AN ASSESSMENT OF COMMUNITY PARTICIPATION IN THE MANAGEMENT OF PRIMARY EDUCATION IN KADUNA STATE

BY

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DECLARATION

I wish to declare that this thesis is written by me, and it is a true record of my own research work. It has not been presented in any form for the award of a higher degree. All quotations are indicated by quotation marks and the sources of information are dully acknowledged by way of references

Baba Maijinya Silas _____

CERTIFICATION

This thesis entitled An Assessment of Community Participation in the Management of Primary School in Kaduna State by Baba Maijinya Silas to meets the regulations governing the award of Master Degree (M.Ed) in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my Dear Husband, Deacon Silas Baba, My late father Deacon Jatau Musa, my mother Mrs. Jumai J. Musa, and my lovely children, Zigwai, Baboshia, Kandiyi, Nuajiyet, and Ahtiyi-Njit and nephews, Shola and Mandela, and Little Dorcas who have been praying and assisting even when I need their help.

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ABSTRACT

The study, entitled "An Assessment of Community Participation in the Management of Primary Education in Kaduna State" is an exploration of the role of the local community in the management of primary schools and how such roles are carried out to achieve results.

This involved the formulation of hypotheses, at the end of which four were rejected and one was retained. Four data gathering questionnaires were designed and administered to respondents who included community members, teachers, head teachers, officials of the state primary Education board (SPEB) and the Ministry of Education. The sample size was randomly selected from 12 out of the 23 Local government Areas (LGA), consisting of 180 community members, 180 teachers and head teachers, and 50 officials of the SPEB and the ministry of Education giving a total of 410.

Applying the one way analysis of variance (ANOVA) to test the hypotheses and scheffes test to ascertain the extent of the differences in the opinions of the respondents, the study concluded that, there was significant difference among the stakeholders in their perceptions of the management of primary schools in Kaduna State.

They, however, identified the factors that militate against community participation as illiteracy, poverty, political differences, location, and attitude of teachers towards the community, ethnic and religious differences. These factors are, however, expected to increase awareness of the community on the importance of participation in the education of their children, rather than discourage them, the study recommended that religious leaders should be involved; in the participation. Teachers and the head teachers should enlighten the community members on the importance of their participation in primary education management. There should be better coordination between state primary Education Board officials and the Ministry of Education personnel in Kaduna state to improve the management of primary schools.

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DEFINITION OF TERMS

Community- The inhabitants and residents in a particular locality. By virtue of their cohabitation they share many things in common

Management- With particular reference to schools, this means the decision and policy making and implementation supervision and exercise of prescribed authority.

Primary Education- Within the context of the Nigerian Educational system, this is referred to the basic level of education (except nursery) to which children are eligible from the age of 6. It is the first segment of the 6-3-3-4 system spelt out in the National Policy Education

ABBREVIATIONS

SPED	-	State Primary Education Board
N.G.O.	-	Non- Governmental Organization
P.T.A.	-	Parent Teachers Association
O.N.D	-	Ordinary National Diploma
NCE	-	National Certificate in Education
HND	-	Higher National Diploma
B.Ed.	-	Bachelor of Education
LGEA	-	Local Government Education Authority
NPEC	-	Nigerian Primary Education Commission.

CHAPTER ONE

THE PROBLEM

1.0 Introduction

Education is an instrument with which a nation is shaped into a desirable technological, sociological and economic standard. In realization of the importance of education developed nations use it to better their lots. This, government, community and individuals who desire to progress would not hesitate to invest on education in view of the value attached to it, because the success of any educational programmed depends on collective responsibilities. The study is aimed at assessing community participation in the management of primary schools in Kaduna State. It is considered important because primary education is the starting block of all education.

1.1 Background of the Study

The study is on, an assessment of community participation in management of primary Education in Kaduna State. Kaduna state covers an estimated area of 70.210 square kilometers and is located in the North central part of Nigeria. It began to have an identity of its own when in July 1967 the four regions in Nigeria were broken into twelve states by the Yakubu Gowan administration. The old Zaria and Katsina, provinces were grouped to form the North-Central state. Further increase in the number of states in 1976 and 1991 brought about nineteen and thirty states respectively. But this time Katsina was excised to be on its own, and what remained retained the name, Kaduna state.

The Northern part of the country is acknowledged to be generally behind in education, even within the area, some places are far behind others. But like any other African society, communities in the North have from time immemorial been practicing traditional education, both formally and informally. Parents and community members are the first educators of the

child, who maintained educative function throughout the child's up bringing. The child's early education according to Fafunwa (1974; 45) was the responsibility of not only his parents but every one in his immediate environment. If a child is old enough to learn a specific trade or hereditary profession, he is sent out as an apprentice to a master trade's man who may not be a friend of the family. Even in a trade that is his family's specialty, this is to ensure that, the child takes his training seriously. Moreover, the greater parts of the North had been exposed to Islamic education for centuries. In 1842. Western education was introduced by the Missionaries, this brought about the introduction of what can be regarded as the 1st primary school in Nigeria. This was established by the Church Missionary Society (CMS). The basic object of the school was to trained people who will interpret Bible to the new converts, nevertheless little writing raising and arithmetic were taught to children, some were specialized in the teaching of trades to compliment what is learnt in many of the Quranic schools at that time, everything about the school was under the Native Authority (NA). funding of education did not pose any problem to the parents nor the government because it was the responsibilities of the Voluntary Agencies and the Native Authority who decided on what to do. The regional government that is, Nigerian Government only contributed by way of per-capital grant to the mission and Native Authority. It was not every childe that has assess to the Western education, but only the sons of the chiefs and Emirs or those that were fortunate to be sponsored by their community through scholarship that were the initial beneficiaries of the system. In 1966, all the mission schools were taken over by the government that was when the full funding were into the hand of the government. During general Murtala administration, Local Governments were introduced with education system which brought about the introduction of the Universal Primary Education (UPE) in 1976. The system was not runned for too long before it collapsed, and then the 6-3-3-4 system was introduced to allow children to spend six years in the primary school against seven years

In 1988 National primary Education Commission (NPCE) was established as a result of public, out-cry on the deteriorating condition of the system. Unfortunately, according to Dodo (1996) the commission and its structure vis-avis the primary school management Board (PSMB). Local Government Education Authority (LGEA) District Education Committee (DEC) and Village Education Committee (VEC) were short live as the degree establishing it was abrogated on the 1st January 1991.

Between 1991 to 1993 the management of primary schools was transferred to the Local Government Council. During this period, the system again suffered a lot of setbacks. Teachers salaries and allowances were not paid regularly, while classrooms dilapidated, there was in adequate supply of instructional materials and furniture, the period witnessed incessant strike action by the teachers and pupils, leading to a near collapse of the system. To restore the lost glory, Dodo stated that, Federal Government brought back the National Primary Education Commission (NPEC) vides decree No. 96 of 1993. Followed by the establishment of Kaduna States Primary Education Board (KSPEB) according to Ediet No 8 of 1st January 1994 and was inaugurated by the then military administration. Subsequently all the other structures were established. With all these trends in our primary education community members need to play key roles in determining the curriculum, because the products of the school would become leaders and assets to the community itself, in the past, community were contended with just playing host to schools established by government and voluntary agencies there roles were more or less passive, providing the site and offering advice, if only when the school administration requested. That some how changed when and where parents-Teachers Association existed. With the rapid increase in number of schools, most communities have one or more schools located nearby; their involvement is now more direct. After all most of the pupils are their own children. Some communities did established and maintain schools. In such cases, even though these schools need to have government approval and recognition, they are still looked at, as the babies of the communities; hence they cannot detach themselves from

matters concerning those schools. This is for the fulfillment of the Local Government Ediet of 1977 that recommend parents as members of Education committees, this was for the purpose of sharing ideas together and bringing out possible solutions for the betterment of their children's education. This study is aimed at assessing the influence of community participation in the management of primary education in Kaduna State. This study is paramount because primary education is universal, and is therefore meant to carter for the community.

1.2 Statement of the problem

The Nigerian educational system is with so many challenges that there is really no dearth of areas of in-depth study for concerned researcher s, In the 1970s the government of the federation found it convenient to take almost full responsibility for education at all levels. Ignoring the constitutional concurrent and legislative list spelt out on education. In less than a decade when the economy began to wobble, the reality came that the central government might have after all bitten more than is can chew. Even attempts later to shred part of the burden by re-iterating the constitutional provision of tertiary, secondary and primary education being taken care of by Federal, State and Local Government that funds the other levels of education

The National policy on Education (2004) has been quite succinct in spelling out the expected role of the community in education. In item 19 (c) it is thus stated .

> *"Government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools along side the state and local government." (11-12)*

In section 12 which specifically deals with planning administration and supervision of education, it is similarly stated under item 104 (b) that, the administrative machinery for the national education system shall be based on "close participation and involvement of the communities, at the local level, in the administration and management of their schools"

In spite of these, the educational sector in general has failed to utilize the community except in places where the local community education, even in the face of drastically changed economic circumstances, have failed to utilize and mobilize the communities even as an important factor in the effort to ease the financial burden of education on the government.

Thus, primary schools may not achieve their objectives without community participation even though it is clear such can contribute to their success. It is against this background that the researcher is interested in assessing the level of community participation in the management of primary education in Kaduna state,

1.3 Objective of the study

The objectives of this study are to:

i. find out the level of community awareness of the need to participate in the management of primary school education in their community

ii. find out how the community is performing its roles in enhancing the educational responsibilities for their children;

iii. determine the extent to which the community is sensitized to participate in the management of schools in their community

iv. Ascertain the observed roles of the community in the management of primary schools

v. Examine the role played by the religious leaders in the management of primary schools; and

vi. Find out the factors militating against community's participation in the management of primary schools in Kaduna State.

1.4 Research questions

The following research questions are raised for this study:

1. What is the level of community's awareness of their roles in the management of primary schools in their domain?
2. What role does religious leaders played in the management of primary schools?
3. What is the level of participation of communities in the management of primary schools as against their observed roles in the management of primary schools in their localities
4. How does the school sensitized community to participate in the management of primary schools in their localities.
5. What are the factors militating against community participation in the management of primary schools in Kaduna State?

1.5 Hypotheses

1. There is no significant difference in the opinion of respondents on the community awareness of its role in primary education as stated by the Federal Government in the National Policy on Education.
2. There is no significant difference in the level of participation in the management of primary education among various religious leaders.
3. There is no significant difference between the observed and the expected level of participation in the management of primary education among various stake holders
4. There is no significant difference on the opinion of the stake-holders as to the level of school sensitized the community in the management of primary school.
5. State-holders do not differ in their opinion about factors militating against community participation in the management of primary school.

1.6 Basic assumptions

The following assumptions are made for the study:

a. Communities in Kaduna State are capable of participating in the management of primary education
b. The communities are not aware of those areas they are to assist in managing primary schools in their domain
c. The community's areas of interest in the management of primary schools are not the same with those areas required by the school authorities.
d. The stake- holders are willing to participate in the management of primary school education in their domain.

1.7 Significance of the study

The study is very significant in the sense that, it outcome will enable the community to know that, it has a role to play in the management of primary schools in their domain. It will also enable the community to know those areas the government expected them to participate in managing of primary schools.

T he outcome of the study will enable the government know the expectations of the community from the schools located in their catchments areas which if fully met will motivate the community into participation in school management. Finally, they study will enable all the stakeholders in primary school education to know the need for collaborative efforts in the successful management of primary education.

1.8 Scope of the study

This study is an assessment on community participation in the management of primary schools in Kaduna State. The study specifically covers all primary schools, school management board, communities, head masters, parents and village heads, in all the 23 Local Government Areas of Kaduna State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In everyday sense, education as a concept could mean a formal training given in schools, that is, the acquisition of ability to read, write and calculate. It could also mean as Ukeje (1979) puts it, "the specialized training that is given on the job". In a wider sense, education could mean the training of the entire person to enable him not only to be able to read, write and calculate in a given job, but also to enable him fit in any given society or community. If the beneficiary of education's purpose is to eventually fit into the community's interest in the developmental process of the child, vis-à-vis its contribution which is vital and should be of great concern to such community. A child or an institution financed by a community to grow is morally bound to make such community advance socially, morally, economically and politically. This work is interested in studying the level of community participation in primary school education in Kaduna state. In an attempt to give a literary background and support for the work, the research looks at the following areas for its literature review:

a) Philosophy of Nigeria education as it relates to community participation in education

b) Concept of community

c) Reason for community participation in education.

d) Role of the community in education

e) Concept of community participation

f) Management

g) Barriers to community participation in primary school management

2.2 **Philosophy of Nigerian Education as it relates to community participation.**

The philosophy of Nigeria education has been an issue of debate by many scholars not because Nigeria does not have one, but because many people are of the opinion that such philosophy should guide the delivery of educational contents for maximum result. It is government's believe along this line, that made her assembled a group of experts in the seventies to brainstorm on what Nigeria's philosophy of education should be. At the end of their deliberations, the following were identified as the mainframe of Nigeria's philosophy of education, that is, education should make Nigeria:

1. A free and democratic society
2. A just and egalitarian society
3. A united, strong and self-reliant nation
4. A great and dynamic economy
5. a land of bright and full opportunities for all citizen

In order to achieve these objectives, the policy linked the aims and objectives of the philosophy to among other things "the inculcation of nation and community consciousness and their unit; the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to development of the society" In sect ion 1, No7 (6) of the National Policy on Education, it says that: "the government will take various means to implement the policy accordingly." One of those steps to be taken; according to this policy is that, "effort will be made to relate education to overall community needs". This is the contact point, if Education is to be made to relate to the overall needs of the community, its delivery must have a community face,. This means that complete involvement of the community in an educational process meant for them cannot be ruled out. Government also recognized this need which is why it recommends in the policy "the study of the social norms and values of the local community…" To be part of the curricula activities for

the primary schools. This will enable them identify with the belief, values and norms of the community they live in and be better in projecting these values and by extension projecting national values.

2.3 Concept of community

The sustenance of human race since creation has been made possible through the relationship which exists between one another. This understanding two people enhanced, to a great extent their cohabitation in the locality. This is why people try to live together for a very long time while joining hands to meet their social, emotional, political and educational needs, Hornsby (2000) defined community as a "group of people who share the same religion, race, job, or interest… the feeling of sharing things and belonging to a group in the place where you live". This is why we have "polish community in London', "Muslim or Christian community" in most countries, "Hausa or Igbo" community in Nigeria, and Yoruba community in Ghana. The typical image of a community in Africa is that of a medium sized rural village with a close Knit group of inhabitants largely self contained and with everybody else. Herbert et al (1976) labeled this as "traditional Community" and defined it as:

> *A group of people living in a same place, with common value and history, bound together by multiple economic, social, religion and kinship ties, descended from people who also lived in that place*

It is also important to note that with the emergence of new town and cities in Africa, a modified form of this residential community has appeared where a group of people live in the same place and share some common interest, but do not necessarily have strong historical links or local ties. In this case, many new cities have grown by absorbing older village and within the urban areas one will fine many "traditional" communities existing side by side with "adopted" communities occupying new housing estates or block of modern flats.

Herbert et al (1976) also believe that community can be defined in another different way as "groups of people who are not neighbours". This is the case in racial or dispersed community where people do not necessarily live together as close neighbours but show strong ethnic, cultural or religious ties and choose to identify with the communities to which they belong in terms of these ties rather than geographical neighbourhood. Shared language, church or mosque affiliation of place or origin may provide a stronger feeling of community than residential proximity; and separate institutions like schools may be a means of expressing and sustaining this community sentiment. Finally, it is the believe of Herbert et al (1976) that community could be legitimately looked at conventionally by viewing it in a wide sense" as when one refers to "service to the community". Along this line, it was said that:

> *"All citizens of a country from the national community in this sense and the creation of a consciousness of community at this level is one of the foremost concerns of African government*

Summarily, the unifying factor that makes a community as can be seen from the above school of thoughts is either a common language, beliefs, religion, culture, interest or all of the above. The absence of any or all them may affect the very foundation upon which a community is built. However, when any or all of the above mentioned factors bring people together, it is not unlikely that they soon discover that there are other individual and collective desires and aspiration that needs to be met. Prominent among these needs is provision of education for their children. It is a common knowledge that communities in the past have raised up their voice to agitate for government's presence in their community through the provision of drinkable water, electricity supply, and establishment of primary and secondary schools. Often times. Government has risen up to grant this request because of government recognition of such community. At the same time, there are occasions when some communities will take upon themselves to satisfy their needs through communal efforts geared towards providing these amenities without waiting for the government to provide such.

In terms of educational support, some communities prefer to support those schools established in their community by government, while other communities may decide to establish a school for themselves and name it after their community. Schools like these are common in the south west part of Nigeria. In the first example where the school is established by the government, community participation may be in terms of provision of local securities to guard the infrastructure and to ensure that they make their wards/ children available for the school while the government takes charge of technical aspect of the school vis-a –vis provision of infrastructure, teachers; salaries, and inspectorate services. In the second example where the community establishes its own school, the community provides the infrastructure, teachers, salaries and form the management term, while government only provides in most cases, only inspectoral service to ensure maintenance of standard and as Olomola (2002) observes "schools owned and managed by individual/ groups of individuals do perform better than schools owned and managed solely by government.

He further opined that this may be largely due to the feelings of "Our school", or "our own" which exists in the consciousness of the community or individuals that are owners of such schools. Of course, they have a stake in the school. Each one of them may probably have contributed fortune in making the school to be and might not want it go down the drain jut like that. Is equally important to note that because the school is partly or wholly owned or financed by the community, the school is likely to propagate the norms and values of such community. The influence of the community will be felt on the school's circular activity and contents including the school's modus operandi.

2.4 The concept of community participation

Several views of community participation have been expressed by different schools of thought. Besides, the more widely known aspect of participation, which is participation in political process, two areas of participation are frequently mentioned and used as basis for

illustration. These are participation in the global planning process and participation in the provision of basic needs. (Farrant,1980). The International Labour Organization (ILO) defined community participation to operationally mean "collective effort by the people concerned. Stimulated by their own deliberations, within the following framework: free and independent organization , voluntary pooling of efforts; sharing of risks and responsibilities as well as resources and benefits to attain objectives set by the people themselves; and having a say in decisions which affects them.

According to Cohen et al (1970) identify four distinct areas of community participation as:

a) Participation in "decision making" with a view to identifying problems, formulating alternatives, planning activities, allocating resources etc.

b) Participation in "Implementation" in carrying out activities, managing and operating programmes, partaking of services

c) Participation in "Economic" social, political, cultural or other benefit individually or collectively; and

d) Participation in evaluation of the activity and its outcomes which should feedback into a, b, and c above.

