

Assessment of Teachers' Perception on Community Participation in Financing the Development of Primary Schools in Kogi West Senatorial District, Nigeria

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ABSTRACT

The study examined teachers' perception on community participation in financing the development of primary schools in Kogi West Senatorial District, Nigeria. Through simple random sampling technique, 400 teachers were selected. A self-structured questionnaire on the influence of community participation in school management on the development of primary schools in Kogi west senatorial district' (QICPSMDPS $r= 0.86$) was designed to generate information from the participants. The accuracy of the instrument was determined by measurement and evaluation experts. Pilot study was conducted in some selected primary schools in Kogi North Senatorial District. The data collected were analyzed with Pearson Moment Correlation Coefficient and value obtained was 0.86. The findings show that teachers' perception of school financing has no influence on primary school development based on school type and gender. It was recommended that parent association should always have periodic meeting with primary schools on matters affecting the schools and provide financial assistance towards the development of primary schools

Key words: *Community, educational development, involvement, participation and support*

INTRODUCTION

The Nigerian Government has contributed enormously to the development of education through the introduction of Universal Basic Education programme (UBE). The introduction of (UBE) Universal Basic Education programme has increased the enrolment of students at the primary school level because government abolished the payment of school fees (Ogbonnaya, 2012). This explains justification for the encouragement been given by the government to other stakeholders to get involved in the management of schools (Federal Republic of Nigeria, 2013). Community participation through the provision of funds and their involvement in the administration is expected to solve problems affecting the development of primary school education. Until the 20th century, communities participated actively in managing schools (Bakwai, Oduwiaye & Muhammed, 2016).

The history of community participation in education in Nigeria is as old as the history of man in the country, parents participate in the education of their children right from the infant stage of their children (Roodt, 2001). Prior to the introduction of both the Islamic and Western systems of education in the country, child training and child education depended heavily on the members of the immediate community (Kanau & Haruna, 2013). Okenwa and Igbo (2013) pointed out that school community relationship helps other stakeholders to get reliable information about issues affecting the development of primary school administration. This will help them to find solution to such problems. The other justification for such relationship is expected to have positive effect on the performance of students because there may be enough teaching equipment, good textbooks and building of classrooms (Abass, 2015). Despite these possible advantages associated with stakeholders' relationship in the management of

schools, some members of communities were alienated in the management of the schools. Such action serves as a clog in the progress of primary school development (Osadolor, 2016). The history of western education in Nigeria reveals that missionaries were the first to establish schools on their own initiatives in the early 19th century. This was dictated by the exigencies of their undertaking that the converts should be able to read scriptures. Olagboye (2004) pointed out that in the early 19th century, the missionaries introduced literacy education to their new converts in Badagry, Nigeria. This led to the establishment of schools in different regions in Nigeria. Thus, this afforded them the opportunity to indirectly rule Nigeria through their chiefs who participated in literacy education. The government at first encouraged the missionaries and later enacted education ordinance to control, regulate and partly finance education under the management of voluntary agencies (Okorie, Ememe & Egu, 2009).

Community participation in education did not end with the Christian missionaries' efforts as some other efforts were also directly coming from the local communities, for instance, assisted schools were according to Tshabalala (2006), partly financed from a special contribution from the local community cutting across religious barriers. Also, another evidence of community participation in education in Nigeria was witnessed between 1830 and 1950 when some Yoruba, Igbo and Ibibio communities as well as private individuals in the southern part of Nigeria offered scholarships to their indigenes to go for higher education in Britain and Ireland (Theron, 2005). Although, a comprehensive and precise data regarding the current level of community participation in education in Nigeria may not be easily established (Njunwa, 2010). This, for instance, is evident in the way many parents and communities support the educational pursuit of their wards though provision of learning

materials and payment of other levies to and for the latter respectively. Njunwa (2010) further stated that the relative rise and patronage as well as the establishment of private and community schools in the country confirms the existence of community participation in education in the country. It is however pertinent to note that the level of community participation in education in the country is still not adequate and thus the need for strategizing ways of enhancing it (Osadolor, 2016). Mosha (2006) pointed out that community members were acquainted with the events in the school because such primary schools were located in their vicinities and their children attend such schools. With this notion, community members are in the best position to identify the needs of such schools and they can levy themselves to procure such equipment or procure books and construct classrooms. This will bring positive change and development in such schools. Nakpodia (2013) advised that parents-teachers association (PTA) meetings should take place regularly.

