



Promoting Community Participation for Effective Leadership in Public Secondary Schools in Nigeria

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ABSTRACT

Community participation is promoted for effective leadership in secondary schools. The paper examined the promotion of community participation for effective leadership in secondary schools. In order to achieve this, the paper started by stating the strategies or ways of promoting local community participation for effective leadership in secondary schools which include increased participation, more tasks and training; recognize and appreciate individual strengths; satisfy basic needs, seek individual participation, effective communication; define and clarify goals and purposes of the relationship. The paper also identified the relevance of community participation to effective school leadership which includes educational problems are identified and addressed, promoting democratic leadership, increasing accountability, increasing support for teachers, improved award of scholarships, provision of dormitories and security as well as relevant curriculum and learning materials are developed. The paper suggested among others, that all educational institutions including private schools should embrace the idea of promoting local participation in education, considering the benefits of local participation, tertiary institutions should avail themselves of the opportunity of creating room for parents and communities to participate actively in the affairs of the institutions; enabling regulations should be made for school leaders to consider local participation as a program they cannot do away with and school leaders should be apolitical in their dealings as well encourage formidable PTAs in schools.

Keywords: Promoting, Participation, School, Community, Effective and Leadership.

INTRODUCTION

Education, they say is needed for a growing individual to develop abilities and behaviour which will enhance the development of his society. Man's conditions of life, attitudes, actions and contributions to the well-being of the society is shaped by the useful knowledge and ideas he acquired through education decentralized to the local community he dwells. This implies that, schools are needed to be established within the community to offer education to the people that will bring about good character molding and academic attainment. This is the fact that education does not only play academic role in the life of the society but that of character. It means that graduating students of institutions of learning can only be awarded certificates in character and in learning, like a secondary school student who is commended and

recommended by a school head if he exhibits good character from the day he is admitted to graduation as it is normally inscribed "Satisfactory" boldly on the testimonial.

Notably, some community members view school administrators with contempt for not creating the opportunity for local community participation. This may be due to the attitude of highly placed members of the community who wield political influences on the school management, using the school as a platform for playing politics. Sometimes, develop different selfish interests about what goes on in the school. This situation often times makes these personalities from the community not to contribute to the success of the school. They may resort to starving the school of funds since they may also decide not responding to invitations from the school in terms of PTA meetings and other gatherings such as inter-house sports competitions; they will try to initiate unnecessary checks on the school leader in a suspicious manner, instigating emergency accountability, probe and auditing as the best options since the principal may not be transparent and upright in resource management. However, community participation in education is worthwhile to promote quality education through the strengthening of the school.

According to UNESCO (2000), in promoting progress in mass education through its Dakar Framework of Action, education should be brought closer to the people for their full participation. Therefore, it became a clarion call to develop a participatory, responsive and accountable system of education and leadership. This is because a participatory and accountable educational leadership is flexible, transparent and responsive to the diverse needs of the learner. Thus, decision-making in schools becomes participatory for goals to be achieved. The school, in this context is the grassroots level democratic institution that requires a synergy with the community for its effectiveness.

Generally speaking, in order to promote community participation in education which requires the involvement of the community members, parents and other stakeholders, enabling laws are needed to be made by the government to give the local authorities some level of autonomy for the level of participation to be defined. Community participants or members should be made to know the limit and the extent of their involvement in school administration. The laws should not be stringent since both the government and the community are obliged to be fully involved in education of the child which is the core aim of the school.

State governments make laws for all schools in collaboration with communities and relevant stakeholders to form parents-teachers associations (Peretomode, 2001). This medium gives parents the opportunity to further participate in the management of the school and also make decisions regarding teaching and learning.

Olubodun (2002) added that local participation enables communities to be mobilized to embark on self-help projects in schools. For Olubodun, community-based projects are to support the government policy of creating conducive learning environment. In achieving this, the interest of the community is fully protected and motivated to do more, by allowing community members the full participation in the activities that will contribute to the realization of the school goals.

Both the school and the community inter-depend and benefit from each other; the school trains and rehabilitates illiterate members of the community while the community involves in the provision of infrastructure, physical/learning facilities and financial assistance aimed at achieving the purpose of education in the school. Hence, this paper examines promoting community participation for effective leadership in public secondary schools in Nigeria.

