



Community Participation in Provision of Social Services for Development of Secondary Schools in Eleme and Tai Local Government Area of Rivers State, Nigeria

Obunwo Odamonu Blessing

**Department of Educational Foundations
Rivers State University, Port Harcourt, Nigeria
Email: odamonu@gmail.com; (07035473091)**

ABSTRACT

The study was carried out to determine the extent of community participation in the provision of social services for the development of Community Secondary Schools in Eleme and Tai Local Government Areas of Rivers State. A descriptive survey design was employed in the study. Two research questions and two hypotheses guided the study. The population of the study comprised 105 participants which included principals, vice principals and executive members of Parent Teacher Association. The instrument for data collection was a 21 item titled, “Community Participation in the Development of Secondary Schools Scale” structured on a four point rating scale. This was used to gather information on the extent of community participation in the provision of social service for the development of secondary schools in Eleme and Tai local government areas. The instrument was validated by three experts and distributed to 30 respondents to obtain reliability coefficient, using Cronbach Alpha, a reliability coefficient of 0.90 was obtained. A total of one hundred and five (105) copies of the instrument were sent for data collection with the help of research assistants while 97 copies were received for data analysis. The research questions were answered using mean while the hypotheses were tested at 0.05 alpha level of significance using z-test. The results of the study showed that community participation in development of secondary schools in Eleme was high in the area of security in the form of vigilante, low in provision of health, welfare and basic amenities. The study recommended that communities should be encouraged to raise fund to support provision of sport facilities and basic facilities in school.

Keywords: community participation, social services, development

INTRODUCTION

Apart from teaching and learning and other academic activities organized by the school for students and members of staff, other activities such social services are also very important for the development of students and the school environment. These social services according to the US Department of Education (2017), refers to the assistance rendered to schools for addressing a number of nonacademic issues that can negatively affect their participation and outcomes in school. Communities can deliver social services to schools or refer students and families to outside agencies for assistance. Social services can include health care services; welfare services; provision of basic amenities; provision of security; etc rendered to address material needs such as transportation, shelter, or clothing. Social services such as sports, health and welfare contribute greatly to the social and wellbeing of the students. As a result of this, social amenities such as sporting and health facilities are required in the schools.

Education in the Nigerian society is funded by government. For example, the payment of staff salaries, provision of instructional materials, facilities and infrastructure lie as responsibility of government. However, due to inadequacy in government provision of facilities, it is observed that some schools lack some of these basic facilities. But these schools are located in communities and as such some level of

participation is needed by communities in provision of social services for the development of secondary schools.

Research Questions

1. In what ways do communities participate in the provision of health services for the development of community secondary schools in Eleme and Tai Local Government Areas?
2. To what extent do communities participate in the provision of welfare for the development of community secondary schools in Eleme and Tai Local Government Areas?

Hypotheses

The following hypotheses were tested at 0.05 alpha level of significance:

1. There is no significance difference in the mean response of respondents from Eleme and Tai regarding ways communities participate in the provision of health services for the development of community secondary schools.
2. There is no significant difference in the mean response of respondents from Eleme and Tai regarding the extent communities participate in the provision of welfare service for the development of community secondary schools.

RESEARCH METHODS

A descriptive survey design was employed in the study. Two research questions and two hypotheses guided the study. The population of the study comprised 105 participants which included principals, vice principals and executive members of Parent Teacher Association The instrument for data collection was a 21 item titled, “Community Participation in the Development of Secondary Schools Scale” structured on a four point rating scale. This was used to gather information on the extent of community participation in the provision of social service for the development of secondary schools in Eleme and Tai local government areas. The instrument was validated by three experts and distributed to 30 respondents to obtain reliability coefficient, using Cronbach Alpha, a reliability coefficient of 0.90 was obtained. A total of one hundred and five (105) copies of the instrument were sent for data collection with the help of research assistants while 97 copies were received for data analysis. The research questions were answered using mean while the hypotheses were tested at 0.05 alpha level of significance using z-test.

RESULTS

Research Question 1

In what ways do communities participate in the provision of health services for the development of community secondary schools in Eleme and Tai Local Government Areas?