Available evidence strongly suggests that policy makers and bureaucrats often tend to regard participation in the implementation process as the most important element. This partly explains why the top down approach to planning for both basic needs and other socio-economic activities at the local level is often emphasized. Bureaucrats are generally contemptuous of not only local knowledge but also organizational abilities of local people. For any policy on community participation to be successful, it must accept the fact that local communities posses the basic knowledge to contribute meaningfully not only to decision making on matters affecting their socio-economic well being, but also the basic organization structure and abilities to participate in the implementation of these decision as well as in evaluating their efficacy. In

instituting a programme of community participation, certain organizational and institutional issues ought to be addressed. In this regard, Cohen et al (1977) recommended a check list where he incorporated the major issues and questions which have to be properly addressed. These are:

a) At whose initiative does participation occur?

b) What are the incentives involved?

c) What are the channels of participation?

d) What is the duration of participation?

e) What is the scope of participation?

f) How empowered is the participation?

The above are no doubt pertinent questions that require answers if the programme community participation in education is to be articulately dealt with. Answers to some of these questions will be found in the reason for community participation education below.

2.5 Concept of Management

Management has been defined by different authors in different ways. The point of contact of these definitions however is actively- based nature of management. They all agree that management is activity based. For example, Brech (1963) defined management as:

> *"asocial process entailing responsibility for the effective and economical planning and regulation of the operations of an enterprise in fulfillment of a given purpose or task"*

Appleby (1972) sees it as "the carrying out of operation designed to accomplish aims and objectives and effective policies which a re determined by administration". Hall (1979) also see management as "getting things done through other people so as to include top management as well as the lower strata of management". The activity aspects of these definitions is further

revealed by Brech (1963) when he stressed the following responsibilities as assignment that must be carried out in management process.

i. Judgment and decision in determining plans and in using data to control performance and progress against plan, and

ii. The guidance, integration, motivation and supervision of the personnel comprising the enterprise, and carrying out its operation.

Bamisaiye et al (1998), argue that "in an organization that has been designed to achieve some specific goals and objectives, there must be someone, often referred to as the manager, whose resposibillity it is to see to the achievement of those goals and objectives". In a large organization consisting of a number of sub-units, the manager of the sub-units is normally responsible to the overall manager for the achievement of these goals and objectives that has been assigned to their respective units. A manager at every level of an organization is responsible for planning the ways to achieving the organization's or unit's objectives; disbursing these resources as efficiently as possible, coordinating and controlling the activities of men under him in order to ensure that the objectives are achieved. The belief is that "the functions of manager are basically the same in any modern organization".

Management has been seen by some people as an art for which no special knowledge or professional training is required. According to this school of thought, good managers (in this case, the community) are born with the natural ability to work with people and achieve success. They have the necessary qualities to become managers by mastering any special techniques, theories or principles of management. On the other hand, some other school of thought did not see it as an art but as a science requiring the application of the relevant principles theories and techniques of management to solve management or organizational problems. People who hold this viewpoint see the need for prospective managers (in this case, the community) to undergo some professional training in management in order to master these principles, theories and techniques of management. They believe that with adequate training, prospective managers

(the community) will be able to know under what situations to apply particular principles and techniques in order to achieve the desired result.

2.6 Educational Management

Like management in general, education management was regarded as an art, which could be intuitively [practiced without formal study and training]. The basic assumption was that an educational institution could be effectively and successfully managed by a manager who did not receive formal professional training. It was assumed that successful administrators or managers are those with relevant traits and demonstrable courage, fortitude, tenacity of purpose and charisma. However today, educational management has emerged as a growing profession and discipline. Scholars in the field are concerned with the development and refinement of theories that can explain and possibly predict human behaviour in educational organization. Practitioners are concerned with the process of systematically acquiring, developing and utilizing human, material and other resources for achieving educational goals and objectives. Along this line, Bamisaiye; et al (1998) see educational management as".

> *"a science at how to get along with people and how to manage people and other resources in private and public schools to achieve the objective and goals of the institutions".*

If management is seen as a science, then practitioners need to be trained properly. Lack of this training may account for the "why" individual or community could not participate actively in school management. However, the current trend is to adopt a system/approach in the study of schools and other educational organization by taking into account the interactions and interrelationships between schools or educational organizations and their external environment. The educational manager has realized that the school as an organization cannot survive the isolation from the community, which it is supposed to serve. Emphasis is being placed

nowadays on the establishment and maintenance of healthy relationships between schools and community in which the school is situated.

2.7 Role of Community in Primary School Management

Different schools of thought in an attempt to buttress their argument on the need for community participation in primary school management identified some ways and area where the community could come to lend support to the smooth running of educational project in their community. A training manual for selected school teachers in Niger State (1993) in collaboration with UNICEF Zonal Officer, Kaduna identified the following areas as pertinent for community support, "funding, provision of infrastructure, input to the conclusion, endowment and scholarships, and provision of conducive atmosphere". Goje (1998) also identified "building of schools and renovation, purchase of text/ exercise books, planting of trees, supervision, and discipline" as some of the ways community could participate in school management.

Baikie (2000) on his own suggested the areas of "curriculum enforcement of academic participation by the children and moral conduct, policy making, stressing the importance of education and help in propagating its value, visitation to schools to ensure teachers are at work, offering of assistance of discipline in the school; as other parts the community could assist in the management of the schools. These areas are most talked of by most scholars who have had reasons to assess areas of interest for community participation in school management. The intriguing question, is, if the community in Kaduna State are actually performing these functions, and if not, why? This question is borne out of Baikie (2000) concern who says:

> *"The communities in the North are nonchalant about being involved in educational endeavours. Community interest in public schools is not what it ought to be. The business of education should not be left in the hands of government exclusively. The community must be involved in a manner which will help the schools to enhance the quality of work in the school* both in terms of the academic work and the moral upbringing of the student".

Having identified some areas where the community could lend supportive hand in school management, it is important to stress a little on some of these areas.

2.7.1(A) Funding

Inadequate funding is one of the major problems confronting primary education today. The local government depends on Federal and State government's subventions for the management of the primary schools in addition to their other responsibilities. This is not only inadequate but is further worsened by mismanagement. While efforts are made to check the latter communities could contribute to an increase in the level of funding through:

(a) Prompt payment of dues, taxes and levies e.g. development levies education levies. These are usually cloned to the local government authority.

(b) Special levies, donations by individual or groups

(c) Organizing fund raising activities

(d) Income from cooperative ventures e.g. Community Banks.

2.7.2(B) Provisions of Infrastructure

Apart from funds, local communities or individual could also assist primary schools by providing basic infrastructures and amenities like free land for building or expanding existing schools; constructing or renovating classrooms, toilets, libraries, clinics, boreholes, access roads, teachers' quarters etc.

2.7.3 (C) Input to Curriculum

Communities, when sufficiently mobilized and organized could provide useful inputs in the curriculum of the primary school either as extra curricular learning as part of the regular curriculum. For example, riverine communities may need fishing and its associated values

included in the curriculum much as nomadic community may require the curriculum to feature activities associated with cattle rearing. This brings the school closer to the community

2.7.4 (D) Endowment and Scholarship

Communities could provide scholarship to brilliant pupils as a form of encouragement to others but more importantly to the less privileged by the elites in those communities

2.7.5(E) Conducive Atmosphere

A positive attitude towards education among members of the community is the first step in the success of primary schools in any community. It makes it possible for;

(i) a good enrolment and low dropout rate to be maintained

(ii) the maintenance of proper discipline in the school

(iii) the teachers to do their work without hindrance and distractions

The community should be supportive rather than being hostile or indifferent to primary education in their community. Communities could also assist primary education through the exertion of political pressure on the government as organized community is able to draw government attention to its needs

2.8Community Participation in the Management of Primary School in Kaduna State

Many authors have provided information on the historical development of education in Nigeria. Prominent among hem is Fafunwa (1974) who pointed out that the way the colonial government administered education is a testimony of their intention not to develop Nigeria. This is because the first government school was established in 1899 in Lagos. Even though the first missionary school stated in 1842. By 1966, however, the number of government schools had risen (Fafunwa 1974). The concentration of the colonial government during this period was

no primary schools and no interest was shown on the establishment of post-primary institutions. The reason behind this was that education was mainly the responsibility of the missionaries whose primary aim was to evangelized and train interpreters who would interpret the Bible into local language Fafunwa 1974. The intervention of the colonial government was to facilitate their trading and colonialization activities and not training professional for the country.

In the Northern region of Nigeria then (with present Kaduna State inclusive) an estimate of 22,000 Qur'anic schools have been established. The school according to Fafunwa (1974) was not wholly successful because the missions were bent on converting the Mallams to Christianity. There was a lot of disparity I the mode of establishment of primary schools and existing number of primary schools in the Northern and Southern Nigeria .This o course affected pupils enrolment in the two region, and gap up to date has not been bridged. For instance Seanlon [1966] gave a true picture of the whole situation of educational development in the two former regions of he Northern and Southern part of Nigeria. Sealon (1996) stated that, between 1954 and 1955 the Western region raised primary enrolment 457,000 to 811,000 or from 35% to 61% of the 5-14 age group, the Easter region between 1956 and 1957 raised pupils enrolment from development 775,000 to 1,209.000.

The Northern region according to Fafunwa 1974 the number of children enrolled into the primary school was 205,769 in 1957. The introduction of secular primary education provincial basis for the Northern region by the government starts in 1958. Jido (1999). In Kaduna State the government opened more primary and post primary schools that by 195 we already had about 620 primary with an enrollment of 126,000 pupils. Today, there are no fewer than 2842 primary schools in Kaduna State with a total enrollment of 1,426,000 (Kaduna State Primary Education Board PRS Department).

The administration and organization of primary education system was dual responsibility of the colonial government and the mission. In fact, Fafunwa (1974) mentioned

that, the Northern State then, the control of education was on dual basis between the state government, and voluntary agencies, the appointment of teachers and head teachers done by these agencies to take care of the day to day running of the primary schools while the agencies played a supervisory role, Fafunwa (1974) stated that even though mission owned more than 805 of the primary schools in the North, the state ministries of education were responsible for more than 90% of the recurrent and capital expenditure of each school, mission schools included.

The head teacher during the colonial era was also a classroom teacher and a community Fafunwa (1974). He therefore thought and enlightened the community on the significance of western education. He also encourages parents to send their children to school and also to participate in no small way towards management of primary schools. This participation was seen in the building of classrooms in the accommodation of primary schools. Teachers and even in the provision of food for the teachers and head teacher, According to Aliyu [2006,] in most of the Northern States including Kaduna State today. A commission was set up in 1961 to review its educational system. It was the commission who recommend the establishment of the local education authority. This body took charge of the administration of primary schools with the inspectorate division, serving as the control units of the system (Fafunwa 1974) and Ozigi 1977). An education law establishment of the partnership between the government and the voluntary agencies towards making primary system of the education a public venture was established in 1962 Fafunwa (1974). The management of primary schools was vested in the voluntary agencies until in the 1970s when the various state governments took over the management and organization of both primary and secondary schools. To consolidate the take over of all voluntary agent schools, the Local Government Education Authority (LGEA) was therefore mandated to carry out the following functions:

1) the appointment, posting, transfer, promotion and discipline of teaching and non teaching staff on grade level 01-6 in its area of jurisdiction.

2) The day administration of the primary schools in its jurisdiction

3) Making recommendation to the management board on promotion and discipline of teaching and non-teaching staff on grad level 07 and above in its area of jurisdiction.

4) Collection of approved dues

5) Payment of salaries, allowances and other benefits to all teaching and non- teaching staff in area of jurisdiction

6) Submission of annual estimate, annual account and monthly returns to the management board.

7) Acquisition and distribution of material and equipment to all primary schools in its area of jurisdiction as may be delegated by the board.

8) Undertaking capital projects and general maintenance of primary school building and infrastructure as may be delegated by the Board

9) Stimulating promoting and encouraging communal participation in the running of primary schools and its area of jurisdiction

10) Taking all reasonable steps to ensure full enrollment and attendance in all primary schools in its area of jurisdiction

11) Payment for any land acquired for educational developments in its area of jurisdiction

12) Supervising all districts Education Committee in its area of jurisdiction

13) Providing regular feedback on people's reaction to government education measure in its area of jurisdiction

14) Ensuring that annual reports are rendered t the management board on all activities of the authority during the proceeding year especially on teaching and non teaching staff in its area of jurisdiction.

15) Performing such other functions as may be delegated to it by the management board

One could deduce from the functions of the LGEA that there is the need for the school to work very closely with in order to ensure smooth instructional procedures in the school. It is clearly stated too in item number 9 above the role of the LGEA in stimulating and promoting communal participation in the management of primary school in its area of jurisdiction.

2.9 Reasons for community participation in education

Not so very long, it was the accepted philosophy and practice, by both parents and he schools that children should be virtually handed over to he school where they would be educated by school-masters who were almost in a position of unchanged authority, and were free to prescribe not only academic patters and courses, but dress, conduct and even social attitudes, standards and values, /Research has also clearly demonstrated a Barry et al (1972) puts it, that

> *The influences of home and environment/ community play a crucial and often a predominant role in a child's education, and the extent that the child is seen by the school, not only as a pupil, but as a member of a family, a peer group, and of a community, including the community of the school".*

It is a fact that the threads, which make up the fabric of a child's experience of learning and growing, are very closely interlinked and cannot be easily disentangled. So it is important that for the sake of the child, a school should be sensitively aware of, and involved with the world outside its wall. This is the community where it operates.

In the relationship between schools and the community or parents, the basic am must be to achieve genuine two-way communication. There is first an obligation upon the school to explain to the people its aims, philosophy and methods, and to seek their advice when major changes of policy or practice are under discussion. Secondly, the school must use its best endeavors to stimulate and encourage parental response and initiatives in order to establish a

genuine working partnership. This will involve the deliberate encouragement of parental assessment, particularly of their own children's work and progress but also. More widely of the schools, success and failures. By doing so , the school which is at the centre of an intricate web of family and community relationships, can become the main agent in the synthesis of all the influences which bear upon the children, But such a process depends upon genuine involvement, and will not b achieved by superficial lip services t the idea of participation, This process of involvement should begin with consultation about the establishment of aims and objectives of he school in order to attain effective parental identification with the school's philosophy and policies

Barry et al (1972) identified four categories of parents in a community whose ideas and value greatly influence community's attitudinal participation in school management. The first group consists of those parents, who are deeply concerned for their children welfare and progress, and who are also sufficiently poised and articulate to join in a dialogue with the school and to take part in its corporate activities. With this group, relationship between the two may be straightforward. In the second group are those parents who are less actively concerned for their children's development, and are content to leave major decision concerning their children to the school or the children themselves.

The third group contains parents who are despite their deep and genuine concern are prepared to leave decision to the school, either through intellectual and professional discipline, or because they are traditionally molded into believing that the school knows best or because they are actually of their own lack of knowledge and understanding of educational jargon, and are not only inarticulate but are genuinely scared of headmasters, /the fourth group of parents are themselves anti- establishment, and visit the school only to ventilate and support their children's complain. Each of the above groups have its own characteristics and influence on the community where the school is located. The population of any of the groups will determine the attitude of such community to school participation. Whichever way we look at it, Edward

(1953) identified fostering of community values; enhancement of community economy, as some of the reasons why community should participate in education .

2.9.1 Fostering community values in the pupils

The norms and values of he community could be said to be synonymous to its culture. Every society hold in high esteem, its cultural values and therefore guide it jealously from extinction, one of the best ways a culture of norms could be preserved is through education. The federal government is also aware of this when it prescribes in Section 3 (12) of its policy on education that "the study of norms and values of the local community…" be included in curricular activities of the primary schools. The inclusion of such norms and values in the curriculum will be possible if the community develop interest in what the school does through their active participation. Some communities have, due to their own understanding of he relationship that should exist between school and the host community gone ahead to even establish community school. This is what Michael, (1974) terms "breaking the barriers between school and the community around it". He further opined that:

> *"the community school also require community control through its managing or governing body. The community school does not consist of just letting the community into the school. But it is equally concerned with making the education of the children relevant to the community*

The children's education must be relevant not only to their experience, and thereby engage their interest, but also to the life they will lead. To achieve this Erick Midwinter, in Michael, I. (1974) suggested four ground rules for a community curriculum.

a) It should be social rather than academic with reality-based theme.

b) It should have a basis in the locality in centering on study of the immediate environment.

c) It should concentrate on skills rather than information

d) It should evolve a recognized curriculum which should be reformative and that it children should be forewarned and forearmed for the struggle ahead.

2.9.2 Enhanced community economy

The issue of education and the community has been one that created a lot of interest to observers. It has often been observed that community that has an educational institution located in it enjoys rapid economic growth. The institution usually attracts people of different race, background and needs. These needs are to be met by those who are conscious of them and ever ready to exploit these opportunities. By the attraction the flow of currencies in such community is enhanced and the standard of living of its people is improved.

Furthermore, community participation in education helps in self- sufficiency. They can rely more on themselves for the satisfaction of their economic needs than on government. Totten, (1970) once said that "community education gives people the opportunity to help themselves". This is possible, as the community not only participate in education by sending their wards or financing he school. But also offering them to be educated. He further identified "the reshaping of life of unskilled people, reduction of poverty: and development of cottage industries" as some of the benefits a people could enjoy when they participate in the education programme of their community

2.9.3 Government's inability to solely finance education

The deplorable state of most schools in the country today is a testimony of government inability to handle education matters in Nigeria. So many research works have been carried out revealing the state of hopelessness these schools are. Government on its part has continually been allocating a lot of fund into the educational sector on yearly basis with little to show for it . The task of financing education is no doubt a hug one, especially in the face of competing

demand from other sectors of the economy, but ignorance could be more expensive. The fact still remains that education supplies the needed tool which makes all other sectors functional. This tool is manpower. It takes an educated individual to be a Lawyer, a Doctor, and Engineer, a Pilot, Banker, Businessman, or even to be in government. The Federal Government in its National policy on education admitted that; "Education is an expensive social service and requires adequate financial provision from all tiers of government for a successful implementation of the educational programme [section 12 (105)] In Section 12 (106) it further stated that:Government's ultimate objective is to make education free at all levels. The financing of education is a joint responsibility of the federal, state and local government. In this connection, government. Welcomes and encourage the participation of local communities' individual and other organization."