CONCEPTUAL CLARIFICATIONS

Participation

Generally, participation means involvement. Community participation otherwise refers to as local involvement or local participation is most realized in democratic decentralized systems in which the government and its functions including education are brought closer to the grassroots for the involvement of the people. In the context of education, community participation is concerned with the involvement of local community members in school administration which is aimed at achieving effectiveness (Abbass &

Babajo, 2003). It means that the participation of the community, parents and other agencies help improve the leadership of the school and student learning outcomes respectively.

Community participation which enhances effective leadership of schools is also needed for economic growth across the 36 states and 774 local government areas in Nigeria. Therefore, the monopoly of education by the center without devolution will lead to monopoly of powers and other functions of government (Abbass & Babajo, 2003). By the federal structure of Nigeria since 1954, education could also be made qualitative through promoting local participation with schools established in the rural areas. According to Abbas and Babajo, the success of Nigerian democratic system is anchored on the knowledge, information and understanding education offers the people through distribution of functions in the country, states and local governments for members of the respective communities to fully embrace public schools decentralized in the states. The schools need to be effectively managed for quality human resource production through the collaborative effort of the schools and their immediate communities.

The importance of community involvement in public schools in the process of political socialization cannot be over emphasized, through which members of the community participate actively in the government and politics of the country; community members are integrated into the political culture of the country and accorded full opportunity to choose their leaders and representatives, develop patriotic citizenry and inculcate the right type of values which among other things bring about unity in diversity in varied communities, ethnic and religious groups. The people participate freely or willingly rather than being forced in the education of their local communities. This is what Abbass and Babajo (2003) termed as moral form of participation. The rural people understand the importance of the education of their children and the consequences of illiteracy on the society, therefore, get involved in education. Community members often times work in tandem with the leadership of public secondary schools sited within the communities for their effectiveness, because the failure of government programs due to inability to pursue the activities that could enhance policy implementation and achievement of school goals alike are attributed to the failure of school leaders to allow members of the community to participate in the important affairs of the school. According to World Bank (2005), local or community participation through Non-Governmental Organization (NGOs), institutions and other stakeholders should be encouraged to involve in education and support those activities that are essential for promoting quality teaching and learning while making education to be accessible to the people in the rural areas. International organizations like UNESCO, UNICEF and other institutions should be given the opportunity to intervene in the funding of education and develop important ideas for effective school management in communities.

Local participation in education enables communities to also seek to intervene in the teaching and learning process of the schools by financially contributing to the activities of the schools; supporting teachers and student development. Local community participation in education is as old as when public schools were established with people from the intermediate communities participated in the effective management of the schools for the quality education of their children. Communities participate and fund public schools for their general good; to strengthen the capacity of the communities of their children and bring members from all spheres and diversities together for the actualization of common goals.

Community participation in educational leadership and policy-making in Nigeria enhances stability amongst community members, therefore, making the entire economic, social and political environment to be harmonious for the progress and effective management of schools established in the communities, a mechanism for quality education in the communities. With quality education strengthened in the community, social capital amongst community members is further guaranteed which brings about greater opportunities and the success of the community in all ramifications in time to come; also with desirable change and greater opportunities for all in the community and beyond (Abass, 2012). These objectives if achieved will enhance self- reliance, active political participation and stability of the states in Nigeria.

Dimensions of Participation

Abbass (2012) insisted that there are dimensions of participation for the concept to be better understood. These include transitive, moral, free and spontaneous participation.

Transitive participation: This form of participation is associated with designed specific objectives to be achieved. The members of an organization are well oriented and educated about the goals of the organization which are to be worked for their achievement. Therefore, all efforts are geared towards actualizing the objectives of the organization. The school as an organization is established with predetermined goals to be achieved, and this becomes the focus of every staff (both teaching and non-teaching) of the school to carry out their assigned roles for purposes of realizing set objectives.

Moral participation: For Abbass (2012), the moral dimension of participation is more desirable as it is aimed at achieving its purposes without any malicious attachment or suspicion amongst the participating individuals. Moral participation can be referred to as desirable perspective of participation. Every member of the school gets involved in the activities of the school without bitterness and sentiments attached.

Free participation: As the name implies, it does not require the use of force on any member of the organization or community to participate in the affairs that are vital to the community. Since schools are established to enhance the development of students and the community (Koko & Nwiyi, 2006). Members of the community freely get involved in the activities of the school devoid of strings and coercion. It means therefore, that any individual who is not coerced to do what he/she desires to do, does it very efficiently and effectively for goal achievement.

