

Community Participation In Basic Education Delivery In Primary Schools In Anambra State

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Abstract:

The study ascertained information on community participation in basic education delivery in primary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 15,930 respondents made up of 1062 head-teachers and 14,868 School Based Management Committee (SBMC) representing the community members. Multi-stage sampling technique was used to sample 895 respondents made of 53 head-teachers and 742 SBMC members. A researcher-developed instrument titled “Community Participation in Basic Education Delivery Questionnaire (CPBEDQ)” was used for data collection. The instrument was validated by three experts and the reliability of the instrument was ascertained using Cronbach alpha which yielded reliability co-efficient values of 0.75 and 0.82 for clusters I and II respectively and the overall coefficient of the entire instrument was 0.79. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses. The study found out among others that community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra Stat. Based on the findings, it was recommended among others that headteachers and community members should organize monthly meeting to solicit funds to improve their participation in provision of school infrastructure by building classrooms, purchasing school bus, erecting assembly hall and provision of sanitary facilities.

Keywords: *Community, Basic Education, Primary School, School Infrastructure, Discipline*

1. INTRODUCTION

Basic education is education which is meant to be accessible to all children. It lays foundation upon which all other levels of education are built. Federal Republic of Nigeria (FRN) (2014) stated that basic education is the education given to children aged 0-15 years. It further added that for basic education to be provided by Government shall be compulsory, free, universal and qualitative and it comprises; 1-year of pre-primary, 6 years of primary and 3 years of junior secondary education. The recipients of basic education acquire fundamental skills of reading, writing and computing numeric figures. Asodike and Ikpitibo (2013) stressed that basic education delivery plays a functional role by laying the academic and moral foundation for creating better opportunities for young people to acquire necessary reading and writing skills they need in the society. This also corroborates Adedoja (2016), who pointed out that the primary goal of basic education in Nigeria is to ensure the acquisition of appropriate levels of literacy, numeracy, communicative and life-long skills that would enable students to function effectively in the society as well as contribute to national development.

Unfortunately, United States Agency for International Development (USAID)/Nigeria cited in Oden, Bisong and Bisong (2013) posited that the quality of basic education in Nigeria

including Anambra State is extremely poor, leading to low demand and unacceptably low academic performance. In the same view, Oden et al stressed that the result is that an estimated seven million children in Nigeria are not enrolled in primary schools. Even the few in the schools, less than one third make it to junior secondary school and even fewer proceed to senior secondary school. Consequently, this affects the literacy and numeracy skills of a reasonable number of children in Anambra State. The quality of basic education depends largely on the kind of community participation in the school activities (Bekoe, Quartey & Teye, 2013). In the same vein, Ejeh, Okenjom, Chizi-Woko and Agbo (2016) posited that with the present state of the nation's economy, it will be extremely difficult, if not impossible, to implement education programme satisfactorily in the various communities across the country without the communities active involvement in the funding of such programme.

Community is encouraged to participate in basic education delivery, since the burden of education cannot be left in the hands of government alone. This seems to suggest the reason behind the Federal Government of Nigeria's continuous clarion call for community participation in providing education for her citizenry (FRN, 2014). FRN recognized the importance of community in school management when she stated that local people, and particularly the parent will be encouraged to participate in school management.

Community is viewed in varying ways by different scholars. According to Nakpodia (2013), community is a group of people living in the same locality and under same government and this includes parents/guardians, residents, corporate organizations among others, who are responsible in educating the child. Community in this regard is the catchment area of the school or the area from which most of its pupils come. Nakpodia (2013) argued that it may be a village or a group of two or more villages, a town, or a combination of the town and its surrounding villages. In the view of Mikiko (2017), community is defined as a group of people who reside in the same geographical boundary. Furthermore, Mikiko (2017) asserted that school community denotes a group of people who gather and work for the purpose of school management, regardless of their geographical location or cultural backgrounds. School community may or may not include; group of people with the same ethnic, linguistic, and/or religious backgrounds who share common norms and practices. The researcher defined community as a people or group of people who share common interest in educating their children irrespective of their culture or religion. The community members participate in school for different purposes.

Community and educational goals are interrelated and no community or society can do without education. Community members who constitute the School-Based Management Committee (SBMC) are major players in the workability of primary schools. The members of the SBMC are representatives of: teachers, pupils, traditional rulers, former pupils, parents' teachers' association, youths, artisan and faith based organization (Universal Basic Education Commission, 2011). The composition of SBMC indicates that the incorporated committee members make inputs, report and provide regular updates to the headteachers on some management matters. Head-teachers delegate some tasks to SBMC to implement. As such, head-teachers and SBMC are in better position to provide information on community participation in basic education delivery in primary schools in Anambra State. Thus, the two groups were utilized in this study.