The associations should also be involved in the planning of capital projects and they should play active role in the decision making in school. Ngesu, Gakuru, Okuro and Kahingi (2013) explained that in most public schools in Nigeria, the involvement of parents in the activities of the school have mostly been justified because the school authorities' can easily inform the parents directly about the behavior and academic performance of the pupils. This will contribute greatly in the general development of the schools in such communities. In all the schools in Kogi state, there are PTAs with different executive members who usually play vital role in the management of school in collaboration with the school authorities. The executive members of these association play a liaison role between the school authorities and the parents. The implementation of Universal Basic Education (UBE) scheme has led to an increase in the enrolment of primary school

pupils, alongside is the multiplicity of educational programmes. Thus, the administration of primary school education has been more capital intensive. Laah, Adefila and Yusuf (2013) explained that there is justification for community involvement in the provision and maintenance of facilities and the management of discipline among others. Akpan (2014) pointed out that the community members are expected to contribute to the management of school plant, fund raising and raising the moral tone of schools among other things. In the management of school plants, the community members are expected to contribute to the maintenance of school buildings, equipping libraries with books, provision of office equipment and stationeries, and provision of other range of school's facilities. Since the members of communities are concerned with the student's welfare and all round development, that is why parents are given roles to play in the provision and development of primary and secondary school (Njunwa, 2010).

In this era of 21st century which is characterized with economics recession and globalization, the management of the school cannot be left to the government, there is a need for collaboration between the government and other stakeholders in education. The problems associated with the management of schools necessitated this collaboration (Obi, 2013). According to Obi, such problems which necessitate such collaborations are the increase in cost of education, technological influence explosive students' enrolment, school-community conflicts and staff and students' indiscipline (Kambuga, 2013). It is expected that such collaboration will enhance the local communities to strengthen the school by providing resources and participating in different school activities. Mezgebwork (2018) asserted that most communities make financial contributions through the Parents Teachers Association levy and personal donations for the support of the schools in the communities. There are many problems

associated with the funding of primary education in Kogi West, Kogi State. There is the general outcry in the state that primary education has not produced the desired objectives as stipulated in the national policy on education due to lack of proper funding. On the basis of this, there is the need for participation of community in financing on the development of primary education so as for the state to achieve the goals and objectives of primary schools. Many researchers have carried out related researches on this topic in different parts of the world. However, there seem to be limited research on the same issue in Kwara State, Olsons (1971) theory of participation was employed in the study, he pointed out that people with identical culture who belong to the communities or groups usually work together to achieve the goals set for their development. Olson's theory of participation builds on the participatory and learning process approaches. The components integral to a people centered approach include popular participation in development, the need for sustainable development, the support and advocacy of the people's role in development by the bureaucracy, NGOs and voluntary organizations.

The study also adopted the theory of participatory approach propounded by Paulo Freire in 1970. For participatory theorists and practitioners, development required sensitivity to cultural diversity as well as other specific points that were ignored by modernization theorists. The lack of such sensitivity accounted for the problems and failures of many projects (Coetzee, 2001). The main essence of participatory development theory is an active involvement of people in making decisions about implementation of processes, programmes and projects, which affect them (Slocum, Wichhart, Rocheleau & Thomas-Slayter, 2015). Participatory development approaches view the term participation as the exercise of people's power in thinking, acting, and controlling their action in a collaborative framework. The participatory development approach stresses the participation of the

majority of the population especially the previously excluded groups such as community based organization, women, youth and the illiterate in the process of development programme (Roodt, 2001; Doods, 2013). This approach views development as a process which focuses on community's involvement in their own development using available resources and guiding the future development of their own community. Participatory development theorists, pointed out that the problems affecting the development of communities in African countries could be solved through communal efforts. In this context, Dennis (2007) argues that communal effort to solve problems should include transparency among the members of the groups, members should work towards the achievement of the set goals and there should be balance of power distribution and allocation of resources among the groups. This study had the following specific objectives of the study which include:

1. To examine how the development of primary school could be achieved through the provision of funds in Kogi west senatorial district.
2. To determine differences in teachers' view on how community involvement in school funding could lead to the development of primary schools in Kogi west senatorial district.
3. To examine differences in teachers' perception on how community involvement in school financing could lead to the development of primary school in Kogi West senatorial District.