Table 1: Mean response on ways communities participate in health service

S/N	Items	Eleme (N = 34)			Tai (N = 63)		
		M	S.D	Decision	M	S.D	Decision
1	Organizing health talk	1.15	0.44	Disagree	1.63	0.75	Disagree
2	Provision of first aid materials	1.59	0.70	Disagree	1.46	0.67	Disagree
3	Building of a sick bay for school	1.68	0.73	Disagree	1.71	0.73	Disagree
4	Equipping the sick bay with drugs	1.71	0.80	Disagree	1.81	0.74	Disagree
5	Employ a health worker for sick bay	1.35	0.69	Disagree	1.57	0.69	Disagree
6	Purchase health awareness materials for schools	1.76	0.74	Disagree	1.37	0.63	Disagree
Grand Mean		1.54		Disagree	1.59		Disagree

Source: Field survey

Table 1 shows the result of responses regarding ways communities participate in providing health service for school development in Eleme and Tai Local Government Areas (LGAs). As shown, grand mean values of 1.54 and 1.59 respectively for Eleme and Tai indicate that respondents disagreed that communities participate in health service for school development in the study area.

Research Question 2: *To what extent do communities participate in the provision of welfare for the development of community secondary schools in Eleme and Tai Local Government Areas?*

Table 2: Mean response on extent of participation in welfare

S/N	Items	Eleme (N = 34)			Tai (N = 63)		
		M	S.D	RMK	M	S.D	RMK
1	Provision of accommodation for teachers	1.71	0.68	LE	1.75	0.72	LE
2	Provision of school bus	1.68	0.68	LE	1.68	0.69	LE
3	Awarding scholarships to students	1.47	0.56	LE	1.59	0.66	LE
4	Provision of financial assistance for extra moral classes	1.76	0.70	LE	1.81	0.74	LE
5	Awarding prizes for deserving teachers	1.44	0.61	LE	1.65	0.70	LE
	Grand Mean	1.61		LE	1.70		LE

Source: Field survey (LE = Low Extent; RMK = Remark)

Table 2: shows the result of responses regarding the extent communities participate in providing welfare service for school development in Eleme and Tai Local Government Areas (LGAs). As shown, grand mean values of 1.61 and 1.70 respectively for Eleme and Tai indicate that communities participate in provision of welfare service for school development to a low extent in the study area.

Hypothesis 1

There is no significance difference in the mean response of respondents from Eleme and Tai regarding ways communities participate in the provision of health services for the development of community secondary schools in Eleme Local Government Area.

Table 3: z-test: difference in mean response on provision of health service

Groups	N	mean	S.D.	Z _{cal}	Z _{crit}	Decision
Eleme	34	1.54	0.25969	-0.93	1.96	Accept
Tai	63	1.59	0.28677			

Source: Field data

Table 3 shows that the calculated value of Z ($Z_{cal} = 0.93$) is less than critical value of Z ($Z_{crit} = 1.96$). Based on this, the null hypothesis is accepted. This implies that there is no significant difference in the mean response of respondents from Eleme and Tai LGAs regarding the ways communities participate in provision of health services for the development of secondary schools.

Hypothesis 2

There is no significant difference in the mean response of respondents from Eleme and Tai regarding the extent communities participate in the provision of welfare service for the development of community secondary schools

Table 4: Z-test: difference in mean response on provision of welfare

Groups	N	mean	S.D.	Z _{cal}	Z _{crit}	Decision
Eleme	34	1.61	0.26026	-1.52	1.96	Accept
Tai	63	1.70	0.25617			

Source: Field data

[
Table 4 shows that the calculated value of Z ($Z_{cal} = 1.52$) is less than critical value of Z ($Z_{crit} = 1.96$). Based on this, the null hypothesis is accepted. This implies that there is no significant difference in the mean response of respondents from Eleme and Tai LGAs regarding the extent communities participate in provision of welfare services for the development of secondary schools.