The above statement is a clear declaration of government inability to solely fiancé education and has therefore e solicited the support of the community to join hands with it

This report in Journal for Adult Education and Development, [1993] also stated that in response to the solicitation of funds for the projects the following assistance was granted.

a.	The German Adult Education Association	$520.000.00
b.	Municipal Administration	$410,000.00
c.	Contribution from the Community	$4,992,000.00

a cursory look at the above donors well show that the benefiting community contributed more towards government effort to get them educated. The report also stated that;

> *"The project and particularly its tasks, were executed in a process at mutual help marked by solidarity and community spirit towards the work that was being developed"*

If education is to take its rightful place in our body polity, individuals and community participation should not only be stressed but should also be put to practice in Niger ia in general and Kaduna State in particular

2.10. School community relation in the management of primary school

According to Jaja (1999) community relations to the school was realized when there was the need for the community to be better informed about the affairs of the schools in their communities. Ozigi (1977) opines that establishment, development and maintenance of cordial relationship between the school and the community is imperative to facilitating communication. Adesina and Ogunsanya (1984) stress the need for good public relation between the school, parents and the community. This enhances smoother participation of the community in the management of the school. In the same vein, Adesina and Fagbamiye (1988) posit that, parental involvement in management of schools should entail discussion of individual pupils, problem at individual level with parents. It also involves heads of schools getting communities to participate in its activities and vice verse. Dada (1971: 174) stress the same view when he asset: "the development of understanding must come through the community". Participation in the school's affairs and a sincere meaningful linkage of school and community". This implies encouraging the school to use available resources of the community to enrich the school curriculum.

To achieve this, Knezevich (1957) assets that the purpose of community/school relations is to amongst others.

a) inform the public about the schools an establish confidence in the school

b) rally support for proper maintenance of educational facilities and develop awareness on the importance of education.

c) Improve partnership by uniting parents and teachers to meet the educational needs of children as well as integrating the home, school and community to improve educational career opportunities for all children and;

d) Proper evaluation of what the school offers with respect to the actual needs of the children of that community with a view to correcting misgivings on the aims and

objectives of the school: Expectation from the school therefore is to provide leadership role in the school/community relations through adequate information dissemination to all the stakeholders. In a similar view, Awosu (1978) maintains that school's role in the community is to help transmit the culture of the society from one generation to another and improve the culture by turning enlightened children. The school therefore acts as a moderator. In further of Awosu's view, Nwagu (1980: 120) asserts that the community can be a school's greatest friend and friendly critic or its greatest adversary. It is the first to inform the head teacher when the boys or girls fall below expectation, and when they cases of indiscipline as well as commend them when they behave well. Trailing along the same thought, Adeniyi (1981:50) emphasizes the leadership role of the head teacher in the community when he opines.

> "…More than ever before, the community are playing greater role in the life of a school. For one thing, most schools are newly sponsored by communities and for a principal to succeed, he has to involve the community in the administration of his school".

Musaazi (1982) observes rightly that; some of the criticism faced by the two groups centre around the failure of most African education policies to focus on community needs. This is based on the fact that most products of the school system are unfit to live in their own communities and failure of school teachers to organize productive community based participatory activities. Furthermore, teacher's outright rejection of contributions by community members has often heightened the guilt rather than encouraging team work. To correct this anomaly, Musaazi (1980:249) opines. Relating some of the schools subjects to community problems and drawing upon the community examples for teaching and demonstration and organizing concerts which involve the community. Batton (1959) on the other hand argues that the school should be rally point for public entertainment, lectures, extension, courses and visiting experts. He upholds the service of school and teachers to the community as continuous without leisure at the close of day's lectures. It is important to note

that a good teachers creates a vital link between the host community and the school through sustained activities such as adult education classes, public enlightenment lectures and personal interaction with individual in the community.

2.11 Comparative Situation of Community Participation in the Management of School in other Countries

For all countries that have gone through the colonial experience, the phenomenon has been more or less the same. With the missionary penetration followed by colonialist education and inculcation of Western civilization become the inevitable sequels. For all its several evils, colonialism has helped non-European countries to be moved out into the path to economics, social and political development. For all these education remains the primary weapon. Mindful of shared, colonial past, this segment will examine community participation in the management of primary schools in such African countries as Uganda, Kenya and Tanzania all in East Africa.

2.11.1 UGANDA

The Ugandan Education commission of 1963 (castle report 1963) laid down the general goals of education. The report of the commission included among other things the objective, structure, administrative procedure and financing of Education. Primary education in Uganda according to Musaazi (1986) has never been considered as terminal, as an education in itself. Accordingly, community participation in the management of this level of education is basically associated with the general axis and objectives which includes;

(i) Including high standard if individual and co-operate conduct and a sense of personal responsibility.

(ii) Fitting the children for earning a livelihood.

(iii) Establishing permanent literacy

(iv) Preparing children for living in their local and National community.

(v) To develop in their desire to serve both enabling children towards developing manual skills and developing the initiative confidence and resourcefulness.

This community does not only by interest show in various school activities but also their involvement and participation in all the school activity including payment of levy and sundry support.

2.11.2 KENYA

Education of the western type was introduced into Kenya by missionaries but there again; traditional education had played a vital role in African lives before the arrival of western education. According to Bernnet 1963) in Musaazi (1986) Traditional Education prepared the young for Adulthood. If emphasize socio responsibility. Job orientation, political participation and spiritual and moral values. With the coming of western oriented Christian education in Kenya, the Africans were faced with problems many of which remained uninvolved even today, neither the missionary nor the colonial administration made any real attempt to link African education to real African problems and the African cultural heritage. This according to Musaazi brings about apathy on the nature of citizenry which affected the nature and extent of community participation in the management of primary schools in Kenya. It is only of recent particularly after independence that Kenya parents stated participating in the management of primary education. This they did by creating an advisory body which led to the rapid expansion of schools in Kenya community participation in the management of primary schools in Kenya community participation in the management of primary in Kenya premises on the belief that primary education is a lever for economic advancement and at the same time needed for National integration. The community believed that, the basic tools to prepare the individual for a modernizing role can be impacting in the primary school curriculum and this formed the bedrock of community participation in the management of primary schools in Kenya.

2.11.3 TANZANIA

Colonial rule first under the Germans and then under the British lasted on the main line for 75 years. The first 20 years of German rule, according to Musaazi (1986) were largely concerned with the consolidation of their position and the so called participation of the country. Their rule lasted from 1887-1917. It was a direct rule. The British who ruled after the collapse of Germany had a colonial power did so between 1919-1961. So in Tanzania as else where in Africa, the missionaries who brought in education were a multi-denominational. They saw education as the inevitable concomitant of Christian proselytisation. The first missionary schools were therefore, both Baptism centres and Theological colleges.

According to Hall (1975) the 1961 education ordinance; which actually became operational in 1962 called for several changes in the system of education in Tanzania. It abolished the tripartite system of education and integrated all primary schools. This meant that, it was unlawful in Tanzania to prevent a child from being admitted to any primary school whether African, Asia or European on racial consideration. This development, signal the beginning of community participation on the management of primary schools in Tanzania. According to Musaazi (1986) community participation are in three areas, these are: financial, advisory and cooperation. The type of cooperation of the community is seen in the quality of advice given to the leadership of primary education in Tanzania and largely supported by financial contribution.

2.12 Expected and observed roles of Stake-Holders

This operates at two level statutory (expected) and actual (observed). Statutory groups comprise community members, Ministry of Education SPEB, Teachers and head teachers. The play a role of effective management of primary schools. Specific role expected of SPEB and Ministry of Education is to among others make primary education free and universal as entrenched in the National Policy on Education 1999 and the UPE programme of 1976.

It is also expected to prescribe primary school curricular viz (see p.6-7 item i-xiii)

i) The inculcation of literacy and numeracy which will be done through establishment of library services teachers will be given intensive training to enable them manage and organized the school libraries

ii) The study of science, by providing available materials and manpower for the teaching of science

iii) The study of social norms and values of the local community and the country as a whole through civic and social studies

iv) Teaching of physical health education to incorporate a health programme for the universal free education

v) Moral and religious education will be taught. Teachers will be provided through Ministry of Education

vi) Creative and Musical activities will be taught by organized staff.

vii) Counseling services will be carried out.

viii) Audio visual aids these will be provision of funds for he purchase of the audio visual aids

ix) Agriculture – facilities will be available

x) Establishment of Koranic and Islamiya schools with necessary adjustment in the curricula.

xi) Parent will be encouraged Ministry of Education and Local government Area (LGA) in conjunction with Ministry of Community Development and Social welfare to send their daughters to school.

xii) The voluntary Agencies, community and private individuals will be welcome in their contribution in the establishment and management of primary schools.

xiii) Government will do everything possible to discourage e the incidence of drop out at he primary school level of education

2.12.1 Expected roles of Members of Community

Community members also have a crucial role to play in this regard. According to Gojeh (1998), the community should assume the under listed roles:

Building / renovation of schools, discipline and supervision of teaching and learning, fund raising, assist in formulating school routine, mediate between school and government, tree planting and schools, and provision of textbooks/curriculum development. Baikie (2000) thinks community role should include: involving community leaders in policy matters, ensure children of such leaders attend school regularly and such leaders be given specific function during school speech and prize giving ceremonies

J.S. Farrant (1980) believes community should recruit its teachers and be involved in teaching subjects like Music, craft, history and government.

2.12.2 Expected role of Teachers/Head Teachers

For effective execution of his function, the head teach/teachers is expected to familiarize himself with the language policy in education, policy statement on promotion, education services as contained in education laws and matters on code of conduct for pupils and teachers curriculum development (Lodiaga, Waithaka, Satima, Masiga et al in Aliyu 2006). High moral discipline is the expected role of he teacher through assisting the child to realize himself and enabling him relate with other in a cordial atmosphere, promoting effective citizenship, socio-political awakening via civic responsibilities and creating scientific and technological awareness (Adaralagbe 1969).

Musaazi (1982) and Aliyu (2006) describe the role of the head teacher a supervisory through delegation of authority to subordinate, preparation of annual budget, coordinating PTA. Maintaining high level of discipline, handling pupils welfare programme and personal initiative. Their observed (actual) role s would include among others: maintenance of discipline

among teachers and pupils, organize education trips, PTA meetings and creation of scientific and technological awareness, (J.S. Farrant, 1980). According to Bajo (1983) the teachers and head teachers are servant of he community whose duties are the most sacred that a citizen can be called upon to discharge.

2.12.3 Observed roles of SPEB/ Ministry Officials

The ministry of Education in role among others include: building more schools, recruiting teachers in specialized fields (agric, music, PHE, computer science and creative art), free education at primary level, guidance and counseling services, encouraging parents to send female children to school and host of other.

2.12.4 Observed (Actual Role of Members of Community

Gojeh (1996) state clearly these roles to encompass, enrolling their children in schools execution of important projects such as classroom renovation, repair of school furniture, toilet facilities, provision of educational materials and fencing of school walls, donation of land for school building, Bibles, Qur'an and mats, prompt payment o school levies and employing security guards. These among others have contributed to efficient management of school.

2.13 Barriers to Community participation in Primary School Management

Until recently, most schools in Africa tended to isolate themselves from the community with the result that schools and community proceeded along separate course of development with rarely any point of contact apart from the pupils. The unfortunate consequence of this was that the children became increasingly alienated from their communities and ill prepared for playing any useful roles in them.

Today, the pendulum is swinging back and schools are now seen as instruments of development for the community, both local and national, and as centers for he education and training of members of the community. These concepts provide schools with two objectives:

1) to incorporate the community in the curriculum in such a way that children learn about heir community from members of he community.
2) to open their doors to the community in such a way that the schools become local centers for the cultural and educational activities of the community.

In Kaduna state in particular, and Northern part of Nigeria in general however, this unique linkage between he schools and he community is still far from being achieved. This aspect of this study is aimed at examining the barriers to this harmonious working relationship. Barriers have always been a hindrance to progress. Hornby (2000) defined barrier as "wall, rail, or fence that prevents, hinders of controls progress or movement". With this clarification, it is good to approach this hindrance with calculated effort geared towards summonting them.

In education management, diversities of barrier abound making it almost impossible to achieve intended goals in the delivery of education package, and by implication, making it difficult to achieve both national, state and community educational objectives. The idea of community participation in education management in itself is one geared towards making education easily accessible to the citizen, making children learn about he community from members themselves; and making the school a cultural and educational centers of activities of the community; but we see barriers obstructing these noble objectives. Baike (2000) in an attempt to identify why communities are not performing some of their functions in relations to school management, identified "government isolation of the community, non-challant attitude of the community themselves, and present structure of school Administration" as some of the factors militating against community participation in school management. Earlier,

king (1976) had maintained that "although Nigeria educators are trying their best, most of the innovation has been merely to substitute local of African materials without significantly changing the structure of the curriculum as a whole". He therefore suggested that

> "a truly community- oriented curriculum implies a change over one which is structured around the various disciplines of knowledge to one based upon an analysis of community learning needs, and this may imply the use of short module of instruction based upon practical activities".

Moreover, King (1976) believed that another barrier could be seen in the area of "introduction of modern methodologies into our curriculum development", which now see us moving away from rote learning which the community is already familiar with, to activity and discovery and child-centred method. He therefore suggested that:

> "for our schools to be meaningful to the community, and to improve the curriculum, direct involvement of the community resources personnel such as craftsmen, historians and technicians will be of immense advantage".

Thompson (1983) also suggested that devolution of responsibilities as it was earlier practiced during the colonial period between the government and the community so as to overcome the barriers hindering community participation in the management of educational programme. The above suggestion may be considered for the areas studied by these scholars, it would be however important to exercise restraints in applying them in the study because the researcher is interested in Kaduna State. Recommendations and suggestions will be better left until the research is concluded.

Summary

In this chapter, some literatures were reviewed to establish a theoretical framework for the study. The study reviewed the philosophy of Nigerian education as its relate to community participation in education, the concept of community participation, educational management,

community participation in the management of primary education in Kaduna state reasons for community participation in education as fostering community values enhanced community economy, and government inability to solely finance education. The literature also reviewed school community relation in the management of primary education, comparative situation of community participation in other countries like Uganda, Kenya and Tanzania. The role of community in primary school management was also reviewed in terms of funding, provision of infrastructure, input in curriculum, endowment and scholarship. Lastly the chapter also identify some factors militating against community participation in the management of primary education as, government isolation of the community, non challant attitudes of the community themselves , present structure of the school administration, introduction of modern methodologies in our curriculum development, which now see us moving away from rote learning which the community is already familiar with.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the general approach adopted in executing the study. The method, the design the geographical location covered by the study and the population are specified in this chapter. Also the sample and sampling procedure that is, that portion of population from where the data is been collected is defined, instrument for data collection validation of instrument, administration of instrument and the method of data analysis are also explained.

3.1 Research Method

The research is a survey study. The study is assessment of community participation in the management of primary education.

”A survey research is a study in which a group of people or item is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group” (Nworgu, 1991).

3.2 The research Design

An ex-post factor design, which examines the relationship between two or more variables, but not casual relationship, is adopted for use in this study. According to Shavelson (1981) “a design is ex-post factor designs because when the research comes on the scene, nature has already implemented a treatment, either through differences in environments in which subjects find themselves through differences in inheritance or through some combinations of these two factors. In the present study the researcher is at the scene of the research only after community has been participating in the management of primary school only for the researcher to assess the level of participation based on community awareness in the

management of primary education. it is against this background, therefore, that the ex-post factor design is chosen for this study to assess community participation in the management of primary school education in Kaduna state.

3.3 Population

This is the aggregate of elements from which a sample is actually selected. In other words, a population is the limits within which the research findings are applicable; it is defined in such a way that the results of the investigation are generalized into it. The population of this study is all the primary schools in Kaduna state, as well as officials of state primary Education Board (SPEB) and Ministry of Education. Inclusive in the population are all the parents of he pupils in the primary schools. These parents are representative of the communities where the primary schools are located. A breakdown of the primary schools in each of he twenty-three local government areas of Kaduna State, which constitute the target population is shown in table 3.1

Table 3.1 Distribution of primary Schools according to Local Government are

S/No	LGEA	Number of schools			Total number of schools
		Full fledge	Annex	UBE	Schools
1	B/Gwari	135	2	47	184
2	Chikun	82	33	92	207
3	Giwa	103	7	21	131
4	Igabi	97	2	0	99
5	Ikara	80	0	17	97
6	Jaba	59	0	21	80
7	Jema'a	98	3	42	143
8	Kachia	146	0	28	174
9	Kad. North	40	0	1	41
10	Kad. South	29	0	1	30
11	Kagarko	125	12	15	152

12	Kajuru	103	0	10	113
13	Kaura	69	0	0	69
14	Kauru	72	39	74	185
15	Kubau	87	1	71	159
16	Kudan	40	0	18	58
17	Lere	126	57	19	202
18	Makarfi	46	8	39	93
19	S/Gari	42	2	2	46
20	Sanga	98	0	32	130
21	Soba	117	3	17	137
22	Z/kataf	174	7	30	211
23	Zaria	83	0	18	101
	Total	2051	176	615	2842

* *Source: Kaduna State Primary Education Board 2005 Data Collection.*

3.4 Sample

A sample is that portion of a population, which is studied closely in order to gain some knowledge and make generalization about the population it represents. A sample is drawn through a definite procedure from specified population as its use to minimize cost and saves time (Nworgu 1991). A sample technique is therefore a plan specifying how elements will be drawn from the population.

to obtain the sample for this study, the researcher adopted the following techniques was for the selection of the subjects. From the population of the primary schools in Kaduna state numbering two thousand, eight hundred and forty two (2842) obtained in the twenty three (23) local government areas that make up Kaduna State. The research concentrated on twelve Local Government Areas that representing about (50%) of local government areas in the state (see appendix 1). Purposive sampling method used. The idea behind this is to give a fair

representation of the all primary schools in all the local government areas from the West, East, North, South and Central part of the state. This procedure is being chosen so as to enable members of the population have equal probability of being included in the study sample. Out of the two thousand, eight hundred and forty two *2842) primary Schools in Kaduna state and using a purposive sampling techniques as earlier indicated, the head teachers and two other teachers were selected randomly from the five primary schools from each of the twelve local government Areas selected. Thus ,one hundred and eighty (180) head teachers/ teachers were selected, with a corresponding number of parents who randomly selected to represent each community giving another one hundred and eighty (180) subjects. Thus, the three hundred and sixty (360) so selected were added to the fifty (50) management staff of the State Primary Education Board; Ministry of Education. All together four hundred and ten (410) subjects randomly selected as specified were serve as sample.

3.5 Instrument for Data Collection

The basic instrument used in this research work is questionnaire.

The questionnaire (see appendix A.)

The questionnaires were used to obtain information on a number of issues. It could provide information for assessing certain situation such as management of primary education. In the present study three sets of questionnaires were being developed . The questionnaires are being divided into three sections:

i. questionnaire for the members of the community

ii. questionnaire for the teachers/head teachers

iii. questionnaire for SPEB/Ministry officials

SECTION I questions on demography

SECTION II is on roles of community participation in the management of primary school

SECTION III is open ended questions where the respondents will supply the answers in the space provided.

