

Original Article

EXTENT OF COMMUNITY PARTICIPATION IN THE OWNERSHIP AND FUNDING OF PUBLIC SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE, ENUGU STATE NIGERIA

B. N. Uche

Department of Educational Management, Enugu State University of Science and Technology (ESUT), Enugu.

Email:

bonyjpc@yahoo.com.

Email: 08037655182

Abstract

The study investigated the extent communities participate in the ownership and funding of public secondary schools in Enugu Education Zone. Two research questions and two null hypotheses were formulated for the study was tested at .05 levels of significance. Descriptive survey research design was adopted for the study. A fifteen (15) item questionnaire on extent of community participation in the ownership and funding of public secondary schools was developed and used for data collection. The population for the study was 180 respondents, comprising 20 principals and 160 teachers in public secondary school in the Zone. The data collected were analyzed using mean and standard deviation to answer the research questions and t-test statistics for the hypotheses. Major findings of the study revealed that formation of SBMC in schools, participation in staff supervision, participation in curriculum development and implementation among others will facilitate to a great extent, community ownership of public secondary schools in the zone. Again, that tasking every member of the community to contribute for education development yearly, organizing launching to raise fund, encouraging groups to donate for facility provision and development in the schools will necessitate greatly, community participation in funding public secondary schools in Enugu education zone.

Keywords: Education, ownership, funding, co-creation, community participation, public schools.

Introduction

Education is the foundation upon which the development of every facet of any country across the globe, both already developed and developing countries is built. The ownership of the school system goes a long way in determining the extent of funding adequacy or inadequacy the schools receive. In Nigeria today, there has been an increase in the number of privately owned primary, secondary and

tertiary schools in the country and it appears that they provide more quality education with adequate funding than those of the public schools. But considering the state of some public owned schools, especially secondary schools in rural areas, the assumption appear to be true even when government is in charge of both private and public schools. These perceived ugly situation made many parents' to consider privately owned schools over the public

ones for their children, without sufficient empirical justification.

The issue of the causes of variations was carried out on the roles of communities in the development of secondary education in Enugu State, Uche (2019) identified that communities have failed in their responsibilities in the ownership and funding of secondary schools in Nigeria. Johnson (2019) defined community schools as co-created social investment made for the actualization of all round development of the society. This simply implies that the ownership and funding of schools are cooperate responsibilities of both government and the communities where the schools are situated. The duty of government is to build school, provide facilities and employ staff to run the schools' affairs where as the communities have the duties of securing the school facilities, maintaining the school facilities and support in supervision of the school management system (Igwe 2021). Udeogu (2018) observed that Ownership entails having legal possession and control of property that is tangible or intangible. Ownership can involve multiple rights, collectively referred to as title, which may be separated and held by different parties. This means that the ownership of schools is a partnership responsibility of both government and the communities where the schools are built. Agba (2017) held that education financing/funding encompasses making fund available for maintaining the school facilities so as to achieve educational goals at all times and at all levels. Offor (2017) opined that financing school system for effective learning outcome demands great attention of both government and the stakeholders in the society including the communities who are the primary beneficiaries of the educational investment. The Nigeria educational system suffers set back due to lack of interest in the management and funding the

schools by those who are the primary beneficiaries of the educational investment (Ogboo 2020).

There has been speculation that education in Nigeria is underfunded by government due to lack of interest in education by the political class in the state, but Onodu (2019) argued that Nigeria education system is bedeviled by lack of interest in the ownership of the public schools by the local communities where schools are built by the government.

In countries, where community participation has a long history of compensating for the weak management of government schools, communities are actively involved in hiring teachers themselves and contributing to school in various forms. In the latter case, monitoring attendance of students and teachers, construction of classrooms and toilets, and financial contribution to scholarships for pupils from disadvantaged backgrounds are likely to be in the hands of community members (Uche, 2019).

It is important to note that when communities see the public schools around them as their investment, they own and participate in its management and funding activities. Hence, Chukwunta (2015) noted that the participation of community in school management and funding as a role should not be limited to:

- i) Budget formation and allocation;
- ii) Appointment and dismissal of staff;
- iii) Curriculum development;
- iv) Development and maintenance of school structures;
- v) Procurement of text books and laboratory materials; and;
- vi) Monitoring and evaluation of teachers' performance.