Summary of Findings

Based on the findings from the study, the following summary is deduced:

1. Communities in Eleme and Tai do not participate in provision of health services for school development in their secondary schools.
2. The extent communities provide welfare service for school development is low in secondary schools in Eleme and Tai

DISCUSSION OF FINDINGS

Research question one sought to determine how communities participate in the provision of health services for the development of secondary schools in Eleme LGA. The result obtained revealed that the respondents disagreed that communities participated in organizing health talks; provision of first aid materials; building of sick bay; equipping of sick bay with drugs; employment of a health worker for the sick bay; provision of health awareness materials for the development of secondary schools in the study area. The z-test for significance showed that there was no significant difference in mean response of respondents from Eleme and Tai regarding ways communities participated in the provision of social service in the study area. This result negates the findings of Daba (2010) who carried a study to explore community participation in education in Horro Guduru Wollaga Zone of Oromia National Regional State, Ethiopia and found that communities participated in humanitarian service to the administration of schools.

Research question two sought to determine the extent communities participate in the provision of welfare for the development of secondary schools in Eleme and Tai LGAs. The result obtained revealed that community participation in provision of welfare service in the study area was low. This could have resulted from the fact that communities may view funding of public schools to be solely the responsibility of the government. Based on this, any form of financial commitment related to school may not be seeing as a responsibility that communities should be involved. The z-test of significance showed that the respondents had similar views regarding the extent communities participated in the provision of funds for the development of schools in the study area. This means that provision of welfare service in schools is very low in all the communities in Eleme and Tai LGAs. This result negates the findings of Ejeh, Okenjom and Cizi-Woko (2016) carried out their study to find out the extent communities participated in the funding of secondary school in Abakaliki Education Zone of Ebonyi State and found that community participation in funding construction of classrooms, toilets, furniture, and employment of teachers for subjects lacking teachers was high.

Summary

The study deals with the extent of community participation in the provision of social services for the development of secondary schools in Eleme and Tai Local Government Areas of Rivers State. The result of the study revealed that community participation in provision of health service to secondary schools was low. Secondly, community participation in the provision of welfare service and basic amenities were low. However, participation in the provision of security was high in the form of vigilante.

CONCLUSION

Based on the findings of the study, the researcher concludes that community participation in the development of secondary schools in Eleme and Tai is low in the provision of health service, basic amenities and welfare. Participation by community is however high in provision of security of schools.

RECOMMENDATIONS

Based on the findings of this study, it is therefore recommended that:

1. The communities should be encouraged to raise money to provide some basic amenities and sport equipment, hire and pay laborers to clean up school during holidays.
2. PTA should endeavor to raise funds building of libraries as this will help in the academic development of the students.

REFERENCES

- Abdulkareem, A.Y. & Oduwaiye, R. O. (2011). Institutional Governance and control of Education in Nigeria. In F. Omotosho, A. A, Agagu & O.Abegunde (Eds,), *Governance, politics and policies in Nigeria. An essay in honor of Prof Dipo Kolawole (pp. 389-404). Porto Novo: SONOU d' Afrique (ESAF).*
- Abdullahi, S.U. (1996). Parent teacher association as an instrument of community participation in education. Retrieved from
- Abraham, N.M. & Emene, O, N. (2012). Effective school- community Relations as a key performance Indicator for secondary school Administrator Aba south District, *Nigeria. Journal of curriculum and Teaching.1, (2) 21-26*
- Ajayi, I.A., Ekundayo H.T. & Arogundade, B.B. (2009). Parents' involvement in school administration as a Correlate of effectiveness of secondary school in Nigeria. *Journal of Education Administration and Policy studies, 1 (3), 041-046*
- Amachukwu, R.N. (2010). The Role Parents in the Effective Management of Primary Education in Rivers State. *African Journal of Social Science* Volume 1 Number 3(20 11), 142-148.
- Ayeni, A.J. (2012). Improving School and community partnership for sustainable quality assurance in secondary schools' in Nigeria. *Internal Journal of Research Studies in Education.1 (2), 95-102*
- Bica-Jos, K. (2011). <http://bica-ios.com/parents/parentsteachers-association>.
- Chapman, D. W. (2010). Trends in Educational Administration in developing Asia Educational administration. *Quarterly. 36, 283 -308.*
- Daba, O.T (2010). Decentralization and Community Participation in Education in Ethiopia: A case of three woredas in Horro Gudduru Wollaga Zone of Oromia National Regional State. *Unpublished master's thesis, UNIVERSITETETI OSLO*
- Dunne, M. & Akyeamong, K. (2007). School Processes local governance and community participation: understanding Access. *Center for International Educaiton Suusex School of Education United Kingdom.*
- Ejeh, E.I., Okenjom, G.P., Cizi-Woko, C.N., & Agbo, P.N. (2016). Extent of Community Participation in Funding of Secondary School in Abakaliki Education Zone of Ebonyi State. *International Journal of Academic Research in Progressive Education and Development. 5(3), 32-40*
- Emenalo, F.C (2010). The school and the community in C.I. Anukam, P.O Okunamiri, and Ogbonna R.N.O. (Eds) *Basic Text on Educational Management.* Owerri: Eehech Versatile
- Enamiroro, P.O. & Okoro, J. (2007). Assessment of Secondary School Administration: The Communities Perspectives. *Kamla-Raj Stud. Home Comm. Sci., 1(2): 77-83.*
- Enaohwo, J.O. & Ieferakeya, O.A (1989). *Educational Administration.* Ibadan: Paperback Publishers Ltd.
- Epstein, J.L. (1995.). , School/Family/Community Partnership: Caring for the Children we Share. *Phi Delta Kappan, 76(9), 701-712.*