In the questionnaire the Likert five (5) point scale format was used in part 11. The items being weighted (3) for Active participation (2) for participation . (1) for non Participation. The response option indicated that a higher value indicate more positive response than a lower value. A person who agrees with active participations statement for instance has more positive attitude than someone who responded with non-participation.

Open –ended questions were also asked where respondents answered questions from the space provided in the questionnaire. The last two questions in the questionnaire require the respondent to supply the answers in the space provided, so that the research may likely get some information which may not have been thought of and which may sharpen the researcher's understanding of the issue under study.

3.6 Validation of Research Instrument

To ensure that, the research instrument measure what it intended to measure, the items on the questionnaire were pilot tested, after the researcher's supervisor has studied the instrument and his suggestions comments and corrections, incorporated . Also, the instrument was subjected to face validity by giving it to a statistician who made very useful corrections on the instrument.

3.7 Reliability

The data of the pilot study were collated and subjected to the split-half Gutman option of reliability test. The split-half Gutman reliability test is a method used to measure the consistency with which an instrument measures what ever it measures. This method gave a reliability coefficient of 0.72, suggesting a reasonable measure of reliability

3.8 Administration of Research Instrument

After the preparation of research instrument, the researcher collect letter of introduction to the State Primary Education Board and Ministry of Education. This is to seek permission of the Board and Ministry to use its management staff as well as the selected primary schools for the purpose of the study. The researcher, with the assistance of four (4) research assistants administer the instrument on the subjects of the study.

3.9 Data Analysis

Data collected from the respondents were subjected statistical analysis using frequency and percentage to answer the research questions. A one-way Analysis of Variance Statistics known as ANOVA was used, to test the hypothesis raised in this study, and the result shows significant difference between and within groups. After the ANOVA, and a cross tabulation of stake holders' level of participation was done, the result shows the calculated Chi-Square of 62% which confirm the significant difference between stake holders in their participation.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and interpretation of data collected for this study on the assessment of community participation in the management of primary school in Kaduna state. It is broadly divided into three sections. The first sections interprets the personal information of the three categories of stakeholders involves, that is members of the community, teachers and head teachers, then, officials of the ministry of Education (MOE) and State Primary Education Board (SPEB).

The results are tabulated using frequency and percentage (%) while descriptive method is used to describe the data collected from the respondents. Tables were drawn to show the demographic information of respondents. Also results from section B and C as responded to be the respondents are usually tabulated on table 4.2 to table 4.10.

The second section presents hypotheses testing using appropriate statistical techniques.

Finally, the third section focuses on the discussion of the findings and summary of findings.

4.2 Presentation of Data

A sample of two hundred and fifty (250) each of the community members and teachers and head teachers respectively, and also sixty (60) of official of State Primary Education Board (SPEB) and Ministry of Education (MOE) were involved in this study. This implies that, a total number of five hundred and sixty questionnaires were administered out of this number only a total of four hundred and ten (410) respondents, making total percentages of (73.21%) returned their questionnaires. The result shows one hundred and eighty each of the members of the community and teachers and head teachers making a total of three hundred and sixty (360) respondents making a total percentage of 75.0%, while fifty of the sixty (60) of the official of

state primary Education Board and Ministry of Education selected from the primary schools in the twenty three (23) local government Area (LGA) of Kaduna State were involved and used for this study. Table 4.1.1 gives the details of the demographic response of the respondents

Table 4.1.1 **Assessment on Community Participation in the Management of Primary School in Kaduna State**

Demographic characteristics of respondents	Categories respondents (value)	Name or type of respondent	Frequency or respondent rate	Percentage (%)
Status	Members of the community	- old pupils Asso/ Civil servant - NGO/ farmers - Traditional/ Ralig. Leaders - PTA/ business men - private donors/ politicians	 34 52 10 65 19	 18.9 28.9 5.6 36.1 10.5
		Total	180	100
	Teacher/Head teacher	- Class Teacher - Assistance head teachers - Head teacher	160 5 15	93.3 1.7 5.0
		Total	180	100.0
	TSPEB/Ministry of Education officials	- Ministry of Education Officials - SPEB Official - No responses	7 40 3	14.0 80.0 6.0
		Total	50	100.0
		<u>Designation</u> No responses Chief Inspector Director/ Assistance director Education Officer (EO)	 5 20 11 7	 10.0 40.0 22.0 14.0
		Total	50	100.00
Gender	Members of the Community	Males Female	116 64	64.4 35.6
		Total	180	100
	SPEB/Ministry officials	Male Female	60 120	33.3 66.7
		Total	50	100.0
Age	Members of the community	18-30 yrs 31-40 yrs 41-50 yrs 51-60yrs Above 60 yrs	50 24 77 26 3	27.8 13.3 42.8 14.4 1.7
		Total	180	100

	SPEB/Ministry Official	25-32yrs 33-40yrs 41 and above	8 13 29	16.0% 24.0% 58.0%
		Total	50	100%
Marital Status	Members of the community	No response Married Not married	39 128 13	21.7% 71.1% 7.2%
		Total	180	100.0%
	SPEB/Ministry Officials	No response married Not married	13 29 8	26.0% 58.0% 16.0%
		Total	50	100.0%
Qualification	Members of the communit	No Education Koranic education Adult education Primary education Post-primary education Post-secondary education	35 52 23 25 23 22	19.4% 28.9% 12.8% 13.8% 12.8% 13.1%
		Total	180	100.00%
	Teacher/head teacher	No response Sec. Sch. Cert. Grade II N.C.E./OND/HND B.ED/B.Sc/BA	29 40 58 50 3	16.1% 22.2% 33.2% 27.8% 0.7%
		Total	180	100%
Religion	Members of the community	Christian Islam Traditional religion	80 98 2	44.6% 54.8% 0.6%
		Total	180	100%
	Teacher / Head teachers	Christian Islam Traditional religion Total	22 25 3 180	40.0% 50.0% 6.0% 100.0%
	SPEB/ Ministry officials	Christian Islam Traditional religion Total	22 25 3 180	44.0% 50.0% 6.0% 100.0%

Years of experence	Teacher/Head teacher	1-2yrs 3-4 yrs 5-6 yrs 7-8 yrs 9 and above	78 42 26 26 8	43.2 23.3 14.0 14.0 4.4
		Total	50	100.0%
	SPEB/Ministry officals	1-2yrs 3 yrs 5-6 yrs 7-8 yrs 9 and above	2 12 15 11 10	4.0% 24.0% 30.0% 22.6% 20.0%
		Total	50	100.0%
Location	Members of the community	No response Urban Rural	20 90 70	5.6% 66.6% 27.8%
		Total	180	100%
	Teachers/Head teacher	No response Urban Rural	10 120 50	5.6% 66.6% 27.8%
		Total	180	100%
	SPEB/Ministry Official	No response Urban Rural	2 38 10	4.0% 76.0% 20.0%
		Total	180	100%

Table 4.1.1 showed condensed information of the socio-demographic data of the respondents. Eight demographer's variables covering the status, age gender, marital status, qualification, religion and years of experience of respondents and location were selected. A glance at the table shows that one hundred and eighty representatives of the community members consisting of old pupils association/civil servants were thirty-four of the respondents, (18.9%) N.G.O/ farmers were fifty-two of the respondents (28.9%

traditional/religious leaders were ten representatives (5.5%) P.T.A/Businessmen were sixty-give of the respondents (36.1%) private donors/politicians were nineteen of he respondents (10.5%). Teachers and Head teachers were one hundred and eighty representatives, consisting of one hundred and sixty were teachers, (93.3%), five assistant head teachers (1.9%) and fifteen were head teachers (5.0%). SPEB/Ministry of Education representatives were fifty of the respondents, consisting of seven (14.0%) were Ministry of education officials, forty (80.0%) were SPEB officials and three (6.0%) shows no responses this given the total of four hundred and ten respondents who responded to the questionnaire for the study.

The table shows that, one hundred and eighty of the respondents of members of the community were made up of hundred and sixteen males (64.4%), sixty-four females (35.6%), for the teachers/head teachers sixty of the respondents were males (33.3%) and one hundred and twenty were females (66.7%), for the SPEB/Ministry officials, thirty-five were males (70.0%), and fifteen females (30.0%). Further more, from the table out of the total respondents of members of the community fifty (27.8%) felt into the age range of 18.30 years, twenty-four (13.3%) between 31-40 years, seventy-seven (42.8%) between 41-50 years, twenty-six (14.4%) between 51-60 years, and three (1.7%) between sixty years and above. For the teachers and head teachers thirty of he respondents felt between the age range of 18.25 years, sixty (33.3%) between the age of 26-52, years sixty (33.3%) between the age range of 33.39 years and thirty (16.7%) between the age range of 40 and above. SPEB/ ministry officials eight (16.0%) felt between the age range of 25-32, thirteen between the age range of 33-40, and twenty-nine (58.0%) between the age range of forty-one above.

The table also showed the marital status of the respondents thirty-nine (21.7%) out of totals number of the members of the community did not indicate their marital status, one hundred and twenty –eight (71.1%) showed they were married, and thirteen (7.2%) indicate not married. For the teachers and head teachers twenty-to (14.3%) of the respondents did not indicate their marital stats, seventy-five (41.7%) indicate that they are married and eight-five

(46.0%) are not married. This may be because most of the teachers are young who are likely to further their education; they may not be married presently indicating a true reflection of the position on ground. For the SPEB/Ministry officials, thirteen (26.0%) of the respondents do not indicate whether they are married or not, twenty-nine (58.0%) showed that, they are married, then eighty (16.0%) indicate that, they are not married.

In the table Qualification of all the respondents of members of the community thirty-five (19.4) indicate not educated, fifty-two (28.9%) has Koranic education, twenty-three (13.8%) with primary education, twenty-three (12.9%) had post primary education and twenty-two (13.1%) had post secondary education. The reason why majority have indicated Koranic education may be because of the location of the research. The research was carried out in the northern part of the country. For the teachers and head teachers, twenty-nine (16.1%) indicate no response, forth (22.2%) indicate secondary school certificate, fifty-eight (33.2%) with grade two, fifty (27.8%) with N.C.E./OND/HND, thirty-two (64.0%) with B.E.D./BSc./BA, nine (18.0%) with M.ED/MSc/MA while two (4.0%) indicate P.H.D

The table also showed the religion of the respondents of members of the community as eighty (44.6%) indicate Christians, ninety-eight (54.8%) indicate Islam while two (0.6%) indicate traditional religion. For teachers and head teachers, both Christian, head teacher, and Islam teacher/head teachers are of equal number among the respondents, that eighty-nine (49.4%) each while two of the respondents indicate traditional religion. This may be true since Christianity and Islam are the two official religions in the country. For the SPEB/ministry officials, twenty-two (44.0%) indicate Christian, twenty-five (50.0%) Islam and three (6.0%) traditional religion.

Further more, the table also showed the years of experience of both the teachers/head teachers and officials of ministry of education and SPEB. Among the response of the teacher/head teachers respondents seventy-eight (43.3%) of the total respondents indicate 1-2 years experience, forty-two (23.3%) indicate 3-4 years twenty-six (14.0%) indicate 5-6 years

and 7-8 years respectively, while eight (4.4%) indicate nine years and above. For the SPEB/ministry officials, two (4.0%) of the respondents indicate 1-2 years of experience. twelve (24.0%) indicate 3-4 years, fifteen (30.0%) indicate 5-6 years eleven (22.0%) indicate 7-8 years while ten (20.0%) indicate 9 years and above.

The table also showed the location of the respondents as twenty (11.19%) of the total respondent of the members of the community do not indicate their location, ninety (50.0%) indicate from urban areas, while seventy (38.9%) indicate rural areas. This shows that most of the respondents were from the urban area. For the teacher/head teachers ten (5.6%) do not indicate their location, one hundred and twenty (66.6%) indicate urban areas while fifty (27.8%) indicate rural areas. For the SPEB/ ministry officials, two (4.0%) indicate no response, thirty-eight (76.0% indicate urban areas while ten (20.0) indicate from the rural areas.

4.3 The perception of the respondents on community participation in the management of primary schools in Kaduna State

The data collected showed that some members of the community, teacher/head teachers and SPEB/ministry officials so not take their children to the public schools, the result indicate, twenty five (13.9%), twenty (11.1) and five (10%) of the total respondents do not indicate whether the children go to public school, or not, sixty-nine (38.3%) ninety (50%) and forty (80%) indicate that their children go to private school while seventy-four (41.1%) fifty (27.8%) and five (10.0%) indicate that their children go to public schools, and twelve (6.7%) fifteen (8.3%) and non indicated that some are in the public while some are in the private schools respectively.

With regards to the issue of why the respondents are not taking heir children to the public schools, result indicate that, two hundred and sixty (60.10%) of the respondents indicate that, due to lack of qualified teachers, while one hundred are fifty (36.6%) indicate that due to lack of appropriate faculties.

In the item of factors for lack of qualified teachers the result showed that, four hundred (97.6%) of the total respondents of both members of he community teacher/head teachers SPEB/ministry official indicate due to teachers refuse to go to rural areas, and ten (2.4%) of the respondents do not indicate any thin, this made the respondents not to take their children to pubic school due to their location. And for hose that indicated yes shown that, twenty-one (11.7%) indicate renovation of school building, chairs windows and other school infrastructure that need to be renovated. Nine (5.0%) indicate award of scholarship to the brilliant student, forty-nine (27.2%) indicate that the P.T.A. employed workers like security guides and teachers on specific subjects as the school demanded, twenty-seven (15.0%) indicates that hey donate items for an award for brilliant students and money for the purchase of any item needed by the school, and also donate religion books like Bibles, Quran 's Mat for the Moslems to us for prayers, in some schools they build mosques. And among the respondents seventy-four (41.1%) do not respond.

In the items 18 of the SPEB of how will you rate community participation in primary school management in Kaduna Sate, the result showed that fifty (21.7%) of the total respondents responded very low, twenty five (10.96%) of the respondents responded low, seventy (30.43%) of the respondents responded indicated high in participation, while one eighty-five (36.85%) of the respondents very high, this is to show that members of the community are participating in some areas, they need to be sensitized by the school, SPEB/ ministry of their role to participate in the management of primary schools in their domain.

4.4 Level of awareness of community participation in the management of primary school.

This section shows the analysis of the respondent's responses by the use of simple Percentage in frequency table. The respondent's response on item 17, 13 and 14 of the questionnaires were used to get the opinions of the respondents on the level of community awareness in the management of primary schools on areas like, awareness of the P.T.A./

Farmers, religious/traditional leaders, private donor/politicians, and old pupils association/civil servant in the management of many schools. Thus, table 4.2 gives the details.

4.3.2 opinions of Respondents on the level of awareness of community participation in the management of primary school

Item No	Item statement	Category respondent	Very high		High		Not high	
1	What is the level of PTA/Businessmen awareness in the management of primary school?	Members of community	Freq 62	% 34.4	Freq. 39	% 21.7	Freq. 79	% 43.9
2	What is the level ofN.G.A.O /Farmers awareness of heir roles in the management of primary school?		71	39.4	26	14.4	83	46.1
3	What is the level of religious and traditional leaders' awareness in the management of primary school?		48	26.7	59	32.8	73	40.5
4	What is the level awareness of private donor/politicians, association in the management of primary school		70	38.9	18	10.0	92	40.5
5	What is the level of awareness of old pupils association/civil servant in the management of primary school		62	34.4	31	17.2	87	48.3

Looking at table 4.3.2 on the level of members of community awareness in the management of primary school in Kaduna state, among the total number of respondents of members of community sixty-two of the P.T.A./Businessmen representing 34.4% indicated very high in their level of awareness, thirty-nine representing 21.7% indicated high in their

level of awareness, while seventy nine representing 43.9% indicated not-high, N.G.O/farmers of the respondents indicate seventy-one representing 39.4 as very high in their level of awareness twenty-six representing 14.4% indicated high in their level of awareness, twenty-six representing 14.4% indicated high in their level of awareness while eighty-three representing 46.1% indicated not high.

Religious/Traditional leaders of the respondents indicate four-eight representing 26. 7% respondent very high in their level of awareness, fifty-nine representing 32.8% indicated high, while seventy-three repressing 40.4% indicated not high.

For private donor/politicians of the respondents, seventy representing 38.9% indicated very high in their level of awareness, eighteen representing 51.1% indicated not high in their level of awareness.

Old pupils association civil servants of t he respondents, sixty-two representing 34.4% indicated very high in their level of awareness, thirty-one representing 12.2% indicated high in their level of awareness, while eight-seven representing 41.3% indicated not high.

From the result of the findings majority of the respondents showed not high in their level of awareness in the management of primary school, following by very high then high,. This indicated that majority of the members of the community are not aware of their roles in the primary school that is why some of our primary schools in this dilapidated nature.

4.4.3 Opinions of respondents on the level of awareness of role performance of community members in the management of primary schools

This section from item 32 of the questionnaire on teachers/head teachers on role performances in terms of funding employment of teachers and security guards, erecting of building, provision of facilities, moral support, scholarship, giving prices to the best pupils and teachers, sending their children to school, visiting and supervision of schools, and also renovation of buildings, broken chairs, doors and windows. Table 4.3

Table 4.4.1 Opinion of respondents on the level of awareness on the role performance of the members of the community in the management of primary school.

Item No	Item Statement	Category of respondent	Actively part		Participating		Not Participating	
			Freq.	%	Freq.	%	Freq.	%
1	Funding	Members of community	88	34.4	39	21.7	79	43.9
2	Employment of teachers and security guards		80	39.4	26	14.4	83	43.9
3	Erecting of Building		94	26.7	59	31.8	73	46.1
4	Provision of facilities		87	38.9	18	10.0	92	40.5
5	Moral support		115	34.4	31	17.2	87	40.5
6	Scholarship		46	25.6	50	27.8	89	48.3
7	Giving prizes to the best pupils and teachers		90	50.0	60	33.3	30	46.6
8	Sending their children school		125	69.4	35	19.4	20	16.7
9	Visiting and supervision of school		106	58.9	32	17.8	42	11.1
10	Renovation of building, broken chairs, windows, and doors		120	66.7	35	17.4	25	23.3

13.9

The result on the respondents opinion of their level of awareness of members of community on role performance on funding in the primary school shown in table 4.3 shows that, eighty-eight representing 48.9% indicated fully aware of their role performance, thirty-two representing 17.8% indicated that they are aware of their ole performance, while sixty representing 33.3% indicated not aware of their role performance.