Financing education especially Secondary, consequently has economic implications. Huge monetary investment in basic education is a sacrifice that is worthwhile. This provides foundational opportunities that are crucial to the development of a

functional individual. It is a very critical sector in any educational system laying the foundation that not only increases the quantity, but more importantly the quality of individuals for productivity and development. Babadudu (2021) held that when fund is adequately allocated to basic education and properly utilized, it motivates school improvement and effectiveness to benefit learners as well promotes sustainability of the education system. The application of alternative allocation strategies therefore implies a greater commitment, moving forward, to investment financially in basic education in Nigeria. It arises from an acknowledgement and appreciation of the value of this level of education to national growth and development. Shared Public Funding of Basic Education in Nigeria Funding of education is a concurrent responsibility as contained in the federal constitution of Nigeria (Federal Republic of Nigeria, 1999; (Ukoh 2018).

Consequently, the federal, state, local authorities and communities/individuals have statutory responsibilities in funding schools within their areas of jurisdiction. There is no doubt that functional education is very important in achieving the educational goal of any society. This is possible when the communities where the schools are located take responsibilities in the ownership and participate in funding the school system instead of leveraging on government alone for funding. But reverse is the case today in Nigeria societies where communities shy away from taking responsibilities in the affairs of the public schools especially secondary schools around them and this ugly situation has made it look as though private owned secondary schools are more organized at providing functional education through ownership and funding than public schools in Enugu state and this is the gap the study wants to fill up with the aim that communities will realize their positions at funding the development as well

achieving quality education in Nigeria secondary schools through ownership and funding.

Purpose of the Study

The purpose of the study was to determine the extent of community participation in the ownership and funding of public Secondary Schools in Enugu education zone.

In specific term, the study examined:

1. The extent Communities participate in the ownership of public secondary schools in Enugu Education Zone.
2. The extent communities participate in funding public Secondary Schools in Enugu Education Zone.

Research Questions

The following research questions were raised to guide the study.

1. To what extent Communities participate in the ownership of public secondary schools in Enugu Education Zone?
2. To what extent communities participate in funding public Secondary Schools in Enugu Education Zone?

Hypotheses

Ho₁: There is no significant difference in the mean rating of principals and teachers on the extent Communities participate in the ownership of public secondary schools in Enugu Education Zone.

Ho₂: There is no significant difference in the mean ratings of principals and teachers on the extent communities participate in funding public Secondary Schools in Enugu Education Zone.

Research Method

The design adopted for this study was descriptive survey design. This design was preferred because it enabled the researchers to collect original data from the representatives or population and use the result of data analyses to describe the situation as it was found. Area of the study was Enugu Education Zone of Enugu State. This zone is made up of Enugu North, Enugu East, and Isi Uzo Local Government Areas. Population for the study consisted of one thousand eight hundred principals and teachers from

the thirty five public secondary Schools in the Zone as at the time of the study. The sample size for teachers is one hundred and sixty (160) while the sample size for principals is twenty (20), giving a total sample size for the study to be one hundred and eighty (180) respondents. The subjects were selected using multi-stage sampling techniques. A structured questionnaire titled “extent of community participation in the ownership and funding of public Secondary Schools in Enugu education zone” was used for data collection. The questionnaire was made up of 11 items scored on a four point scale. The instrument had two sections, A and B. Section A addressed the bio data of the respondents while section B focused on the two research questions that guided the study. The instrument was validated by three experts, two from Department of Educational Management and one expert from Measurement and Evaluation Unit Department of Mathematics and Computer Education. All the experts are from Faculty of Education, Enugu State University of Science and Technology (ESUT) Agbani. The experts made useful input that enhanced the validity

of the Instrument. The Validated copies of the instrument were administered on 10 principals and 15 teachers of public Secondary Schools in Agbani Education Zone in a trial test. Responses of the 25 respondents were used to establish the internal consistency of the Instrument. Hence using cronbach Alpha method, the instrument yielded a reliability coefficient of .82 which means that the instrument was valid and good enough for the study.

The 4-point rating scales were used in this order.

Very Great Extent (VGE)	4 points
Great Extent (GE)	3 points
Low Extent (LE)	2points
Very Low Extent (VLE)	1point

Results

2. **Research Questions 1:** To what extent do Communities participate in the ownership of public secondary schools in Enugu Education Zone?

Table 1: Mean Response Scores of the Respondents on Communities participate in the ownership of Public Secondary Schools in Enugu Education Zone.