Spontaneous participation: This is also another form of participation that detests the application of force in getting involved in the activities of a collective interest. Spontaneous participation can be described as natural; not planned, constrained or premeditated with the use of force. This makes members of the community to participate in the activities of the school as a natural affair. Parents become members of PTAs without being forced to do so or tele-guided. Not even the community head or the school principal that is expected to tele-guide any parents (Abbass, 2012). In a nutshell, lack of local participation in education has led to failures of school programmes in the communities and generally in ability to achieve the desired objectives of education in a decentralized system. Therefore, community participation in education or participatory education is imperative for effective leadership of secondary schools and implementation of educational goals at the local level. In other words, the schools established in rural areas are needed to be controlled by members of the community for their efficiency and effectiveness, hence, the need for school and community to work together.

The School

Historically, school began to exist when Western education was introduced with the advent of Christianity by the missionaries. The school as a concept also came into existence to train the young members of the society who embraced Christianity and Islam to learn how to read and write as they were prepared to become teachers in their areas of worship. The school at this stage was in its narrow perspective as Christian and Islamic religions were at the center of focus. As the nature of school became dynamic, the concept moved from the narrow perspective of reading and writing alone, to a broad perspective where school is established to occupy a wide range of geographical area to perform its formal functions for the progress of the community (Asodike, 2008). Therefore, the school is said to be a veritable tool as a formal institution and an agent of socialization.

The first Grammar school was established in 1859 by the church missionary society in Lagos (Aziken, 2004). The school is set up to transmit the culture of a people through the instrumentality of teaching and learning. For Marish in (Koko and Nwiyi, 2006), the school is an artificial social institution created to manage the process of transforming and integrating the socio-cultural life of the people. It means that the culture of the society is deliberately transmitted to the younger members of the society through teaching and learning in the school to be useful in the larger society. That is why the school is a microcosm of the larger environment (macrocosm). The school as the small unit situated in the society, trains members of

the society and equips them for the betterment of the future; the norms and values of the society are properly transmitted and integrated towards the transformation of the society. Thus, the illiterate members of the community are rehabilitated by the school to impact positively on the society in which they dwell. The following are the major roles played by the school:

- The cardinal role of the school is the transmission of the cultural and scientific heritage of the society to the younger generation.
- The school selects and trains members of the society in order to meet the expectations of the society.
- The school brings about innovation and changes in the society through scientific, technological and social forces (Koko & Nwiyi, 2006).
- The school develops members of the community intellectually, socially, technologically, physically and morally to be usefully fit into the future.
- The school brings together and organizes the knowledge of man for him to stand a beneficiary as members of the society are properly taught. These roles if achieved will bring about quality of education and economic development of the society.
- The school serves as an agent of political socialization since it provides formal education for citizens to be aware of their political rights into the society through citizenship education, government, history and religious studies. The student learns how to play leadership role from school (Aziken, 2004).

1. Parents- Teachers Association (PTA): This is an important body established in schools in accordance with education laws. The PTA which is a core platform for local participation in education started in the USA in 1988 as a voluntary organization with membership open to all parents, and guardians of children admitted into a particular school as well as the teachers serving in the school (Ogbonnaya, 2009).

The PTA is a very important medium for both parents and teachers to meet and discuss issues bothering the school, teachers and students respectively. At PTA meetings, problems of the school and students are discussed to which solutions are proffered by both the school and the community. Parents are given the opportunity to equally participate, bring useful ideas and take decisions on the way forward of the school and student learning. As parents of the students they have full rights to what takes place in the school through PTA. Agi and Adiele (2015) opined that a formidable PTA becomes a clearing house and a forum for service exchange between the school and the community. It means that PTA is an avenue where parents and teachers exchange their views on vital issues that bother the school.

Major Functions of PTA in the Administration of Secondary schools

According to Ogbonnaya (2009), the following are the functions of parent-teachers association:

Financial support to the school: As funding of school facilities and solving problems of the school become necessary, the PTAs have taken it upon themselves to provide funds through fund raising and membership levies for the schools they are formed. According to Ogbonnaya (2009), communities and parents became interested in assisting the school even before schools were taken over by states in Nigeria. A well-formed PTA sources enough financial resources to embark on construction of classroom blocks, drainage systems, desks and other physical facilities due to population explosion in schools.