Research Questions

RQ₁ To what extent will the involvement of the community in funding lead to the development of primary schools in Kogi west senatorial district?

Research Hypotheses

- H₀₁:** There is no significant difference in teachers' perception on how community involvement in school funding could lead to the development of primary schools in Kogi west senatorial district based on gender.
- H₀₂:** There is no significant difference in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on school type
- H₀₃:** There is no significant difference in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on experience in service.

Research Methods

The population of this study comprised of thirty- five private and public primary schools in Kogi west senatorial district. This study adopted the descriptive survey research design. The justification for using this design was based on the fact that it is a design that critically examine events opinions, objects, attitude, subjects or idea with the aim of providing accurate information about the phenomenon being studied. The choice of this research is designed to collect information on the Influence of Community participation in school financing on the development of primary schools in Kogi West senatorial District. Four hundred teachers were randomly selected from twenty primary schools in the locale of the study. A self-structured questionnaire titled questionnaire on the influence of community participation in school management on the development of primary schools in Kogi west senatorial district' (QICPSMDPS) was designed to generate information from the participants. The accuracy of the instrument was determined by the experts in measurement and evaluation. Pilot study

was done in some selected primary schools in Kogi North Senatorial District. Seventy questionnaire were administered to the respondents, the data collected were analyzed with Pearson Moment Correlation Coefficient and the value obtained was 0.86. The descriptive statistics of frequency counts, average mean and percentages was used to answer the research questions while Pearson moment correlation was used to test the hypothesis.

Findings

RQ1: What is the perceived influence of community participation in the provision of funds for primary school development in Kogi West senatorial district?

Table 1: *Perceived influence of Community Participation in the provision of funds for Primary School Development in Kogi West Senatorial District*

N	Community participation in provision of fund	Mean	S.D.
1	Non-Government Organization provides financial assistance in the employment of quality teachers in my school.	3.28	1.53
2	The Parent Association meets to discuss issues affecting the school and provide financial assistance in building of staff rooms in my school.	3.11	1.63
3	The private donors do not participate in the provision of funds for the development of educational infrastructures in primary schools.	2.86	1.49
4	Construction of structures such as classrooms, toilet, chairs and tables was done by the parents teachers association	2.79	2.09

Research Hypotheses

H₀₁: There is no significant difference in teachers’ perception on how community involvement in school funding could lead to the development of primary schools in Kogi West Senatorial District based on gender.

Table 2: *t-test Statistics Showing the Teachers’ Perceived Influence of Community Participation in School Financing on the development of Primary School in Kogi West Senatorial District based on gender*

Gender	No	Mean	S.D.	Df	t- value	Sig	Remarks
Male	266	16.821	3.409	398	1.714	0.122	NS
Female	134	17.975	3.454				

*Insignificance at $p > 0.05$

Table 2 shows that the t-value 1.714 is obtained with a p-value of 0.122 computed at 0.05 alpha level. Since the p-value of 0.122 is greater than 0.05 level of significance, the null hypothesis is retained. The study found that, based on gender, there is no statistical significant difference in teachers’ perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District ($t_{(398)} = 1.714$).

H₀₂: There is no significant difference in teachers’ perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on school type

Table 3: *t*-test Statistics Showing the Difference in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on school type

School type	No	Mean	S.D.	Df	t- value	Sig	Remark
Public	248	17.551	2.722	398	1.278	0.201	NS
Private	152	17.428	3.001				

*Insignificance at $p > 0.05$

Table 3 shows that the t-value 1.278 is obtained with a p-value of 0.201 computed at 0.05 alpha level. Since the p-value of 0.201 is greater than 0.05 level of significance, the null hypothesis two is retained. Therefore, based on school type, there is no statistical significant difference in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District ($t_{(398)} = 1.278, p > 0.05$).