S/No	ITEM: following are ways communities participate in the Ownership of public secondary schools :	Principals		Teachers			
		X	SD	DEC	X	SD	DEC
1	Formation of School Based Management Committee to join school administration will help in community ownership	3.45	3.51	GE	3.52	3.38	GE
2	Formation of security team to guide school facilities is a sure way of taking ownership of the schools	3.84	3.39	GE	3.78	4.00	VGE
3	Participate in curriculum development and implementation promotes functional education	3.55	3.86	VGE	3.83	3.55	GE
4	Budget formulation and implementation for effective implementation is a way of ownership	3.54	3.45	GE	3.50	3.67	GE
5	Hiring of qualified personnel to enhance quality staff shows ownership of schools	3.88	3.70	GE	3.45	3.36	GE
6	Participation in the supervision of staff activities will increase community ownership of schools	3.51	3.59	GE	3.42	3.49	GE
7	Holding periodic meetings with staff to know the challenges of the school promotes community ownership	2.85	3.79	GE	3.91	3.50	GE
CLUSTER MEAN		3.52	3.61	GE	3.63	3.56	GE

Original Article

From table 1, grand mean was 3.61 which indicated that formation of SBMC to participate in school administration, formation of security team to guide school facilities, participation in the formulation and implementation of budget, holding periodic meetings with staff, supervision of staff activities etc are all ways of showing ownership of public secondary schools, in Enugu Education Zone.

Research Questions 2. To what extent communities participate in funding public Secondary Schools in Enugu Education Zone?

Table 2: Mean Response Scores of the Respondents on communities participation in funding Public Secondary Schools in Enugu Education Zone

S/NO	ITEMS: ways of funding community schools are:	Principals		Teachers			
		X	SD	DEC	X	SD	DEC
8	Tasking every member of the communities to pay certain amount yearly for educational development as educational development fund is a sure way of funding community schools.	3.70	3.73	GE	3.48	3.84	GE
9	Organizing launching for specific facility development is evidence of community school funding	3.62	3.71	GE	2.91	3.78	GE
10	Recruiting PTA staff that is being paid from community purse is another way of funding community schools.	3.79	2.84	GE	3.87	3.72	GE
11	Encouraging community members to procure more library books is a way of funding community schools.	3.81	3.64	GE	2.90	3.86	GE
12	Encouraging old boys associations to provide laboratory equipments is a way of funding community schools.	3.52	3.45	GE	3.54	3.71	GE
13	Attracting the attention of cooperate organizations to provide facilities in the school is another way of funding community schools	3.87	3.71	GE	3.95	4.0	GE
14	Encouraging donations from community members for school facility maintenance is a way of funding community schools	3.64	3.90	GE	3.73	0	GE
15	Making provision for other incentive packages for teachers as means of encouragement is a way of funding community schools	2.92	3.42	GE	3.53	3.78	GE
CLUSTER MEAN		3.60	3.55	GE	3.49	3.80	GE

From Table 2, grand mean was 3.54 which indicated that tasking every member of community to pay certain amount, organizing launching, procurement of library books, encouraging cooperate organizations to finance school projects etc are all

ways of funding community schools instead of waiting for government in Enugu Education Zone.

Hypotheses

H₀₁: There is no significant difference in the mean rating of principals and teachers on the extent to

which communities participate in the Ownership of public secondary schools in Enugu Education Zone.

Table 3: t-test on the mean ratings of principals and Teachers on the extent to which communities

S/NO	Respondent Group	No of Respondents	Mean	SD	Df	Calculated – t	table-t	Dec
1	Principals	20	3.53	3.61	177	-.15	1.95	Not Significance
2	Teachers	160	3.63	3.55				

The table above shows the calculated t-value of -.15 at 177 degree of freedom and .05 level of significant. Since the calculated t-value of -.15 is less than the table of 1.95, the null hypotheses is not rejected. Thus, there is no significant difference in the mean rating of principals and teachers on the ways communities participate in the Ownership of public secondary schools on the in Enugu Education Zone.

participate in the Ownership of public secondary schools in Enugu Education Zone

HO₂: There is no significant difference in the mean ratings of principals and teachers on the extent to which communities participate in funding schools in Public Secondary Schools in Enugu Education Zone.

Table 4: t-test on the mean ratings of principals and teachers on the extent to which communities participate in funding schools in Public Secondary Schools in Enugu Education Zone

S/NO	Respondent Group	No of Respondents	Mean	SD	Df	Calculated –t	table-t	Dec
1	Principals	20	3.60	3.55	177	-.15	1.95	Not Significance
2	Teachers	160	3.49	3.80				

The table above shows the calculated t-value of -.15 at 177 degree of freedom and .05 level of significant. Since the calculated t-value of -.15 is less than the table of 1.95, the null hypothesis is not rejected. Thus, there is no significant difference in the mean rating of principals and teachers on the extent to which communities participate in funding schools in public secondary schools in Enugu Education Zone.