In the aspect of employment of teachers and security guards, eighty representing 44.4% indicated fully aware of their role performance, sixty-three representing 35.0% indicated aware

of their role performance, while thirty-seven representing 20.6% indicated not aware of their performance.

For erecting of building in the primary school, ninety-four representing 52.2% indicating fully aware, twenty-eight representing 15.6% indicated aware, while fifty-eight representing 32.2% indicated not aware of their role performance in the management of primary school.

In the area of provision of facilities, eighty-seven representing 483% indicated fully aware, forty-two representing 23.3% indicated aware, while fifty-one representing 28.3% indicated not aware of their role performance.

On the aspect of moral support, one hundred and fifteen representing 63.9% indicated fully aware, thirty-two representing 17.8% indicated aware, while thirty-two representing 18.3% indicated not aware of their role performance in the management of primary school.

For the award of scholarship to the brilliant pupils, forty-sic representing 25.6% indicated fully aware fifty, representing 27.8% indicated aware, while eighty-nine representing 46.6% indicated not aware of their role performance in the management of primary school.

For sending their children to school, one hundred and twenty-five representing 69.4% indicate fully aware, thirty-five representing 19.4% indicated aware forty-two representing 23.3% indicated not aware of their role performance in the management of primary school.

Looking at the areas of renovation of the building, broken chairs, windows and doors one hundred and twenty representing 66.7% indicated fully aware thirty-five representing 19.45 indicated aware, while twenty-five representing 13.9% indicated not aware of their role performance in the management of primary school.

From the findings, it means that, majority of the community members are fully aware of the role performance especially in the area of sending their children to school, renovation of broken chairs, windows and doors, moral support, visiting the school, erecting on building funding and other roles as indicated on the table. That is why in some communities, one will

notice that, there schools are better than other communities, because, they believed that, since the school is established by the government, then, the government should be responsible in cat erring for all the needs of the schools. It is the opinion of the researcher that, such communities with these lukewarm attitudes should be given campaign awareness on the importance of their role to the primary school in their domains.

4.5 Opinions of respondents on the religious leader's performance on their level of participation in the management of primary schools

This section from item 35 of Teachers head/teachers questionnaires presents the opinions of teachers/head teachers and members of community on the religious leaders performance in terms of moral support, employment of religious teachers, donations of Qur'an and Bibles, erecting of buildings, financial support, giving prizes to the best pupils and teachers, visiting of the school, scholarship to the best students, in the management of primary schools. Thus, table 4.4. gives the details

4.5.1 Opinion of teachers/head teachers and members of the community on the religious leaders performance on their level of participation in the management of primary school in Kaduna State

Item No	Role participation	Category of respondent	Actively part		Participating		Non Participating	
			Freq.	%	Freq.	%	Freq.	%
1	Moral support		92	51.1	43	23.9	45	25.0
2	Employment of religious teachers		82	45.6	53	29.4	45	25.0
3	Donation of Qur'an, Bibles and instructional materials		89	49.4	22	12.2	67	37.2
4	Erecting of building		102	56.7	46	25.5	32	17.8
5	Financial support		68	37.8	39	21.7	73	40.5
6	Giving prizes to the best pupils and teachers		94	52.2	34	18.9	52	28.9
7	Visiting of the school		118	65.5	26	14.4	36	20.0
8	Scholarship to the best pupils		85	47.2	60	33.3	35	19.4
1	Moral support	Members of community	73	40.6	46	22.2	67	37.2
2	Employment of religious teachers		98	54.4	30	16.7	52	28.8
3	Donation of Qur'an, Bibles and instructional materials		110	61.1	22	12.2	68	37.8
4	Erecting of buildings		120	66.7	40	22.2	20	11.1
5	Financial support		100	55.6	59	32.7	21	11.6
6	Giving prizes to the best pupils and teachers		95	52.6	30	16.7	45	25.0
7	Visiting of the school		80	44.4	53	29.4	47	26.1
8	Scholarship to the best pupils		72	40.0	43	26.7	60	33.3

From the result of table 4.5.1 assessing both the teachers/head teachers, and members of community on their opinion of religious leaders level of participation in the management of primary school in Kaduna State. The result showed that, the aspect of moral support, the teacher/head teachers indicated ninety-two represents (51.1%) indicated active participation,

while members of community indicated seventy–three representing 40.6% for active participation forty-three representing 23.9% and forty-six representing 22.2% of both the teachers/head teachers and members of community indicated participation, and forty representing 25.0% and sixty-seven representing 37.2 indicated non- participation in the management of primary school.

On the aspect of employment of religious teachers, eight-two representing 45.6 of the teacher/head teachers, and ninety eight representing 54.4% members of community indicated active participation, fifty-three representing 29.4% of the teachers/head teachers and thirty representing 16.7 of the members of community indicated participations, while forty-five representing 28.8% of members of community indicate non-participation in the management in the primary schools.

On the aspect of donation of Qur'an, Bibles and other instructional materials, eighty-nine representing 49.4 of teachers/head teachers and one hundred and ten representing 61.1% of members of community indicated active participation and twenty- two representing 12.2 % of members of community indicated participation while sixty-seven representing 37.2% of the teachers/head teachers, and sixty-eight representing 37.8% of members of community of primary schools.

On the aspect of erecting of building, one hundred and two representing 56.7% of the teachers/ head teachers, and one hundred and twenty representing 66.7% of the members of community indicated active participation forty-six representing 25% of the members of community indicated participation, while thirty-two representing 17.8% of the teachers/ head teachers and twenty representing 11.1% of the management of primary schools on the aspect of financial support, sixty-eight representing 37% of the teacher s/ head teachers and one hundred representing 55.5% of the members of community indicated active participation, and thirty nine representing 21.7% of the teachers/ head teachers and fifty nine representing 32.7% of the members of community indicated participation while seventy-three representing 40.5% and

twenty one representing 11.6% indicated non-participation in the management of primary schools

On the aspect of giving prizes to the best pupils and teaches, ninety-four representing 52.2% and ninety-five representing 52.6% of the members of community indicated active participation and thirty-four representing 18.9% of teachers/ head teachers and forty-five representing 25.0% of members of community indicated non-participation in the management of primary schools.

On the aspect of visiting of the school, one hundred and eighteen representing 65.5% teachers/head teachers and eighty representing 44.4% of members of community indicated active participation and twenty-six representing 14.4% of members of community indicated participation, while thirty-six representing 20.0% of teachers / head teachers and forty-seven representing 26.1% of members of community indicated non-participation in the management of primary schools.

On the aspect of scholarship to the best pupils, eighty five representing 47.2% teachers/ head teachers and seventy-two representing 40.0% of members of community indicated active participation and sixty representing 33.3% of teachers/head teachers and forty-three representing 26.7% of members of community indicated participation, while thirty-five representing 19.4% of teachers /head teachers and sixty representing 33.3% indicated non-participation in the management of primary schools.

Looking at the results, it showed that, there is difference in the opinion of the teachers/head teachers regarding schools from that of members of community's role of religious leaders in the management of primary schools.

4.6 Opinion of respondents on the observed and expected roles of community members in the management of primary schools

This section from item 15 of SPED/Ministry officials questionnaires presents the opinion of the respondents on the observed and expected roles of the members of the community in terms of whether the PTA participation in the management of primary school, or they just meet to discuss but not to participate, the NGO do help in the management of the school, whether the religious leaders participate or have nothing to offer to the primary school, the politician do not participate, or the participate in the schools whether the traditional leaders participate or do not, and whether the old pupils association participate or have not been participating in the management of primary school. Table 4.5 gives the details.

4.6.1 Opinion of stake holders on the observed and expected roles of the community in the management of primary school in Kaduna Sate

Item No	Item Statement	Category of respondent	Actively part		Participating		Not Participating	
			Freq.	%	Freq.	%	Freq.	%
1	The PTA participation in the management of primary school	Members of community	60	33.3	32	17.8	88	48.9
2	PTA meet to discuss but not participate		72	40.0	29	16.1	79	43.9
3	NGO do help in management of school		78	43.3	31	17.2	71	39.4
4	NGO do have a hand in the management		42	23.3	50	27.8	88	48.9
5	Religious leaders participate in management of primary school		80	44.4	29	16.1	71	39.4
6	Religious leaders have nothing to offer to the primary school		70	40.0	42	23.3	66	36.7
7	The politician do not participate in the management		80	45.6	50	27.8	48	28.6
8	Politicians participate in the		70	38.9	60	33.3	50	27.8

	management of primary school							
9	Traditional leaders participate in management of primary school		64	35.6	42	23.3	74	41.1
10	Traditional leaders do have hand in the management		86	47.8	21	11.7	73	40.5
11	Private donors have not been participating in the management		54	30.0	62	34.4	64	35.6
12	Private donors are participating		67	37.2	28	15.6	85	47.2
13	Old pupils association have been participating in the management of primary school		65	36.1	35	19.4	80	44.4
14	Old pupils association have not been participating in the management of primary school		55	41.7	35	19.4	70	38.9

Looking at Table 4.6.1 is showing that sixty of the respondents representing 33.3% indicated that the PTA are actively participating in the management of primary school, while seventy-two of the respondents representing 40.0% indicated that, they are not actively participating in the management of primary school. Thirty-two of the respondents representing 127.8% indicated that they are participating while twenty-nine representing 16.1% indicated that they are not participating. While eighty-eight of the respondents representing 48.9% indicated non participating of the PTA in the management of the primary school, seventy-nine of the respondents representing 43.9% indicated that they only meet to discuss but not participate at all.

For the NGO participation in the management of primary school seventy-eighty of the respondents representing 43.3% indicated that they participate actively, while forty-two of the

respondents representing 23.2% indicated that they are not actively participating. They thirty-one of the respondents representing 17.2% indicated that they are participating while fifty of the respondents representing 27.8% indicated that they are not participating, then seventy-one of the respondents representing 39.4% indicated that they are not participating at all.

On the side of religious leaders' participation in the management of primary school, eighty of the respondents representing 44.4% indicated that they are actively participating, while seventy-two of the respondents representing 40.0% indicated that the religious leaders have nothing to offer. While twenty nine f the respondents representing 16.1% indicated that the religious leaders are participating in the management of the school, forty- two of the respondents, representing 23.3% indicated that they still do not have nothing to offer. Seventy one of the respondents, representing 39.4 also indicated that they religious leaders stated that there is non- participation between the religious leaders to the primary school. Then sixty-six of the respondent representing 36.7% supported by saying they have nothing to offer.

On the aspect of the politicians, if they are participating in the management of primary school, eighty of the respondent, representing 45.6% indicated not active participation, while seventy of the respondents, representing 33.3% indicated participation. And, fifty of the respondents representing 27.8% indicated participation forty-eighty of the respondents representing 26.6 indicated participation and fifty of the respondents representing 27.8% respectively indicated that they are not participating at all .

On the aspect of traditional leaders sixty-four of the respondents, representing, and 35.6% indicated that the traditional leaders are actively participating in the management of the primary school. While eighty –six of the respondents representing 42.8% indicated that they are not actively participating, forty-two of the respondents representing 23.3% indicated that they are participating while twenty-two of the respondents representing 11.7% indicated that they do not have hand in the management of primary school in the domain, then seventy-four of the respondents representing 41.1% indicated three is non participation between the

religious leaders, while seventy-three of the respondents, representing 40.4% indicated that they do not even have hand in the management of the primary school.

Private donors on the aspect of participation of management of primary school, sixty seven of the respondent, representing, and 37.2% indicated that, they are actively participating, while fifty-four of the respondent representing 30.0% indicated that they do not actively participate in the management of primary school. Twenty-eight of the respondent representing 15.6% indicated that, the private donors participate, while sixty-two of the respondents representing 34.4% indicated private donors have not been participating, and eighty five of the respondent representing 47.2% indicated non participation of the private donors, sixty four of the respondent representing 35.6% that the private donors have not been participating in the management of primary school.

For the old pupils association on their participation in the management of the primary school, sixty-five of the respondents representing 36.1% indicated their active participation, while seventy-five of the respondents representing 41.7% indicated that they are not actively participating, and then eighty of the respondents representing 38.9% indicated that they are not participating in the management of primary school.

4.7 Teacher and head teachers opinion on the observed and expected roles of the community members in the management of primary school.

Analysis of respondents' responses is presented in this section by the use of simple percentage and frequency tables. Respondents responses on item 12 of the teachers/ head teachers questionnaire were used to find out h observed and expected roles of the community members in the management of primary schools in terms of financial supports, employment of teaches erecting of building, provision of facilities scholarship, giving prices to the best pupils and teaches, sending their children to school, visiting an supervision o schools, and also

renovation of buildings, broken chairs, doors and windows and also moral support. Details of the analysis of respondents' responses are given in tale 4.6

4.7.1 Opinion of Teachers /head teachers on the observed and expected roles of the community in the management of primary school in Kaduna State.

Item No	Item Statement	Category of respondent	Actively part		Participating		Not Participating	
			Freq.	%	Freq.	%	Freq.	%
1	Financial support		86	47.8	31	17.2	63	35.0
2	Employment of teachers		52	28.9	29	16.1	63	55.0
3	Erecting of building		67	37.2	30	16.7	83	46.1
4	Provision of facilities		84	46.7	22	12.2	74	41.1
5	Scholarship		32	17.8	22	12.2	126	70.0
6	Sending their children to school		96	53.3	20	11.1	64	35.6
7	Giving prizes to the best pupils or teacher/head head teachers		72	40.0	33	18.3	75	41.7
8	Visiting and supervision of the school		80	44.4	21	11.7	79	43.9
9	Renovation of building, chairs doors and windows		72	40.0	33	16.7	78	43.3
10	Moral support		85	47.2	35	19.4	60	33.3

Table 4.7.1 above is showing the opinion of the teacher/ head teachers on the observed and expected roles of the community member in the management of primary school in Kaduna State, eight-six of the respondents representing 47.8% indicated that the community are actively participating in the aspect of funding, thirty-one of the respondents representing 17.2% indicated participation, while sixty-three of the respondents representing 35.0% indicated non participation, while sixty-three of the respondents representing 35.0% indicated non-participation of the community.

On the aspect of employment of teachers, fifty-two of the respondents representing 38.9% indicated active participation; twenty-nine of the respondents representing 55.0% indicated non-participation.

For the erecting of building, sixty-seven of the respondents 37.2% indicated active participation, thirty of the respondents representing 16.7% indicated participation, while eighty-three of the respondents representing 12.2% indicated participation, in awarding of scholarship, twenty-two of the respondents, representing 70.0% indicated non- participation.

On the aspect of sending their children to school, ninety-six of the respondents representing 53.3% indicated active participation; twenty of the respondents representing 11.1% indicated non-participation. sixty –four of the respondents representing 25.6% indicated none participation on the aspect of giving prize to the best pupils and teacher/head teachers, seventy-two of the respondents, representing 40.0% indicated active participation thirty-three of the respondents representing 18.3% indicated participation while seventy-five of the respondents representing 41.7% indicated non participation .

On the aspect of the visiting and supervision of the school, the respondents showed eighty of the respondents representing 44.4% indicated active participation twenty- one of the respondents representing 11.7% indicated participation, while seventy-nine of the respondents representing 43.9% indicated non-participation of the community members.

On the aspect of renovation of building, chairs, doors and windows, the respondents indicated seventy-two of the respondents representing 40.0% as actively participation, thirty-three of the respondents representing 16.7% indicate non-participation while seventy-eighty of the respondents representing 43.3% indicated non-participation of the members of the community.

For moral support, the respondent indicated eighty-five of the respondents representing 47.2% as active participation, thirty-five of the respondents, representing 19.4% indicated

participation, while sixty of the respondents, representing 33.3% indicated non- participation of the community members.

4.8 SPEB/Ministry officials on their observed and expected roles in the management of primary schools.

In this section the responses of the respondents were presented using simpler percentage and frequency table. The item in 24 on SPEB/Ministry officials questionnaire were used by the researcher to find out the observed and expected roles of the SPEB/Ministry officials in the management of primary schools, in terms of financial support, employment of teachers, erecting of building, provision of facilities, scholarship sending their children to school, giving scholarship sending their children to school, giving prizes to the best pupils or teachers/heard teachers visiting and supervision f the school, and renovation of buildings, chairs, doors and windows . This table 4.7 carries the details of the respondents' response

4.8.1 Opinions of SPEB/Minis try official on their observed and expected roles in the management of primary schools.

Item No	Item Statement	Category of respondent	Actively part		Participating		Not Participating	
			Freq.	%	Freq.	%	Freq.	%
1	Financial Support	SPEB/Ministry Officials	12	24.0	10	20.0	88	35.0
2	Employment of teachers		14	28.0	12	24.0	24	55.0
3	Erecting of building		8	16.0	12	24.0	30	46.1
4	Provision of facilities		11	22.0	13	26.0	26	41.1
5	Scholarship		5	10.0	3	6.0	42	70.0
6	Sending their children to school		41	82.0	3	6.0	6	35.6
7	Giving prizes to the best pupils or teachers/head teachers		12	24.0	8	16.0	30	41.7
8	Visiting and supervision of the school		21	42.0	10	20.0	19	38.0
9	Renovation of building, chairs, doors and windows		14	28.0	12	24.0	24	48.0
10	Moral support		20	40.1	10	20.0	20	40.0

Table 4.8.1 showed the opinion of the SPEB/Ministry officials on the observed and expected roles of the members of the community in the management of primary school in Kaduna state. The result indicated that, on the financial support of the members of the community, twelve of the respondents representing 24.0% indicated that they are actively participating; ten of the respondents representing 20.0% indicated participation while twenty-eight of the respondents representing 56.0% indicated non-participation.

On the aspect of employment of teachers fourteen of the respondents representing 28.0% indicated that, they are actively participating, twelve of the respondents representing 24.0% indicated participation while twenty-four of the respondent representing 48.0% indicated non-participation, eight of the respondents representing 16.0% indicated that the

community members are actively participating on the area of erecting of building, twelve of respondent representing 24.0% indicated participation, while thirty of the respondents representing 60.0% indicated non participation.

On the aspect provision of facilities, eleven of the respondents representing 22.0% indicated active participation of the respondents representing 26.0% indicated participation, while twenty-six of the respondents representing 52.0% indicated non-participation, while twenty-six of the respondents representing 52..0% indicated non-participation.

For award of scholarship, five of the respondents representing 10.0% indicated active participation; three of the respondents representing 6.0% indicated participation while forty-two of the respondents representing 84.0% indicated non-participation.

For sending their children to school, forty-one of the respondent representing 82.0% indicated active participation; three of the respondents representing 6.0% indicated non participation.

On the aspect of giving prizes to the best pupils and teachers/head teachers, twelve of the respondents representing 24.0% indicated active participation, eight of the respondents representing 16.0% indicated participation, while thirty of the respondents representing 60.05 indicated non participation.

