+
5	Community helps to build quarters for the school staff	2562	1.89	0.70	-
<b>Average mean</b>			<b>2.88</b>	<b>0.74</b>	<b>+</b>

**Criterion mean = 2.50;** + = agreed; - = disagreed

The average ranking of the methods for community involvement in the management of secondary schools in Delta State through the supply of infrastructure is shown in Table 3. The results showed that the mean score varied from 1.74 to 3.26. The average mean, as seen in the table, is 2.88. This suggests that localities have contributed to the management of secondary schools in Delta State by offering a variety of infrastructural facilities. As a result, there is a high level of community involvement in governance through the provision of educational facilities. The reason for this is that the average mean is more than the required mean of 2.50.

**Research Question 4:** In Delta State, what connection exists between community involvement in education and the managerial prowess of secondary school principals?

**Table 4**

**Relationship between community participation in education and administrative effectiveness of secondary school principals in Delta State**

Variables	Mean	SD	r	r <sup>2</sup>	Decision
Community participation	2.53	0.74	<b>0.54</b>	<b>0.29</b>	Positive relationship
Administrative effectiveness	2.75	0.82			

Data in table 4 shows 'relationship between capacity building and secondary school teachers' job dedication. The result shows community participation with mean score of 2.53, SD = 0.74 and administrative effectiveness with a mean score of 2.75, SD = 0.82. The relationship that exists between community participation and administrative effectiveness is  $r = 0.54$ . The  $r = 0.29$  shows that a positive relationship exists between the variables. Also,  $r^2$  of 0.29 shows that community participation predicted principals' community participation by 29%. This means that 29% of the variance in community participation of secondary school principals in Delta State was accounted for by community participation.

**Hypothesis 1:** In Delta State, there is no connection between community involvement in education and the managerial prowess of secondary school principals.

**Table 5**

**Pearson's product moment correlation analysis of the relationship between community participation in education and administrative effectiveness of secondary school principals in Delta State**

Variables	Mean	SD	r	$r^2$	Sig. (2-tailed)	Decision
Community participation	2.54	0.82	0.52	0.29	0.03	Significant
Administrative effectiveness	2.75	0.69				

The relationship between community involvement in education and the managerial efficiency of secondary school administrators in Delta State is analysed by correlation, as shown in Table 5. The outcome reveals that  $r = 0.52$ ,  $r^2 = 0.29$ , and that the significance level is  $p(0.03) < 0.05$ . Therefore, the idea is disproved. As a result, community involvement in education and the managerial prowess of secondary school principals in Delta State are significantly correlated. Community involvement explains 0.29% of the variation in secondary school administrators' administrative effectiveness in Delta State.

### Discussion of Findings

The study revealed that principals in public secondary schools in Delta State level of administrative effectiveness is high, mean score = 2.75. in terms of provision of academic leadership, the principals keep record of school attendance by teachers and students, they ensure timely preparation of timetable and sets high instructional standards for teachers and students. In terms of responsibility to teachers, the principals ensure that the teachers who are due for promotion are recommended, ensure that teachers are supported in their instructional practices and provide teachers professional development through training. With respect to responsibility to students, principals ensure that the students are evaluated at the end of each term; they attend to students' disciplinary problem and ensure timely preparation of students' results. With respect to school business administration, the principals ensure timely preparation of budget; they keep receipts of expenditures, ensure prudent use of allocated fund and ensure that they diversify sources of fund generation for effective administration of school. In the area of school and community relationship, the principals' appointment of some community members to attend school activities, they establish rapport with community leaders and visit community leaders to discuss school matters. This finding is in line with Ogunbiyi (2017) who found high administrative effectiveness among principals in Edo state, Nigeria. The finding is in tandem with Ugwuanyi (2013) who found that principals were administratively effective in maximization of available resources and maintenance of discipline among students.

The study again showed that the extent of community participation in the administration of secondary schools in Delta State through provision of funds is low. This means that communities in Delta State do not take part in secondary schools' administration in terms of provision of funds. Funds are exclusively left to the government and schools' internally generated revenue. The aforementioned results support Okenwa's (2013) investigation into the level of community involvement in the providing of finances for the administration of public secondary schools in Enugu State, which revealed a low level of community involvement in the provision of funds in Enugu State.

The study further demonstrated the high level of community involvement in Delta State's secondary school administration through the supply of infrastructure amenities. This conclusion suggests that community participation in the management of secondary schools in Delta State through the supply of infrastructural amenities is very significant. Parents-Teachers Associations, Old Boys Associations, Community Progressive Unions, youth wings, and other organisations may perceive the need to build lab and classroom blocks, bathrooms, pipe-borne water systems, and other amenities where they are absent in schools. The results are consistent with those of Harb & El-Shaarawi (2006), who found that most towns appropriately fund classroom, laboratory, and administrative buildings. Communities also fence off the school's grounds and install public restrooms inside the building.

The study once more demonstrated a link between community involvement in education and the managerial prowess of secondary school principals in Delta State. According to a corresponding hypothesis, there is a significant correlation between community involvement in education and the administrative effectiveness of secondary school principals in Delta State, and community involvement explains 0.29 percent of the variation in that administrative effectiveness. This finding lends credence with Laila and Amin (2013) who reported similar finding for school in Egypt. Their finding showed that administrative decentralization through decision making by board of trustees and local enhance effective administration of school. Additionally, Micah, Yaro, and Pev's (2017) findings that community involvement in secondary school management in Taraba state through Parents Teachers Association, Old Students Association, and school board of governors enhanced the efficient achievement of the state's educational goals support this conclusion. The aforementioned finding is in line with that of Asiyai (2008), who found that principals could



elevate secondary schools and address a number of issues faced by secondary schools in the state by using non-profit and voluntary organisations that are directly or indirectly involved in secondary school administration. The results concur with those of Kamba (2010), who found that incorporating stakeholders in secondary school governance and administration enhances the system's quality.

### Conclusion

According to the study's findings, Delta State's public secondary school principals have high levels of administrative effectiveness. Community participated in education in Delta State through donation of fund during sporting activities and construction of classroom blocks, ensuring children early school attendance, recruitment of security men and part-time teachers. It can also be concluded that significant relationship exists between community participation and administrative effectiveness of principals in the state.

### Contributions to Knowledge

1. The study established that community involvement and the managerial prowess of Delta State's public secondary school principals are positively correlated.
2. The study established that the level of administrative effectiveness of public secondary school principals in Delta State is high.
3. The study reaffirmed that some communities in Delta State participated in administration of secondary school through provision of infrastructural facilities.

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