- Etuk, A.G. (2011). School-community Relations and Development of Home Economics Education: An Assessment. *Journal of Prestine*, 2(1), 67-79.
- Fadipe, 3.0. (2000). Efficiency indicators for quality control in Nigerian school system. In 3.0. Fadipe & P. K. Ojedelé (Eds.), *Management of Nigerian education: Personnel administration and quality in education*. Ibadan: ME PA Publications.
- February 2013 from http://www.education.tas.gov.au/school/pa_rents/costs/levy
- Federal Republic of Nigeria. (004). *National policy on education*. Abuja: NERDC.
- Fielding, M. (2000). Community, philosophy and Education Policy: Against effectiveness Ideology and immiseration of schooling. *Journal of Education Policy*, 15(4), 397-413
- Georgiou, S.N. (2008), Beliefs of experienced and novice teachers about achievement, *Educational Psychology: An International Journal of Experimental Educational Psychology*, 28, 119-131.
- Hoover-Dempsey, K.V. (2005). Why do parents become involved? *Research findings and implications. The Elementary School Journal*, 106 2, 105-130.
- <http://www.zedang.org/aqmllectures/4th.pdf> on 31/03/2010.
- Igwe, L.E.B. (1999). *Fundamentals of school community relations management: Political and Legal Dimensions*. Port Harcourt: Pam Unique Publishers.
- Jabuya, M.A., Owuor, F.O. and Onsarigo, C. (2014). An evaluation on determinants of parental participation in implementation of academic projects In Kenya. A Case of Public Secondary Schools Kisumu County. *International Journal of Scientific & Technology*, 3(2), 138-150
- Kütelu, B.O. & Olowe, P.K. (2013). Level of parents' involvement in primary school education in Ondo West Local Government Area, Nigeria. *African Educational Research Journal*, 1(3), 209-214
- Lovell, T. (1992). Community Participation in education Retrieved on 20th May 2013 at Sitere Source. World Bank. Org/W.
- Madumere-Obike, C.U. & Obasi, F.N. (2008). Community Involvement in the Management and Control of Delinquency among Adolescents in Secondary Schools in Rivers State. *Nigerian Journal of Education administration and Planning*, 8(2), 217-226.
- Nakpodia, E.D. (2011). Community Involvement in the Management of secondary schools in Delta Central Senatorial District, Nigeria. *Sheffield Academic Review* No.69 Summer 2011, pp.23-27.
- Njunwa, M.K. (2010). Community participation as a tool for development: local community's participation in primary education development in Morogoro, Tanzania -A case of Kilakala and Mindu Primary Schools. *Unpublished master's thesis, University of Agder*
- Nnabuo, P.O.M., Kpee, G.G. & Afangideh, S.T. (2008). School- Community Interactions for Poverty Alleviation in Akwa Ibom State. *Nigerian Journal of Education Administration and Planning*, 8(2), 253-265
- Nwankwo, 3.1. (1982). *Educational administration: theories and practice*. New Delhi: Vikas Publishing House.