For visiting school regularly, the respondents showed twenty-one representing 42.0% indicated active participation, ten of the respondents representing 16.0% indicated participation, while twenty-four of the respondents representing 48.0% indicated non-participation.

On the aspect of renovation of building, chairs, doors and windows, the respondents showed fourteen representing 28.0% indicated active participation; twelve of the respondents representing 24.0% indicated participation while twenty four of the respondents representing 48.0% indicated non participation.

For moral support, twenty of the respondents representing 40.1% indicated active participation; ten of the respondents representing 20.0% indicated participation while twenty of the respondents representing 40.0% indicated non participation of the members of the community in the management of the primary school.

4.9 Schools sensitizing the community in management of primary schools.

This section presents analysis of respondent's responses, using simple percentage and frequency tables. The responses of the respondents on item 16 sections B of questionnaire of members of the community were used. The item specifically sought the opinions of the community members on how the school sensitized the community members in the management of primary schools, in terms of level of school sensitized PTA, NGO, religious leaders, politician, traditional leaders, private donors and old pupils association. Table 4.8 shows analysis of the respondent's responses on the item

4.9.1 Opinion of respondents on school sensitizing the members of community in the management of primary school in Kaduna state.

Item No	Item Statement	Category of respondent	Actively part		Participating		Not Participating	
			Freq.	%	Freq.	%	Freq.	%
1	What is the level of sensitization of PTA in management of primary schools	Members of the community	12	23.3	51	28.3	87	48.3
2	What is the level of sensitization of the NGO in the management of primary schools		61	33.9	47	26.1	72	40.0
3	What is the level of sensitization of religious leaders in the management of primary schools		58	32.3	32	17.8	90	50.0
4	What is the level of politicians in the management of primary schools		60	33.3	37	20.6	83	46.1
5	What is the level of sensitization of traditional leaders in the management of primary schools		72	40.0	42	23.3	66	36.7
6	What is the level of sensitization of private donors in the management of primary schools		68	37.8	33	18.3	79	43.9
7	What is the level of sensitization of Old boys association in the management of primary schools.		53	29.4	48	26.7	79	43.9

Based on table 4.9.1 showing the opinion of respondents on school sensitizing the members of community to the management of primary school in Kaduna state. According to the result based of the level of sensitization of PTA in management of primary school forty tow

of the respondents representing 23.3% indicated that they are very high, fifty one of the respondents representing 28.8% are high, while eighty seven of the respondents, representing 48.3% are not high

On the aspect of the level of school sensitization of the NGO in the management of primary school indicated that sixty one of the respondents, representing 33.0% indicated very high, in sensitizing forty-seven of the respondents, representing 26.1% indicated that, they are high in sensitizing while seventy two of the respondent representing 40.0% indicated that the level of sensitization is not high.

On the aspect of the level of school sensitization of religious leaders in the management of primary school, indicated that fifty six of the respondents, representing 32.3% are very high sensitizing, thirty two of the respondents, representing 17. 9% indicated that, they are high while ninety of the respondents representing 50.0% indicated not high.

The level of school sensitization of politicians in the management of primary school, sixty of the respondents, representing 35.3% indicated that they are very high sensitizing, thirty seven of the respondents representing 20.6% indicated that the sensitization is high, while eighty three of the respondents representing 46.1% indicated that they are not high.

On the aspect of the level of schools sensitization of traditional leaders in the management of secondary school indicated that seventy two of the respondents, representing 40.0% are very high, forty two of the respondents representing 23.2% indicated that they are high, while sixty six of the respondents, representing 36.7% indicated that they are not very high in sensitizing the members of the community in the management of primary school in Kaduna state

Shown at the level of school sensitization of private donors, sixty eight of the respondents representing 37.8% indicated that, they are not sensitization; thirty three of the respondents representing 18.3% indicated that they are high while, seventy nine of the respondents representing 43.9% indicated that they are not high in sensitizing the members of community.

On the level of school sensitization of Old Pupils association, fifty three of the respondents representing 29.4% indicated that they are very high, forty eight of the respondent representing 26.0% indicated that they are high, while seventy nine of the respondent representing 43.9% indicated that, they are not high in sensitizing the community in the management of primary school.

4.10 Opinions of teachers/head teachers on the school sensitizing the community members in the management of primary schools.

In this section, the researcher presents analysis of the responses of respondents using simple percentage and frequency table, responses of respondent on item 31 sections B of teachers/ head teachers questionnaires. The item was used to get responses on how the school sensitized the community to participate in the management of primary schools in areas of prize giving day, debating club, old pupils association, sponsorship, employment of teachers, paying of levies, sending heir children to school, and visiting the schools. Thus, table 4.9 gives the details

Table 4.10.1 Opinions of respondents on teacher/head teachers sensitizing the members of community in the management of primary school in Kaduna State.

Item No	Item Statement	Category of respondent	Actively part		Participating		Not Participating	
			Freq.	%	Freq.	%	Freq.	%
1	Prize giving day	Teachers/ head teachers	92	51.1	40	22.8	47	36.1
2	Debating Club		81	45.0	38	21.1	61	33.9
3	Old pupils association		76	42.2	59	32.8	45	25.0
4	Scholarship		100	55.6	38	21.1	42	23.3
5	Employment of teachers		72	40.0	61	33.9	47	26.1
6	Paying of levies		86	47.8	58	32.2	36	20.0
7	Sending their children to school		110	61.1	46	25.6	24	13.3
8	Visiting the school		78	43.3	64	35.6	35	21.1

Table 4.10.1 showed the opinion of respondents on Teacher/head teachers sensitizing the member of community in the management of primary school in Kaduna State. The result indicated that, on the price giving day ninety two of the respondents representing 51.1% indicated that they are very high, forty one of the respondent, representing 22.8% indicated they are high, while forty- seven of the respondents representing 26.1% indicated not high in their participation.

On the aspect of Debating Club eighty one of the respondents representing 45% indicated that they are very high, thirty eight of the respondent representing 21.1% indicated that they are high, while sixty one of the respondents representing 33.9% indicate not high in their participation in the management of primary school.

On the aspect of old, pupils Association seventy-six of the respondents representing 42.2% indicated that they are very high, fifty-nine of the respondents representing 32.8% indicated that they are high, while forty-five of the respondents representing 25% indicated not high.

On the aspect of sponsorship, one hundred of the respondents representing 55.6% indicated that they are very high thirty-eight of the respondents representing 21.1% indicated that they are high while forty-two of the respondents representing 23.3% indicated not high in the management of primary school.

On the aspect of employment of Teachers, seventy-two of the respondents representing 49% indicated that they are very high sixty-one of the respondents representing 33.9% indicated that they are high, while forty-seven of the respondents representing 26.1% indicated not high

On the aspects of payment of levies, eighty- six of the respondents representing 47.8% indicated that they are very high; fifty-eight of the respondent representing 32.2% indicated that they are high, while thirty-six of the respondent representing 20% indicated not high in the management of primary school.

On the aspect of sending their children to school one hundred and ten of the respondent representing 61.1% indicated that they are very high, forty-six of the respondents representing 25.5% indicated that they are high, while twenty-four of the respondent representing 13.3% indicated not high.

On the aspects of visiting the school seventy-eight of the respondents, representing 43.3% indicated that they are very high sixty-four of the respondents representing 35.6% indicated that they are high, while thirty-eight of the respondents representing 21.1% indicated not high in sensitizing the member of community in the management of primary schools.

4.11 Factors militating against community participation in the management of primary schools

This section shows the respondents responses by the use of simple percentage in frequency tables. The respondents' responses of item 18, 34 and 35, 15 and 16 of section B of questionnaire of community members, teachers/head teachers and SPEB/ministry officials. They were used to get the opinions of the respondents on factors militating against community participation in the management of primary school on areas like, political, business activities, teacher's attitudes, illiteracy, poverty, tribalism, religious, location (distance from home) negligence and lack of enlightenment. The researcher presents details of the analysis of respondent's responses on table

Table 4.11.1 Opinion of the respondents on the factors militating against community participation in the management of primary school in Kaduna State.

Item No.	Item Statement	Category Respondent	Frequency or Response Rate	Percentage (%)
1	No response	Members of the community	10	5.6
2	Political		15	8.3
3	Business		20	11.1
4	Teachers attitude		30	16.7
5	Illiteracy		10	5.6
6	Poverty		25	13.9
7	Tribalism		20	11.1
8	Religion		10	5.6
9	Location (Distance)		20	11.1
10	Negligence		10	5.6
11	Lack of enlightenment		10	5.6
Total			180	100
		Teachers/ head teachers		
1	No response		5	2.8
2	Political		20	11.1
3	Business		15	8.3
4	Teachers attitude		15	3.3
5	Illiteracy		25	13.9
6	Poverty		20	11.1
7	Tribalism		20	11.1
8	Religion		35	19.4
9	Location (Distance)		15	8.3
10	Negligence		10	5.6
11	Lack of enlightenment			
Total			180	100
1				
2	No response	SPEB/Ministry Officials	5	10.0
3	Political		2	4.0
4	Business		4	8.0
5	Teachers attitude		10	20.0
6	Illiteracy		1	2.0
7	Poverty		1	20.
8	Tribalism		5	10.0
9	Religion		7	14.0
10	Location (Distance)		6	12.0
11	Negligence		4	8.0
	Lack of enlightenment		5	10.0
Total			50	100

Table 4.11.1 above showing the response of the respondents on factors militating against community participation in the management of primary school in Kaduna State indicated that, ten, five of the respondent representing 5.6%, 2.8% and 10.0% of all the stake holders members of the community, teachers, head teachers and SPEB/ Ministry officials respectively indicated no responses on the factors militating against community participation in the management of primary school.

Fifteen, twenty and two of the respondents representing 8.5%, 11.1% and 4.0% respectively indicated political reason as one of the factors militating against community participating in the management of primary school, twenty, fifteen and four of the respondents representing , 11.1%, 8.3% respectively indicated business activity as one of the factors militating against community participation in the management of primary school. Teacher's attitudes, shows thirty four members of community respondents, ten for SPEB/Ministry officials and Teachers/ Head teachers indicated fifteen of parent's attitudes, representing 16.7%, 20.0% and 8.3% respectively as one of the factors militating against community participation in the primary school.

On the aspect of illiteracy, ten, fifteen and one of the respondents representing 5.6%, 8.3% and 2.0% respectively indicated illiteracy and one of the factors militating against community participation in the primary school.

Poverty indicated as one of the factors, shows twenty-five and ten of the respondent representing 13.9%, 13.9% and 2.0% respectively as one of the factors militating against community participation in the management of primary school. Tribalism is also one of the factors militating against community participation in the management of primary school; the result on the table shows twenty, twenty and five of the respondents representing 11.1%, 11.1% and 2.08%.

On the aspect of religion as one of the factors militating against community participation in the management of primary school, the result indicated , ten, twenty and seven of the respondents representing 5.6%, 11.1% and 14.08% respectively.

On location or distance to school is also indicated as one of the factors militating against community participation in the management of primary school, the result indicated, twenty, thirty-five and six of the respondents representing 11.1%, 19.4 and 12.0%.

Negligence is one of the factors militating against community participation in the management of primary school, the result also indicated, ten and four of the respondent representing 5.6%, 5.6% and 8.0%.

Lack of enlightenment is also one of the factors militating against community participation in the management of primary school, the result is showing ten, and five of the respondents representing 5.6%, and 10.0%.

4.12 Hypotheses testing

This section deals with testing of hypotheses. The areas considered in testing of the hypotheses are the issues raised in chapter one (1) and two (2). Analysis of variance (ANOVA and cross tabulation were used to test the hypotheses. The level of significant set for the study is 0.05%. Hypothesis is rejected where F-value or ration is higher than the level of significant set for that study. Hypothesis is retained when the F: ration is lower than the level of significant. To as certain the level of related difference in the opinion of respondents pertaining to the issue raised. Scheffe test was employed.

Hypothesis I

There is no significant difference in the opinion of respondent on the community awareness of its roles in primary education as stated by the Federal Government, through its National Policy on Education items related to this hypothesis are no 32 and 33 B of

questionnaire for head Teachers and teachers, 13 and 14 of section B of questionnaire for official and SPEB and Ministry of Education, then item 7 of section be of questionnaire for members of community. To test this hypothesis, responses of all respondents were collected and analyze.

Table 4.12.1 presents details of the result, as shown below

Table 4.12.1 Scheffe test on the opinions of respondents of members of communities' awareness of its roles as state by Federal Government in the National Policy on Education

Mean	Group	1	2	3
18.0000	Head Teacher/Teacher (1)			
17.0000	Officials of SPEB and Ministry of Education (2)			
18.0000	Community (3)			

*= This signifies significant difference of opinion on the awareness between the officials of SPEB and ministry of Education and the community on their roles in the management of primary education in Kaduna State. This determines the extent of difference in the opinion of respondents Scheffe test was employed reflected in table 4.12.1

Hypothesis II

Hypotheses two states, that there is no significance difference in the level of participation in the management of primary education among various religions leaders, items related to these hypotheses are question 1 sub-section iii in section B of the questionnaire of the community members and question 30 of teachers/head teachers.

To test these hypothesis responses of all respondents were collected and analyzed.

Table 4.12.2 present details of the results.

Table 4.12.2 Scheffe test on the level of participation in the management of primary school among religious leaders

Mean	Group	1	2	3
7.0000	Christianity			
6.0000	Islam			
12.000	Traditional Religion			

× = This signifies significant difference among the religious leaders on the level of participation in the management of primary school. The table determine the extend of differences in the opinion of respondents Scheffe test was employed and this is reflected in table 4.12.2.

Hypothesis III

Hypothesis three talks about no significant difference between the observed and expected roles of participation in the management of primary education among the various stockholders. Items relating to the hypotheses are question 27 and 29 of the head teacher/teachers questionnaire; section B of community members' questionnaire and question 13 and 14 of SPEB/Ministry of Education officials' questionnaire. To test this hypothesis responses of the various groups were collated and translate into a cross-tabulation table. The results of this are presented as table 4. 12.3 below.

Table 4.12.3 Cross tabulation on the opinion of respondents on the observed and expected roles of community in the management of primary school in Kaduna State

Shake holders	6	7	8	9	10	11	12	13	14	15	16	17	18	
Community		13		13	12		13	65	25		13	26		180
Teachers					30			30	30				30	180
SPEB/MOE		3				7	8		11	60	8			50
Column Total		16		13	42	7	21	95	66	63	21	26		410

$A^2 = 62.07df= 408$

From table 4.12.3 above, the cross tabulation shows a significance difference between the observed and the expected roles of participation because of the expected roles of participation for both the community, stake holders and teachers/head teachers and 521 for SPEB officials.

From the same table it could be calculated that, community cumulative observed roles of participation is 2329 over community expected roles of participation of 3240 is ration of 7; 10 while teachers cumulative observed, roles of participation of 2550 over the expected roles of participation of 3240 is in ration of 3:4 while cumulative observed roles of participation is 521 over cumulative roles of expected roles of expected roles of 900 is in ration 2:3. Therefore SPEB has the highest roles of participation having the highest ration of 2:3. Next are the teachers with ration 3:4 and lastly community with the ration 7:10. The calculated chi-square value of 62.0% confirms the significant differences between the stake holders in the participation. This determine the extend of differences in the opinions of the respondents. Cross tabulation was employed as reflected in table 4.12.3.

Hypothesis IV talks about o significant difference in the opinion of stake-holders as to the level of school sensitized the community in the management of primary school. To test these hypotheses, a one way analyses of variance statistics was used. The result of which are presented in table 4.12.4

Table 4.12.4 A one way analysis of Variance on Opinion regarding School Sensitizing the community in the management of primary school.

S/N	Category of analyses	Source	Df	Sum of squares (SS)	Mean squares (MS)	F
1	Stake holders and sensitizing	Regression Error Total	2 410 412	105728 1768197 1873925	26432 4653	5.68

Information in table 4.12.4 reveals a significant difference among the stake- holders I their opinion as to the level of school sensitized the community, this is so because the calculated value of F2, 410 which is 5.68 is higher than the critical value of F2, 410 which is 3.00. Since the critical value is less than the calculated value of 0.05 level of tolerance, a significant difference among the stake holders could be affirm on account of this.

Hypothesis V talks about stake- holders do not differ in their opinion about factors militating against community participation in the management of primary school.

To test this hypothesis a one way analyses of variance was computed. The result of which are presented in table 4.11.5 below.

Table 4.12.5 A one way of Variance on opinion about factors militating against community participation in the management of primary school.

S/No	Category of analysis	Source	df	Sum of squares (SS)	Means squares (MS)	F
1	Stake holders and sensitizing	Regression Error Total	2 410 412	1403 101150 10255	702 227	3.09

An understanding of table 4.12.5 above reveals that, an F value of 3.09 df= F2, 410 is an indication of a significant difference among the stake-holders in their opinion of factors militating against community participation in the management of primary school. This is because the significant value of f at df F2, 410 should be 3.00 or better and since the calculated

value of 3.09 is better than critical value of 3.00 significant difference is established among the stake holders.

Discussions of the Finding

Hypothesis One

Significance difference exist in the opinion of various groups concerning community participation in the management of primary school, while the head teachers and teachers maintain that community do not give financial support, do not employed teachers, do not provide facilities community members see their participation at the level of sending their children's and pupils to school, provide guard to over see the facilities in the school. SPEB / ministry of Education officials see employing and payment of staff salary, erecting of new buildings and renovation of the existing ones as their own level of participation, there opinion differs possibly because the National Policy on Education Stress the need and responsibility of individual, s take holders in their participation in primary education programme. Attempt by a group not to be seen as doing other groups responsibility may have made them to restrict themselves to the responsibility assigned by the National Policy on Education not with standing of individual group role.

Hypothesis two

The outcome of the study shows that, significant difference exist among the various religious leaders in their level of participation. The Moslem religious leaders are found to be more in most of their committed expectation for their children translate into increased participation than the Christian leaders. Also, while the Moslem leaders are not ready to allow their children to go far from home for schooling for security reasons, the Christian religion leaders on the other hand are ready to allow their children to school any where within the community devoid of violence. Disparity in the level of participation of religious leaders is a

functional of their belief. The reason they differ is because of their differences in business and political interest, which is another reason, for deferent in the level of participation particularly where the religious leaders belong to rural political parties. Others reasons are ignorance, illiteracy and poverty.