Ho: There is no significant difference in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based experience in service.

Table 4: ANOVA Summary of the teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on years of teaching experience.

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	472.645	2	236.323			
Within Groups	49856.465	397	125.583	1.882	0.22	NS
Total	49329.110	399				

*Insignificance at $p > 0.05$

As shown in table 4, the F-value of 1.882 with a p-value of 0.22 computed at 0.05 alpha level. Since the p-value of 0.22 obtained is greater than 0.05 level of significance, the null hypothesis three is retained. This indicates that there is no statistical significant difference in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on years of teaching experience ($F_{(2, 397)} = 1.882, p > 0.05$).

Discussion of the Findings

Findings of this study revealed that the teachers perceived that Non-governmental Organization provided financial assistance in the employment of quality teachers, Parent Associations meet to discuss issues affecting the school and provided financial assistance in building of staff rooms. This finding corroborates Abass (2015) whose study submitted that community participation in educational development in Nigeria was being hindered by a number of factors such as high poverty and embezzlement of funds by the school management. The implication of this finding is that with there will be an improvement in the development of primary school in the state. It was revealed in the study that there was no statistical significant difference in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on gender. This outcome substantiates Abrisham (2014) whose study revealed that both male and female parents contributed significantly via parent-teacher association to the planning and development of schools in Iran. In the same vein, Alwar (2005) submitted in his findings that no discrepancy existed between male and female participants' perceptions in the community participation towards educational development. Also, finding of this study showed that there was no statistical significant difference in

teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on school type. In the same vein, there is no statistically significant in teachers' perceived influence of community participation in school financing on the development of primary school in Kogi West senatorial District based on years of teaching experience. This finding negates Dodo (2007) who found that there were more participations to the development of public schools from the community members in Kaduna State, Nigeria. It was revealed in the study that private donors do not participate in the provision of funds for the development of educational infrastructures in the primary school. The findings negate the view of Theron (2005) who pointed out in his study that the participations of the private donors in the building of classrooms and provision of books to the pupils in public primary schools in South Africa have enhanced the development of primary education.

The implication of this finding is that the motivation of private donors by the state government and other policy makers in education will have major impact in the development of primary education in Kogi State. The findings revealed that communities fund the construction of structures such as classrooms, toilet, chairs and tables. With these contributions of the community members, the maintenance and sustainability of the major infrastructures in the schools are enhanced, this correlates with the findings of Osadolor (2016) who reported that the contributions of community members in the employment of teachers and also procurement of textbooks for secondary school students in Anambra state, Nigeria have improved the standard of secondary. The findings revealed further that the parent Teachers association participate in the provision of security personnel in my school. This indicates that the level of security of lives and properties

would be ensured. This tallies with the view of Okorie, Ememe and Egu (2009) that the involvement of the community members in the security management of the schools will help to secure lives and properties. The implication of this finding is that the issue of stealing of schools' properties will be properly curtailed.

Conclusion

It could be concluded in the study that the participation of the community members in collaboration with the Parents Teachers Association in funding of primary school education have contributed immensely to the development of primary school education. The community members have helped to procure textbooks, stationaries and they also paid the salaries of the PTA teachers. The study found that, based on gender, there is no statistical significant difference in teachers' perceived influence of community participation in school financing on the development of primary school. Thus, the teachers pointed out that the development experienced in the school most especially the protection of lives and properties in the school was enhanced through the security personnel recruited by the Parents Teachers Association in conjunction with the members of the community. The teachers in private and public primary schools also pointed out that the community members have contributed immensely in the funding of the schools and this has led to the educational development of primary school pupils based on school types.

Recommendations

The following are the recommendations for this study.

1. Community members in conjunction with Parents Teachers Association should continue financing the employment of quality teachers, procurement of books for primary school pupils

2. Parent association in collaboration with community members should always have meeting with the managements of primary schools on matters affecting the schools and they should provide financial assistance towards the development of primary schools.
3. Community members should also intensify more efforts in the funding of private and public primary schools through the construction of classrooms, toilet, chairs, tables and other educational facilities.

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