Advisory function: The PTA plays the role of guiding and advising school leaders on their accountability process rather than allowing them to be alpha and omega in the management of the affairs of the school. By this role, members of the PTA ensures that school leaders do the right things by submitting themselves to be probed leaders are advised on what to do, to ensure that the aims of the school are actualized.

A link between parents and the school: PTA becomes a veritable tool to bringing about effective connection between the home of the student and the school. PTA meetings are the avenues through which home front issues that concern the students are brought by parents for discussions as it regards students' lateness and anti-social ways of life while issues that bother teachers in the school and their residences in

the community are brainstormed and proffer solutions. This in most cases enables the teacher to build and develop confidence in himself; thereby, encouraging effective performance on the part of both teachers and students which brings about the general school success (Ogbonnaya 2009).

Management function: The PTA with its relevant members including parents and guardians does not only assist the school financially but participate in the running of the school to ensure effectiveness. This role makes parents not to be seen as visitors alone but worked hand in hand with school principals for the success of the school. At this point, students cannot hide under the school and teachers to fabricate issues as if they were real. Like the issue about unnecessary payment of fees that are not approved by the government are brought to the knowledge of both parents and teachers at their meetings, therefore, reducing corruption in the society through the school.

Maintenance of discipline: Since the learner is the central focus of the school existence, it is expected that students are trained to obey rules and regulations of the school, their home and the community, and punishing them if they fail to obey. Parents and teachers do this together and bring to the meetings if the students go out of hand.

The role also becomes necessary since the society has degenerated to the extent that indiscipline among students becomes the order of the day. According to Amanchukwu (2013), indiscipline is predominant among adolescent students in secondary and tertiary institutions. For Amanchukwu, such anti-social behaviours among students in secondary schools such as examination malpractice, stealing, dishonesty, drug abuse, smoking, cheating,, wearing incomplete uniform to school, lying, rioting, etc. are needed to be addressed by both parents and the school.

2. Conference: This is another means of participation in school activities; it is an important meeting- point for parents, community members, organizations and other stakeholders to discuss issues heart- to-heart for important decisions to be reached for the effective management of the school. Inter-house sports competitions, cultural days, etc. are some of the events that require the participation of all stakeholders in the decision-making of the school.

3. Effective communication: This is achievable through the mass media. Local participation or school community relationship is actualized when communication is effectively carried out through radio, television, sign-posts, posters, walk way signs, etc. Information is disseminated through these means of communication from the school to the community. This has to be effective with proper feedback from parents of the students and the school leader to avoid a break in transmission. Most organizations and interest groups will be interested in the programs of the school, thereby, accurate and proper information is needed.

Community

A community exists through the coming together of people with common historical backgrounds, culture and working towards a collective goal. All human activities are socially, economically, politically and educationally carried out within the community. Educationally, the school exists within the community to incorporate its members and transmits values, norms and attitudes as well as rehabilitates the illiterate citizens of the community.

Koko and Nwiyi (2006) defined a community as a group of people residing in a certain territory in which they share a common way of life. Koko and Nwiyi went further to refer to a community as a group of people socially and culturally live together with the aim of achieving a common goal. This means that a group of people who live together cannot be termed as a community if they do not share a common way of life and pursue the objective of their existence. Therefore, they need education through the establishment of the school and active participation in the affairs of the school. The school and the community have a worthwhile relationship as they are interdependent. Community as a concept can be typified as rural and urban community. This includes rural and urban community:

Rural community: This is a traditional form of community that assumes that the existence of a community is a natural phenomenon. This type of community is a product of natural free will of people

with common interests and objectives as well as living together harmoniously. In other words, members of a rural community share the same pattern of social life with distinct culture; the people normally have face-to-face interaction and homogenous identities (Umar, 2014).

In the rural type of community, basic amenities such as school, hospital, police station, market, etc. are lacking; members of the community are predominantly farmers and fishermen. This is not far from the fact that the people become desirous of participating in education if brought closer to them as the school helps in refining their culture and traditions.

Urban community: As the name implies, it is the opposite of the rural type of community. Umar (2014) said that there is high degree of complexity and heterogeneity in the lifestyle of members of urban community and highly impersonal relationship due to heterogeneous identities. The people choose to live wherever they desire to live; work towards achieving the goals of the community, therefore, maintaining the principle of division of labour which makes them to specialize on their jobs. In urban community, there are basic and modern amenities for community members to have access. Facilities like tarred roads, portable water, school, hospital, amusement park, market, etc. are found.