Hypothesis Three

There is significant difference between the observed and expected roles of participation by the stake-holders. The major areas of differences are religious, politics, tribal sentiment and negligence. Differences in religious belief is responsible for differences in level role of participation just as deference in political learning translate into less interest because of party affiliation in the participation by individual in the management of the score. Another significant factor that limit the level of participation is illiteracy, while the teachers and Head teachers and SPEB/Ministry of education officials could be describe as educated enough to participate in the management of schools, most community members are illiterate who by virtue of these are ignorant of their roles in the management of primary school thereby limit their level of participation. The fear of possible financial contribution for the use of school also prevent community members who are major stake-holders from actively participating in the management of primary school in Kaduna state. However, with introduction of Universal Basic Education (UBE) programme community members and stake holders will become more aware of their roles and participate more in the management of primary school in Kaduna state.

Hypothesis Four

The result of this study shows a significant difference among the stake-holders in their opinion regarding the level of sensitization that school does not for the community. This outcome can be understood, looking at the category of the stake holder, while the school as presented by the teaches an head teacher may feel that various activities in which the school

involves community members like price giving day, inter house sport, literary and debating society and clean up campaign are sufficient enough to sensitized the participation in school programme including management, the community on the other hand expect more than this from the school, if its interest is to be arouse into what the school are doing . Whereas this is the position, it is likely that the ministry and SPEB officials may have felt that, both the community and the school are not doing enough by way of sensitizing and involvement in the school activities. This differing position may have been responsible for the significant difference observed through the result among the stake-holders. The hypotheses which states that, there is no significant difference in the opinion of the stake holders as to the level of school sensitize the community in the opinion of the stake holders as to the level of school sensitize the community in the management of primary school. Is therefore rejected on the strength of this.

Hypothesis Five

In this study which shows significant different about the factors militating against community participation in the management of primary school. Looking at the category of the teachers and head teachers feel that, religious activities, poverty illiteracy, tribal sentiment are some of the factors militating against community participation in the management of primary school. The ministry and SPEB officials thought of socio-economic status, political, learning, business concern negligence and lack of enlightenment from the school to the community may be some of the factors militating against community participation in the management of primary school. These differences observed by the stake holders in the result may have been responsible for the significance difference which makes the hypotheses rejected

Summary of hypotheses testing

The major objective of this study is to assess the level of community participation in the management of primary school in Kaduna State. There are five related research questions and five hypotheses which were used to test level of community and stake holders' participation in the management of primary school four of the hypotheses were rejected while one of the hypotheses was retained. The table below showed the summary of the result.

Table 4.12.5 Summary of Hypotheses testing

S/No	Hypothesis	Statement	Result	Remark
1	1	There is o significant difference in the opinion of respondent on the community awareness of it sroles as stated by the Federal Government through the National Policy on Education	Significant	Rejected
Ii	2	There is no significant difference among the religious leaders in their level of participation in the management of primary school.	Not significant	Retained
Iii	3	There is no significant difference between the observed and expected level of participation of the stake holders in the management of primary school.	Significant	Rejected
Iv	4	There is no significant difference in the opinion of level of school sensitized the community.	Significant	Rejected
v	5	Stake holders do not differ in their opinion about factors militating against community participation in the management of primary school.	Significant	Rejected

Summary of the findings

The members of community have a role to play in the management of primary school as stated by the Federal Government in the National Policy in Education. However, from the finding made of the study, there are ample evidences to support the level of awareness in the participation of the management of primary school education in their domain is high. This is considering the result of hypothesis one, which has attempted to establish any significant differences among the community in participation and awareness in the management of primary school. There is an assumption of awareness hence trying to investigate any difference among the community. That the result of hypothesis one shows significant difference between Parent Teachers association (PTA). Non Governmental Organization (NGO). Traditional leaders, private donors old pupils association in their level of awareness as expressed in their opinion in the role they play I the management of primary schools in their domain. For instance paying of development levies, for the upliftement of the schools, provide infrastructure through the parent Teachers Association (PTA) and also in some instances provide guard to oversee the facilities in the school, renovation of broken buildings, chairs, doors and windows. There would be proper awareness to enable the members of community participate properly in areas like provision of basic amenities such as toilets, more classrooms, field of play, first aid, materials, and total support in the school activities like inter-house sports and prize giving day.

Furthermore, another fining made is factors militating against community participation in the management of primary school in Kaduna state.

The outcome of the study indicates that religious activities, political learning and socio-economic status of community members are some of the factors militating against participation. Other factors identified include business concern, illiteracy, poverty, tribal sentiment and negligence.

The researcher believes that these factors could be addressed if the teacher/head teachers are the SPEB/Ministry officials made it a point of duty to enlighten the community on the importance of primary school in the domain.

The results of the study indicate that, religious leader plays significant roles in the management of primary schools. It is for this reason that significant differences were found in the level of participation among religious leaders as indicated in hypothesis two, one reason is the population of the community in terms of dominance of religion e.g. Moslem are found to be more in most of the communities which also translate into more Moslem children in most of the schools and by extension participation in the management of the school rest on the parents of these children who are in the majority, so with the Christian where they are more in population.

In another development, is the school sensitizing the community particularly the parent Teachers Association (PTA) religious leaders, and parents towards their responsibility and participation in the management of primary school require the community to participate in the activities of the school as it includes up grading of infrastructure, supply of educational/ teaching materials, presence in out door activities, of the school like inter-house sport and such other activity that will give the school he impression that it is accepted as part of the community. The sensitization is done mainly by involving the communities in the various activities organized by the school, such activities include, inter-house sport, prize giving day, literary and debating society, pupil campaign exercises ,old pupils association and parent Teachers Association (PTA) meetings. The researcher also believe that, the school can also sensitized the members of community in areas of farmers can donate some food stuff to the school which can be sold to raise money for the purchase of cogent materials for the school. These are all managerial strategies that can help the school achieve its educational objectives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the study, discusses major findings, procedures of investigation used for collecting and analysis of the data draw conclusion, after recommendation then gave recommendation for further study.

The study was carried out to assess the level of Community participation in the management of Primary Education in Kaduna State. Researcher questions, hypotheses and some assumptions were raised to provide a frame work within which investigation was carried out.

In chapter 2 the study also reviewed relevant literature t o find out what her other researchers have to say on the study.

The instrument used for the findings are questionnaires for Community members, SPEB/Ministry officials, and teachers/head teachers. A total of 410 respondents were selected from a cumulative level expected level of participation of 6469 over community members, Ministry of Education /SPEB, Teachers/head teachers.

The response were statistically analyzed using a one-way Analysis of variance, (ANOVA) at a =0.05 level of significance, while the descriptive responses of the respondents using percentage were to lend support to the result got from the (ANOVA) tables.

A summary of findings is presented, followed by conclusions; recommendations and recommendation for further study are suggested to be used by other researchers.

5.2 Findings of the study

The research made the following findings in the study.

i. there is an uneven level of awareness in the expected role of the community in primary education management. This is applicable to even the officials of the state primary Education Board (SPEB) and Ministry of education;

ii. as a fall-out of the above, the level of participation of religious leaders is also low

iii. for the same reason, participation of the stake-holders does not match what the level of involvement expected of them.

iv. Again, it is obvious that, the level of sensitization is equally low. Based on these, teachers are of the opinion that the communities do not give assistance in terms of finance, employment of teachers, and provision of facilities. These are provided by the state Primary Education Board and Ministry of Education which in any case do not seek to involve the communities.

v. Though lack of awareness due to non-sensitization is a key reason for low level of participation, religious , ethnic and

Political differences constitute another drawback. Illiteracy and ignorance are also apparent on the part of officials of state Primary Education Board and Ministry of Education as well as teachers who can not seem to adopt alternative management strategies in running the schools. The religious difference also is another problem for the management of primary schools in Kaduna State.

5.3 Summary of findings

The summary of this research work was based to the analysis made on the responses for the three categories of respondents. The respondents were members of community teacher/head teachers and officials of SPEB ministry of education. The responses showed that, differences

existed in the opinions among the respondents on most issues raised on community participation in the management of primary school in Kaduna State. The findings were based on the outcome of the five research questions and five hypotheses raised which are presented as:

5.3.1 Opinions of respondents on the level of community awareness of its role in the management of primary schools in Kaduna State.

Pertaining to hypothesis one, which tries to find out the significant differences among the members of community on their level of awareness in the management of primary schools as stated by the Federal Government in the National Policy on Education. The result reveals that, there are significant differences of opinions on the level of awareness among the community members on their role in the management of primary schools.. One the items that sought the opinions of respondents on the level of awareness of the community members which the PTA/business men, NGO/ farmers, religious/traditional leaders, private donors/politicians, and old pupils/ civil servants, responded are, funding, employment of teachers, erecting of building, provision of facilities, moral support, scholarship, giving prizes, sending children to school, visiting and super vision o school and renovation of building windows, doors and chairs.

From the findings it shows that some of the respondents are not aware of their roles they are to perform in the management of primary in their domain, there is need for the SPEB/Ministry officials and teachers/head teachers to employ other managerial strategies in the day-to –day running of the school to enable the community be aware of their roles in the management of the primary school in their domain to be ale to participate fully.

5.3.2 Opinions of religious leaders on the level of participation in the management of primary schools

From the responses on the item related to hypothesis two, sets of respondents (that is teacher /head teachers, community members) agreed that, there is significant differences among he religious leaders (Christianity, Islam, traditional religion) in the area of moral support, employment of religious teachers, donation of Qur'an, Bibles and any instructional materials, erecting of building, financial support, giving prizes, visiting the schools and scholarship to the best pupils and teachers.

From the outcome of the study, it shows that where the Muslims are more there is more commitment and participation because they want their children to have maximum benefit. Another difference is, that while the Muslim leaders are not ready to allow their children to go far from home in the name of schooling for security reasons, the Christian leaders, because of security consciousness are ready to allow their children to school any where within the community, other reasons could be ignorance, illiteracy and poverty.

5.3.3 Opinion of respondents on the observed and expected roles of the stake-holders in the management of primary schools.

In hypotheses three, it was revealed that, there is significant difference among the stake-holders (that is community members, SPEB, ministry officials, teachers/head teachers) in the management of primary schools. From the result, it shows that, SPEB/ministry officials has the highest roles of participation with cumulative observed roles of participation as 521 over cumulative roles of expected roles of 900 is in ration 2:3 followed by the teachers/head teachers with cumulative observed roles of participation of 2550 over the expected roles of participation of 3240 is in ration 3:4 then the community members cumulative observed roles of participation is 2329 over community expected roles of participation of 3240 is ration of 7:10

It could be deduced from the above that the extend of this differences could be due to illiteracy, and ignorance, because while the teachers/head teachers, and SPEB/ministry officials

could be described as educated enough to be aware of these expected roles, some community members are illiterate who by virtue of these are ignorant of their roles in the management of primary school, therefore, limit their level of participation. Financial contribution could be another factor that prevents the community to participate. With the introduction of the UBE programme, community members and stake holders will be aware of their roles and participate more in the primary schools in Kaduna State.

5.3.4 Opinions of respondents on school sensitizing the community members in the school

From the responses of respondents on some of the items related to this hypothesis indicated that, the level of school sensitizing the community is not high, the school need to be active in this aspect to be able to make the community to know the importance of their roles, activities like, prize giving ay, cleaning up campaign, inter-house sport, literary and debating society, sending their children to school, paying levies, are not enough, they need more sensitization from the school, to allowed them to participate fully where necessary.

5.3.5 Opinions of respondents on factors militating against community participation in the management of the primary school.

Hypothesis five sought the opinions of respondents on the factors militating against community participation in the management of primary schools. Responses of the respondents showed significant difference about the factors militating against community participation, looking at their different opinions the teachers/head teachers, felt that, religious activities, poverty, illiteracy, tribal sentiment are some of the factors militating against community participation, then the ministry of education/SPEB officials though socio-economic, political learning, business concern, negligence and lack of enlightenment from the school to the community may be some of the factors militating against the community participation in the management of primary school. Community sought out, that, teacher's attitude, tribalism, religious differences, location (distance from school), business concern, are some of the factors militating against community participation in the management of primary schools.

5.4 Summary

In summary, the study shows that, the level of awareness varies as to the role expectation of the community in primary school management. Due to this disparity in the level of awareness, the level of participation is low, and the participation of the stake-holders is lower that is expected of them. Sensitization is also at the lower level, hence community involvement in the provision of facilities and employment of teachers is non-existent. These functions are performed by the state primary Education. There are also contributing factors militating against community participation as religious and ethnic differences, ignorance, non-challant attitudes of the community themselves, and illiteracy. Christian and Muslim leaders see education and community participation from different perspectives. Furthermore, state primary Education Board (SPEB) and Ministry of Education officials have failed to fully appreciate these problems, hence their tardiness in re-strategizing.

5.5 Conclusions

Conclusion drawn in this stuffy, are basically on the finding of the research, the out come of the study revealed that, there were more males respondent 116(64.4%) than females among the community members, where as, there are more females than males among the teachers and Head teachers. Using the study 120(66.7%). Corresponding there were 35 males representing 70% of the respondent among Ministry and State Primary Education Board (SPEB) officials.

Significant difference was found among the stake holders (NGO, private donors, politicians, Old Boys Association) in their opinion about stake holders level of participation in the management of primary Education in Kaduna State.

The study also concluded that significant difference exists among the various religious leaders in their level of participation in the management of primary Education in Kaduna State.

Significant difference was established among the community, teachers/ head teachers of Education and State Primary Education Board (SPEB) officials in the expected and observed level of participation in the management of primary Education in Kaduna State.

Significant difference also found in the opinions of the stake-holders on factors militating against community participation in the management of primary schools. There is also significant difference among the respondents on the opinion of school sensitizing the community to participate in the management of primary schools in their domain

5.6 Recommendations

Based on the finding the following recommendations are made:-

1) Religious leaders should be encouraged by the Local Government, State Primary Education Board (SPEB), Ministry of Education and spirited individuals to (participate more) improve on their level of participation in the management of primary education

2) From interaction with the Community members in the course of study, it was discovered that teachers do not enlighten the community members on the need to participate in the management of primary education. It is against their background that is being suggested that, teaches should endeavour to enlighten the community members to be aware on the important of their participation in the management of primary Education in their domain. And teachers should endeavour to be receptive to community members in whatever they want to do for the upliftment of primary education in Kaduna state.

3) it is recommended that there should be more coordinated efforts aimed at improving the level of participation in Primary Education between Ministry of Education and the State Primary Education Board (SPEB). Other stake holders particularly parents and Non Government Organizations (NGO) should be encouraged by schools to participate more in activities such as inter-house sports speech and prize giving day.

4) The researcher also recommended that, the community members should perform their managerial roles to schools as that of providing accommodation and farm land to the teachers, donate food stuff to the school which can be used as means of sourcing money for the school, disciplinary committee, enrolment of the pupils, supervision, and also support the school based management committee to achieve its objective in the primary schools of their jurisdiction. The community can also help to sensitize the school in the area of clearing of bushes and construction of drainage systems.

5) The school in order to sensitize the community and participate in the management of primary schools it needs to employ more managerial strategies. They need to be pragmatic in dealing with the situation they find in the community. There is need for creative innovation. For instance the school could organize drama to depict certain social ills. There could be placed on the advantage of humility, being industrious, hardworking, honesty, and disciplined and so on. Parents could be invited to watch the drama. This could enhance the achievement of primary education goals in the state and the country as a whole.

6) The school could also organize a house- to house visitation to parents to discuss some of the things the parents need to know on their children and the school.

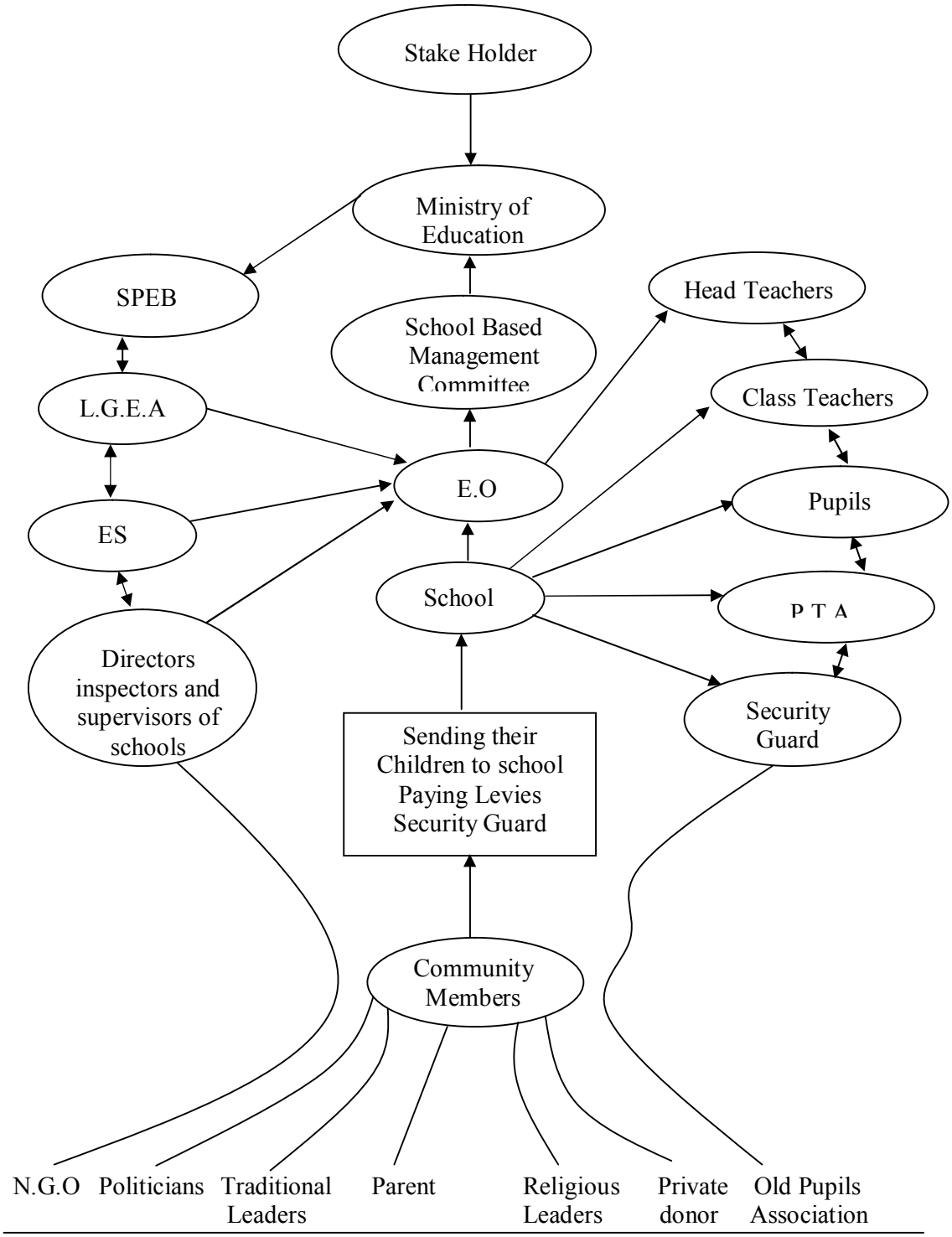
7) Non-existence of non-functional of the Parent Teachers' Association (PTA) in some schools shows problems of ignorance. The researcher believes that, if the head teacher relates well with the parents and initiates regular meetings, the low interest of the parents would be improved upon.