Discussion of Findings

Research question one addressed the issue of the extent to which Communities participate in the ownership of public secondary schools in Enugu Education Zone. The findings showed that to a great extent, formation of School based management

committee to participate in the administration of the public secondary schools will create space for communities to take ownership of the public schools within the communities. This is based on the opinion of the principals and teachers that when community members participate in providing security to the school, monitor the activities of teachers, contribute in formulating curriculum and implement them, holding periodic meetings with the teachers etc, it will be clear to them on the challenges that the schools are facing, hence know how to call on their members to tackle the issues so as to sustain the quality of education they target for their children instead of waiting for government

intervention that may not come anytime soon. This is as a result of the positive cluster mean which is above the bench mark set for the study.

The findings are in agreement with the work of Uche (2019) who agreed that the achievement of educational goals especially under public schools is largely depended on the extent to which communities are involved the management of public schools. Again Onyeso (2021) held that the Nigeria education system is failing because of lack of involvement of communities in the administration of public schools in Nigeria.

Research question two addressed the extent communities participate in funding public Secondary Schools in Enugu Education Zone. The findings showed that to a great extent, tasking every member of the communities to pay certain amount of money yearly, organizing launching to raise fund, encouraging old boys association to provide laboratory facilities, encouraging community members to donate funds for facilities maintenance etc will help to facilitate community participation in public secondary school funding in Enugu Education Zone, because it reduces over dependent on government which lead to decay in school facilities and decline in the achievement of sustainable and functional education in the communities in the zone. This is as a result of the positive cluster mean which is above the criterion level for the study. The findings are in agreement with the work of Onuh (2022) who agreed that education is cost effective hence requires the support of all stake holders including communities where the schools are located. Oha (2020) stated that funding educational programmes should not be left alone for the government if functional education must be achieved in the society.

Conclusion

Education is a co-creation investment aimed at driving the achievement of sustainable development in the society. To achieve the above goal, all hands must be on deck in driving the processes involved

especially when it concerned ownership and funding public schools in the society.

The existence of private schools appears to be more functional in driving its educational goals because of neglect of communities and stakeholders in taking responsibility in the ownership and funding public schools which is more easier to manage and fund than private school.

However, community participation in the ownership and funding of public secondary schools will to a great extent result to the achievement of functional and sustainable education in Enugu education zone.

Recommendations

1. Government should insist on communities taking responsibility in the ownership and funding public schools in Enugu Education Zone.
2. Qualified principals who know how best to organize the available resources in the achievement of education goals should be employed to manage Secondary Schools.
3. The establishment of SBMC with specific tasks should be enforced by the government across communities in Enugu education zone.
4. Teachers' Recruitment process should be streamlined and handled by qualified and experienced manpower so as to employ qualified and competent teachers for Secondary Schools in Enugu Education Zone.
5. Teachers' training should be regular and adequate resources needed for the exercise, provided.

References

- Agba S. (2017). *Community School relationship*. France: Porkshel Press.
- Ani C. in Johnson. (2019) .Issue and Prospect of Nigeria School System. *A national Journal of Educational Administration, ABU.32 (4): 221-237.*

- Bbadud D. (2021). *Issues and prospect of Nigeria public schools in the contemporary society*. Ajodo press Ogun State.
- Chukwunta O. (2015) *planning for sustainable education in developing countries*. Olive Stars press UK.
- Igwe E. (2021). Falling standard of education, issues and prospect. *News watch Magazine, Pg41*
- Offor G.(2017). *Participatory management practices in Nigeria schools*. America: OFTE press.
- Ogboo C. (2020). *Educational supervision practice in schools and colleges*. ICT pub. Int. Ogun State.
- Oha C.(2020).Challenges of Leadership effectiveness in public Schools. *Journal of Education Administration, EBU (21) 45-52*.
- Onodu S. (2019). The Management and Funding of Education in Nigeria. *International Journal of Educational and Pedagogical Science, 9(7)*.
- Onu M. (2022) the value of investment in education: theory, evidence and policy. *Journal of Education Finance, 32(2), 113-136 SABER-Finance*
- Onyeso I. (2021) Public Financing of Basic Education in Nigeria. *A reviewed analysis of government budgeting and expenditures on basic school improvement in ESSPIN programme states*. Oxford Policy Management.
- Uche, B. N. (2019) Rolls of communities in the development of Secondary Education in Enugu State. *Nigerian Journal of Educational leadership and management vol. 3, no 1, 2019 pg 408-417*.
- Udeogu S. (2018). *Investing in the development of education “perspective of 21st century”*. J.S.K. press New York
- Ukoh V. (2018) *Issues of school funding*. Lagos: Fab. Press.