Relevance of Community Participation to Effective School Leadership

It is said that when schools, parents, families and communities work together to support learning, students are found learning better and higher; attend school more regularly, stay longer in school and enroll in higher level programs. Therefore, promoting local community participation has tremendously impacted the leadership of public secondary schools as follows:

Educational problems are identified and addressed: Community participation is a means of identifying and addressing those factors that hinder the progress of educational institutions like the secondary school. For instance, active involvement of community members in education helps solved the problem of poor academic performance among the students due to lack of learning materials, conducive learning environment, poor quality of teachers, etc. (World Bank, 1995).

Promoting democratic leadership: With the participation of parents and community members in school administration, authoritarian leadership will be reduced to the barest minimum since there will be need for flexibility and participative attitude of the school leader to accommodate the majority in the affairs of the school. This democratic tenet will also benefit those teachers who have been kept away or sidelined from the administration of the school; their rights as teachers not protected (Ogbonnaya, 2009). They become incorporated through the parents- teachers associations that have been allowed to function in the school system as a means of participation. It therefore, means that local participation is a nursing ground for democracy.

Increasing accountability: Local community participation in education creates room for leaders of schools to be accountable to the community, parents and agencies which fund the schools. According to Kalagbor (2017), school leaders should endeavour to organize open-days for parents, agencies and other donors of resources to attend accountability sessions in the school. It means that, participants will always ensure that the school leader does the right thing by being flexible to accept auditing which brings about transparency and orderliness.

Increasing support for teachers: In rural areas, where there are no basic facilities including teachers' accommodations, community members and parents would always intervene by giving their houses to teachers to be accommodated. Also, some educated parents are resourceful by facilitating learning from home; discuss some concepts taught by teachers in the classroom. Using what happens at home to carry out illustrations reasonably which help the teacher during conventional classroom situations; local languages are used at home to teach the students to easily understand the concept since some instructional languages are strange. Also, through community participation, teaching aids are afforded by community members and parents to facilitate learning.

Improved award of scholarships: Another relevance of community participation in education is the increase in the support for students and educationally ambitious but indigent individual members of the

community through the award of scholarships by community-based agencies and economically privileged individuals. Some of the agencies and personalities from the community donate teaching and learning facilities or aids like books, computers, projectors, slides, etc. to facilitate teaching and learning in the community school.

Scholarship means giving financial assistance or aids for students to continue their studies. Scholarships could be in the form of payment or grant put in place to support students in their educational pursuits. This is different from the external aids given by international agencies like the UNICEF, UNESCO, etc. and national agencies like NDDC, Ministry of education and non-governmental organizations among others in Nigeria (Maduagwa & Nwogu, 2006). These community-based and non-governmental organizations can also award scholarships to community members studying overseas. This, in the long run enhances human capital development for community and national development.

Provision of dormitories and security: Local communities get involved in education by voluntarily donating land for siting of schools introduced by the Christian Missions in the early days, even these schools came in the form of external aids (Maduagwu & Nwogu, 2006). In recent times, communities in rural areas who desired to own schools for the education of their children, ventured into building of schools through communal efforts before the approval of such schools by the government and subsequent taking over of the schools. This gesture is extended to donation and construction of dormitories for students for their security and accommodation of students from other communities. Men and able-bodied youths clear the school sites and provide internal security around the school premises while women were encouraged to fetch water and sand. All these are done to keep the schools running towards achieving their goals and the development of the community in general.

Relevant curriculum and learning materials are developed: Through active participation of parents and community members in education, relevant contents of what are taught are well developed and learning materials to reflect the everyday life of students. This is because using learning materials that are relevant such as textbooks, political maps, skeleton, charts, etc will give illustration of the lives of the students which will enable them understand the concept taught. In most cases, oral traditions are incorporated into the school curriculum to facilitate learning while parents and local community members become instructors at home to teach their children before and after school periods (Colleta & Perkins, 1995).