8) Supervision and instruction were discovered to be poor, the re

searcher believes that parents should make it a point of duty to visit the school of their children to enquire about their performance. This will enable the parents to be able to know how serious their children are, academically.

The researcher developed a model for the participation of community members in the management of primary schools in Kaduna state to complete the discussion on her recommendations: Figure 5.1 carbies the deteals of the model.

FIGURE 5.1: A MODEL OF COMMUNITY PARTICIPATION IN THE MANAGEMENT OF PRIMARY SCHOOLS



Source: Baba 2007

The community members are seen as the root for the establishment of a school in a particular community. These community members are the parents, Non Governmental Organizations (NGOs), private donors, old pupils' association, politicians, religious leaders and traditional leaders. Their responsibilities are to send their children to school, pay levies, assign security guards, donation of books like, Bibles, Quran, exercise books, pencils, biro, sending prizes to best pupils, scholarship, and playing a role as advisory board members.

The school which has the components as the education officer, head teacher, teachers and non teaching staff pupils, PTA member's security guard plays its role as proving effective teaching and learning programmes for the community to participate immensely for the management of the schools, security and moral training.

Other organizations that participate in the management of the school as stated in the structural model are the stake holders who comprise the Ministry of Education State Primary Education Board officials, education secretaries and other directors and inspectors of the schools. They provide services like establishment of schools posting of teaching and non teaching staff, paying of salaries to the staff, renovation of broken building and furniture, provision of books and other writing materials

Teachers and head teachers are the implementers of the policy. They are involved in making use of the school facilities to impact knowledge to the pupils by training them morally and making them become useful citizen in the society. They also encourage parents to send their children to school and also participate in the management of primary school. The security guards in the school are responsible for the protection of the school facilities, ensure that both the pupils and staff are secured and to maintain discipline in the school.

The researcher is of the opinion that, if all these organizational bodies should endeavour to participate more in the management of primary school in Kaduna state, the schools will be able to over come the management problems faced by schools in Kaduna state.

Religious leaders should forget their differences and participate fully in the management of primary school regardless of their religion. Muslims leaders particularly should encourage parent to allow their children to go and school any where within the community to achieve their educational pursuit. The religious bodies handle the teaching of discipline, which is an aspect of management in the school.

5.8 Suggestions for further study

The following recommendation is made for further study.

- A research should be carried out on how the Community will be sensitized by the primary school teachers and head teachers to participate fully in the management of primary education to improve the condition of our public primary school in Kaduna State.
- Now that State Primary Education Board (SPEB) has become Kaduna State Universal Basic Education (KASUBEB) in order to repositions the Board, to cater adequately for school under the new -9-3-4 system of Education, it is recommended that a similar study be conducted to determine the appropriateness of the new Basic Education Programme.

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APPENDIX I

Table 3.2 **Teachers/Head Teacher and Non Teacher Staff Enrolment for 2005 in the LGEA.**

S/No	LGEA	No of School	Teaching staff	Religious teachers	Non teaching staff	Head teacher
1	B/Gwari	182	475	134	94	182
2	Ikara	97	255	168	17	97
3	Kachia	170	1049	37	4	170
4	Kad South	30	1085	248	85	30
5	Kagarko	145	779	106	21	145
6	Kaura	69	800	73	36	69
7	Kubau	158	516	130	20	158
8	Lere	124	1249	413	49	124
9	Makarfi	91	575	134	45	91
10	Sanga	127	579	86	58	127
11	Z/Kataf	211	1180	220	88	211
12	Zaria	99	853	232	71	99
	Total	1,503	9,395	1,981	588	1,503

APPENDIX II
DEPARTMENT OF EDUCATION AHMADU BELLO UNIVE RSITY, ZARIA, KADUNA STATE

Dear Respondent.

I am a student of Ahmadu Bello University, Zaria from the Department of Education, conducting a research on. An assessment on Community of Participation in the management of primary schools in Kaduna state. This research is being conducted impartial fulfillment of the requirement of Masters Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria. In order to facilitate the process of gathering information for this research, this questionnaire has been designed.

Please kindly tick (v) the column that best represent your feelings or provide information where asked to.

All information provided shall be treated in absolute confidence.

Thank you.

Baba Maijinya Silas
Researcher

APPENDIX III
QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

PART A: <u>Demographic questions (personal information of Respondents)</u>

1. Name of School: …….

2. Name of LGA: …….

3. Location (Urban) or (Rural): …….

please tick ( ) The box that is appropriate to you

4. Age

a) 18-25 [ ] (b) 26-32 [ ] (c) 33-39 [ ] (d) 40 and above [ ]

5) Religion

(a) Christianity [ ] (b) Islam [ ] (c) Traditional (0

6). Gender (a) Male [ ] (b) Female [ ]

7) What is your position in the school?

(a) subject teacher [ ]

(b) subject Head [ ]

(c) Examination Officer [ ]

(d) Assistant Head Teacher [ ]

(e) Head teacher [ ]

8) Highes Qualification

(a) Secondary school Certification [ ]

(b) Grade II Teacher [ ]

(c) NCE/OND/HND [ ]

(d) B.Ed/B.Sc/B.A [ ]

9) How long have you been in teaching profession?

(a) 1-5 years [ ] (b) 6-10 years [ ] (c) 11-15 years [ ] (d) 16-20 years [ ] (e) 21 and above [ ]

10. How long have you been in this school?

(a) 1-2 yrs [ ] (b) 3-4yrs [ ] (c) 5-6 yrs [ ] (d) 7-8 yrs [ ] (e) 9 and above [ ]

11. Marital Status (a) Married [ ] (b) Not married [ ]

12 If married, do you have children/child of school age?

(a) Yes [ ] (b) No [ ]

13 If yes, are your children attending the same school where you teach?

(a) Yes[ ] (b) No [ ]

14 If No, please state why

(a) Low standard [ ] (b) Far distance to school [ ] (c) Any other reason,

state…….

15. Who is the owner of school you teach?

(a) Private individual [ ] (b) Corporate Organization [ ]

(c) Religious organization [ ] (d) State Government [ ]

(e) Federal Government [ ] (f) Community [ ]

16. How old is your school?

(a) 1-5 yrs [ ][(b)6-10 yrs [ ] (c) 11-15 yrs [ ](d) 16-20 yrs [ ] (e) 21 and above[ ]

17 How many classes do you have in your school?

(a) 1-3 [ ] (b) 1-5 [ ] (c) 1-6 [ ]

18 How many arms does each class have?

(a) one each [ ] (b) At least two [ ]

19 What is he lest population in each class?

(a) Below 15 [ ] (b) 15-20 [ ] (c) 21-25 [ ] (d) 26-30 [ ] (e) 31 and above [ ]

20 How many teachers do you have in your school?

(a) 1-5 [ ] (b) 6-10 [ ] (c) 11-15 [ ] (d) 16-20 [ ] (e) 21-25 [ ] (f) 26-30 [ ]
(g) 31 and above [ ]

21. Do you consider this number enough?

(a) Yes [ ] No [ ]

22. If no how many more would you recommend for the school? Please state

23. What do you think is responsible for the lack of teachers?

(a) Inability of owners to employ more [ ] (b) No qualified teachers [ ]

(c) Refusal of teachers to stay in the community [ ]

PART B: Assessment of Community Participation in the Primary Schools

24 Do you have a PTA in your school?

(a) Yes [ ] (b) No[ ]

25 If No Why

(a) You don't belief in the association [ ] (b) It is not functional [ ]

(c) More of political association [ ]

26 If yes, what are their duties of function in your school? Please mention

……

27 Do you belief in community participation in the primary school management ?

(a) Yes [ ] (b) No [ ]

28 If No, please state your reasons

……

29. If Yes, what are their level of participation?

		Active participation	Participation	Non participation
a.	Financial Support			
b	Employment of teachers			
c	Erecting of building			
d	Provision of facilities			
e	Scholarship			
f	Sending heir children to school			
g	Giving prizes to the best pupils and			
h	teachers and head teachers			
i	Visit and supervision of the school			
	Renovation of building			

30. Can you state some of the assistance given that has not been mentioned?

……

31 How does the school sensitized the community to participate in he management of primary schools in Kaduna state?

		Very High	High	Not High
a.	Prize Giving day			
b.	Debating Club			
c	Old Boys Association			
d	Sponsorship			
e	Employment of Teachers			
f	Paying of Levies			
g	Sending their children to school			
h	Visiting the school			
i	Alumni			

32. Do you thing he community is aware of their roles in the management of primary schools?

(a) Yes [ ] (b) [ ]

33. If yes please indicate by ticking the level awareness on the following roles. school

		Fully Aware	Aware	Not aware
a.	Funding			
b	Employment of teachers			
c	Erecting of building			
d	Provision of facilities			
e	Moral support			
f	Scholarship			
g	Sending their children to			
h	school			
i	Visiting the school			

34 Are their some factors that are militating against community participation?

(a) Yes [ ] (b) No [ ]

35. If yes, what are these factors? Tick as many as you can

(a) Political [ ] (b) Business [ ] (c) Attitudes of the teachers [ ] (d) Illiteracy [ ]

(e) Poverty [ ] (f) Tribalism ethnicity [ ] (g) Religion [ ] (h) location Distance [ ]

(i) Negligence [ ]

36 How do you compare (a) urban and rural dwellers (b) PTA and religious leaders

(c) Male and Female in their level of participation in the management of primary education. Using the table below.

Variable	Active participation	Participation	Non participation
a. Urban b. Rural c. PTA d. Religious Leaders e. Male and female			

36. Can you give any reason why the head teacher are not allowing the members of the community to participate in the management of primary schools?

APPENDIX IV
DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE

Dear Respondent.

I am a student of Ahmadu Bello University, Zaria from t he Department of Education conducting a research on An assessment on Community of Participation in the Management of primary school in Kaduna State.

This research is being conducted impartial fulfillment of the requirement of Masters Degree in Educational Adminsitration and Planning of Ahmadu Bello University, Zaria.

in order to facilitate the process of gathering information for this research, this questionnaire has been designed.

please kindly tick ( ) the column that best represent your feelings or provide information where asked to.

All information provided shall be treated in absolute confidence.

Thank you

Baba Maijinya Silas
Researcher

APPENDIX V
QUESTIONNAIRE FOR MEMBERS OF THE COMMUNITY

SECTION A: Demographic questions

5. Name of Community:……

6. Name of LGA: ……..

7. Location (Urban) [ ] or (Rural) [ ]

Please Tick ( ) The box that is appropriate to you

8 Age

(a) 18-30 [ ] (b) 31-40 [ ] (c) 41-50 [ ] (d) 51-60 [ ]

9. Religion

(a) Christianity [ ] (b) Islam [ ] (c) Traditional [ ]

10 Gender (a) Male [ ] (b) Female [ ]

11. What is your level of Education?

(a) None [ ] (b) Koranic [ ] (c) Adult Education [ ]

(d) Incomplete primary school [ ] (e) post primary school [ ]

(f) Post secondary school [ ]

12. Are married? (a) Yes [ ] (b) No [ ]

13. What is your status? (a) student [ ] (b) unemployed [ ] (c) student /worker [ ]

(d) Applicant [ ]

14. If a worker, what is the nature of you work?

(a) Civil servant [ ] (b) Business man/woman [ ] (c) Trade [ ] (d) farmer [ ]

15. How many children do you have (a) 1-3 [ ] (b) 4-6 [ ] (c) 7-9 [ ] (d) 10 and above

16. How many of them go to school? (a) One [ ] (b) Two [ ] (c) Some of them [ ] (d) all of them [ ]

17. What type of school do they attend? (a) Private [ ] (b) Public [ ]

(d) Some in private while some in public

18 Which of the following groups do you belong to in the community?

(a) PTA [ ] (b) NGO [ ] (c) Religious organization [ ] (d) Emir [ ] (e) chief [ ]

(f) Political [ ] (g) Private donors [ ]

Section B: level of participation among stake holders

Tick ( ) the appropriate column that best represent your feelings. Level of stake holders participation in the management of primary education in Kaduna state.

		Active participation	Participation	Non participation
1	The parent Teachers association participate in managing primary school in my area a state			
2	The parent Association meet to discuss issues affecting the school but does not participate in the management of primary school in my area			
3	Non government organization do help in the management of primary schools in my area.			
4	Non Government Organization do not have a hand in the management of primary school in my area			
5	Religious leaders participate in the management of primary schools in my area			
6	Religious leaders have nothing to offer the primary schools in my area			
7	The politicians do not participate in the management of primary schools in my area			
8	The politicians participate in the management of primary schools in my area			
9.	The traditional leaders participate in the management of primary schools in my areas			
10	The traditional leaders do not have hand in the management of primary schools in my area			
11.	The private donors have not been participating in the management of primary schools in my area.			
12	The private donors are participating in management of primary schools in my area.			

SECTION PM: LEVEL OF SCHOOL SENSITIZATION OF THE COMMUNITY IN THE MANAGEMENT OF PRIMARY SCHOOLS

		Very High	High	Not High
1	What is the level of school sensitization of he PTA in the management of primary schools in Kaduna state			
2	What is the level of school sensitization of he NGOs in the management of primary school in Kaduna state			
3	What is the level of school sensitization management of primary schools in Kaduna state			
4	What is the level of school sensitization primary schools in Kaduna state			
5	What is the level of school sensitization of the traditional leaders in the management of primary school in Kaduna state			
6	What is the level of school sensitization of the private donors in the management of primary schools in Kaduna State			

SECTION C: L EVEL OF COMMUNITY AWARENESS OF THEIR ROLES IN THE MANAGEMENT OF PRIMARY SCHOOLS IN KADUNA STATE

		Very High	High	Not High
1	What is the level of PTA awareness in management of primary school in Kaduna state			
2	What is the level of NGOs awareness of the roles in the management of primary school in Kaduna state			
3	What is the level of religious leaders awareness of their roles management of primary schools in Kaduna State.			
4	What is the level of politicians awareness in the management of primary school in Kaduna state			
5	What is the level of the traditional leaders awareness in the management of primary school in Kaduna state			
6	What is the level of private donors awareness in the management of primary schools in Kaduna State.			

SECTION D: FACTORS MILITATING AGAINST COMMUNITY PARTICIPATION IN KADUNA STATE .

What are the factors militating against community participation in he management of primary schools in Kaduna stat e (tick as many factors as possible)

(a) Religion [ ] (b) political [ ] (c) Business [ ] (d) Attitudes of the teachers [ ]

(e) Illiteracy [ ] (f) poverty [ ] (g) Tribalism ethnicity [ ]

(h) Location Distance [ ] (i) Negligence [ ]

APPENDIX VI

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE

Dear Respondent.

I am a student of Ahmadu Bello University, Zaria from t he Department of Education conducting a research on An assessment on Community of Participation in the Management of primary school in Kaduna State.

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in order to facilitate the process of gathering information for this research, this questionnaire has been designed.

please kindly tick ( ) the column that best represent your feelings or provide information where asked to.

All information provided shall be treated in absolute confidence.

Thank you

Baba Maijinya Silas
Researcher

APPENDIX VII

QUESTIONNAIRE FOR MINISTRY OF EDUCATION AND SPEB OFFICIALS

PART A: Demographic personal information of respondents

1. Age (a) 25-32 [ ] (b) 33-40 [ ] (c) 41 years and above [ ]

2. Religion (a) Christianity [ ] (b) Muslim [ ]

3. Gender (a) Male [ ] (b) Female [ ]

4. Are you an official of the Ministry of Education or SPEB? Please state

5. what is your designation:…….

6. What is your qualification

(a) NCE/OND/HND [ ]

(b) B.Ed/B.Sc/ BA [ ]

(c) M.E.d/M.Sc./M.A.P. Phil [ ]

(d) Ph.D [ ]

7. Have you taught in a school set up before (a) Yes [ ] (b) No [ ]

8 If yes, for how long? (a) 1-5 yrs[ ] (b) 6-10 yrs[ ] (c) 11-15 [ ] (d) 16-20 yrs (e) 21 years and above [ ]

PART B: ASSESSMENT OF COMMUNITY PARTICIPATION IN KADUNA STATE PRIMARY SCHOOL

9 Do you belief in community participation in the primary school management ?

(a) Yes [ ] (b) No [ ]

10. Does the Ministry of Education or SPEB have nay policy apart from that of the National policy that support community participation in the primary school management

(a) Yes [ ] (b) No [ ]

11. If yes what are this policies Please state

12. If no, what are the expected roles of the community in the management of primary schools as state in the policy? Please state.

13 Do you think that the communities are aware of these roles in the primary schools management? (a) Yes [ ] (b) No [ ]

14. If yes, can you state their level of participation?

		Active participation	Participation	Non participation
a.	Financial Support			
b	Employment of teachers			
c	Erecting of building			
d	Provision of facilities			
e	Provision of facilities			
f	Scholarship			
g	Sending their children to school			
h	Giving prizes to the best pupils and teachers and head teachers			
i	Visiting the schools regularly.			

15. If no, what are the factors militating against community participation in the primary school management? (Please indicate by ticking)

(a) Political [ ] (b) Business [ ] (c) Attitudes of the teachers [ ] (d) illiteracy [ ]

(e) Poverty [ ] (f) Tribalism ethnicity [ ] (g) location distance [ ] (i) Negligence[ ]

16. If any apart from the ones above please indicates

……

17 What efforts are the ministry/Board making to inform the community of their roles in primary school management? Please state.

18 How will you rate community participation in primary school management in Kaduna state (a) Very low [ ] (b) Low [ ] (c) High [ ] (d) Very high [ ]

19 What in your opinion should be the roles of the community in primary school management in Kaduna state (please tick)

(a) Financial Support [ ]

(b) Employment [ ]

(c) Erecting of building [ ]

(d) Provision of facilities [ ]

(e) Moral support [ ]

(f) Taking their children to school [ ]

(g) Donation of Land [ ]

(h) Visiting the schools regularly [ ]

20 Apart from what you have tick above, in you own opinion how best do you think the community can participate in the management of primary school.

---

21. If you are to assess the community participation in the management of primary school, how adequate will you say it has been

---

---

22. Briefly state the reasons why you think major stakeholders like the community would shy away from their responsibility in the management of primary school

---