Challenges of Community Participation in Education in Nigeria

Participative leadership allows all hands to be on deck in ensuring that quality education and effective school leadership are attained. The immediate community of the school, parents and other local agencies participate in the school administration actively. However, there are still situations when such opportunities are marred with some issues including:

Lack of encouragement to goal achievement: The lack of encouragement and commitment to achieve the goals of school-community relations and non-recognition of community-based non-governmental organizations (NGOs) is a notable challenge. It is dangerous to undermine the effort and inputs of agencies and organizations that are established in the community to assist in the funding of education and provision of physical and learning facilities in the school. Abbass and Babajo (2003) asserted that, most communities and their relevant non-governmental organizations are sometimes not encouraged but undermined with their supports for the running of schools rather more attentions are given to international organizations, thereby, making the local community established institutions and NGOs to develop some apathy for participation in the education of their communities; leaving the schools to crumble for lack of supports. Abbas and Babajo (2003) opined that rather than undermine the local institutions or organizations, international organizations and agencies may be preferred and allowed to give support or intervene in education periodically through useful ideas and financial assistance. This was observed would reduce parallel bureaucratic or conflict of interests. World Bank (2005) also observed that,

interested organizations for promoting quality education should be allowed to directly involve irrespective of social status as this will help reduce conflict but promote the value of education.

Inability to mobilize interests for participation: Another challenge is the inability of the school and relevant associations like the PTAs to massively mobilize all interests for participation in the education of children. According to Abbass and Babajo (2003), clearly stated objectives for every participating community and agency to understand the purpose of involvement will guide all concerned participants to pursue the expectations of the school in the community. Therefore, unclear objectives have always affected participation in all ramifications negatively. By doing this, the safety and security of the mobilized communities are guaranteed.

Poor financial background: The poor financial stance of the communities participating in the school affairs is another major issue bothering local community participation in education. Most of these communities can afford manual labour that requires physical strength to assist the school in the construction of projects within the school to save costs but lack assured means of generating revenues. In most cases, what the school needs is financial assistance to procure physical and learning materials for improved performance of the school in general. In this case, poor communities would find it difficult to participate financially in the community schools.

Non-participative leadership style: Agi and Adiele (2015) added among other factors that the type of leadership practiced by either the school or the community leader affects active participation of the community in the administration of the school. They suggested that, adopting democratic style of leadership will enhance effective relationship between the school and the community. Therefore, the exercise of autocratic style of leadership will further endanger the school-community relationship since the school leader can always consider community members incompatible to work with as he is not flexible but self-centered. Hence, a one-man system of administration run by the principal cannot yield any good dividend.

Leaders' political interest: The success of school-community relationship is hindered by political interest. Local communities are sometimes barred from participating actively in the activities that will lead to effective school leadership. This usually occurs as a result of the political interests of school leaders. Most school leaders turn card carrying members of political parties for political favours. It should be noted that a card-carrying member of a political party is a person who is registered with a political party and takes part in the affairs of the party. A school leader who belongs to a ruling party will always favour and sing praises for the party and its leaders from the community rather than carry along the collective interest of the community, which also is at the expense of the school in the long run. Also, community leaders who belong to political parties use their political offices to influence if not intimidate school principals to their whims and caprices. Both in the state and the community, the school leader tends to give considerable attentions to the political party of his interest rather than give attention to the school management committee that is more concerned with the administration of the school; he will effectively cooperate with his perceived party members in the community against the general interest of the community. This is an aberration as it is against the principle of the civil service. Agi and Adiele (2015) frowned at those principals who actively participate in politics and meddle in community crisis in order to survive selfishly, which is impossible and contrary to the public service ethics. By the civil service rules, civil servants including teachers are statutorily required to be apolitical but can only exercise their civic responsibilities through voting as citizens rather than contest.

CONCLUSION

It is deduced that following the importance of education in the society, community participation is imperative and promoted through increased participation, giving more tasks and training to participants; recognizing and appreciating individual strengths; satisfying basic needs, seeking individual participation and effective communication. In achieving the above strategies for ensuring that local community participation is promoted, the paper also concluded that local community participation enhances

identifying educational problems and how they are addressed, promoting democratic leadership, increasing accountability, increasing support for teachers and developing relevant curriculum and learning materials. Therefore, community participation is needed to be promoted for effective leadership in secondary schools in Nigeria.

Suggestions

The paper suggests that:

- I. All educational institutions including private schools should embrace the idea of promoting community participation in education and further put in place strategies that can enhance active participation.
- II. Considering the benefits of community participation in education, tertiary institutions should avail themselves of the opportunity of creating room for parents and communities to participate in the affairs of the institution.
- III. Enabling regulations should be made for school leaders to consider local participation as a program they cannot do away with.
- IV. In order to achieve the expectations of community participation, school leaders should be apolitical in their dealings as well as encourage formidable PTAs in schools.

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