It is important to note that the types of participation vary depending on the purpose of participation and the actual power devolved to the community. Mikiko (2017) stressed that the categories in which power is devolved to community participation include; budgeting, school infrastructure and maintenance (i.e., improvement of buildings and other infrastructure, procurement of textbooks and scholastic materials), and monitoring and evaluation (i.e., monitoring and evaluation of teachers' performance and students' learning achievement) among others. In the same view, Nakpodia (2013) posited that the area of community participation in managing and developing the schools include; finance, planning, staff management, security matters, disciplinary matters and public relations. This study centred on community participation in provision of school infrastructure and maintenance of pupils' discipline.

School infrastructure is fundamental in teaching pupils especially at basic level when their sense of imagination and reasoning is still premature. Community is expected to contribute in the equipping of libraries with books, provision of office equipment and stationary and the provision of other school facilities (Eziuzo & Enueme, 2013). The other facilities community could provide to school include; instructional aids, sports and recreational facilities, sanitary facilities, the construction of classroom blocks, and the provision of electric fixtures such as fan, light; furniture such as tables, chairs and desks among others. Ugwulashi (2017) noted that provision of school infrastructure encourage studiousness in pursuit of the curriculum, eliminates behavioural hazard (truancy) on staff and learner and thus promote joy in the academic environment. Obidike (2017) reported that there are inadequate facilities to help achieve instructional objectives in primary schools in Anambra State. The indicators are insufficient buildings, ill-equipped libraries and inadequate instructional materials among others in some primary schools in Anambra State. Another area, where community can participate is maintenance of pupils' discipline.

Discipline is needed in school to facilitate teaching and learning. Discipline is the act of training pupils to exhibit specified character or pattern of behaviour in line with formulated rules and regulations of an institution. Bosire, Sang, Kiumi and Mungai (2009) pointed out that the chief executive of the school is expected to incorporate teachers and community members in the process of management and particularly in managing the discipline aspects of learners. This corroborates with Eziuzo and Enueme (2013) who noted that the community is expected to contribute to raising the moral tone of the school by assisting in checking pupils indiscipline and participating in developing school rules and regulations. In the same vein, Nnebedum and Akinfolarin (2018) pointed out disciplinary measures could be adopted by members of the community in controlling the pupils' behavior include oral warnings, guidance and counseling, denial of privileges, punishment, and the exhibition of upright behavior among others. Bosire et al posited those school managers who involve teachers and community members in managing learners discipline are likely to achieve higher disciplined learners compared to those who do not. In primary schools in Anambra State, some pupils are habitual late comers, leave school before the closing hours without permission, lie, fight, bully others and this may suggest that community might not have been adequately involved in maintaining pupils discipline. Pupils' lateness to school and absenteeism, broken chairs and tables and shortage of relevant facilities in primary schools in Anambra State observed by the researcher make one to wonder if community members are actively involved in basic education delivery. To support this, Uzoechina and

Obidike (2007) observed that a number of incident like pupils going to school late as 10am, hanging about in school uniform during school hours in obscure places, dilapidated structures in the schools, lack of libraries and well-equipped laboratories, inadequate classroom blocks and essential amenities in schools in Anambra State make it appear that community members have not adequately been involved in basic education delivery in the State.

1.2 Statement of the Problem

Every society desires drastic reduction of illiteracy level which appears to be an obstacle to sustainable development of any nation. Basic education is an instrument for reducing illiteracy level and equipping individuals with relevant skills and knowledge necessary for the development of one's potentials and the society at large. However, the government has made it clear that provision of education is capital intensive and requires all stakeholders including the community to collaborate with schools in the funding of primary education. The fulfilment of this clarion call appears to be in doubt. This is evident in shortages of relevant facilities, broken chairs and desks, dilapidated buildings with leaking roofs, pupils' lateness and absenteeism in primary schools in Anambra State.

The observation of the researcher seems to indicate that most of the primary schools in Anambra State seem not to be fenced and this jeopardizes the safety and security of pupils and teachers. Habitual late comers, improper dressing to school, absenteeism, bullying, leaving of school before the closing hours without permission among primary school pupils in Anambra State may suggest that community might not have been adequately involved in maintaining pupils' discipline. These unsatisfactory states of affair constituted the problem of the study which prompted the researcher to investigate community participation in basic education delivery in primary schools in Anambra State.

1.3 Purpose of the Study

The main purpose of this study is to determine community participation in basic education delivery in primary schools in Anambra State. Specifically this study sought to find out:

1. Community participation in the provision of school infrastructure for basic education delivery in primary schools in Anambra State.
2. Community participation in maintaining pupils' discipline for basic education delivery in primary schools in Anambra State.

1.4 Research Questions

The following research questions guided the study

1. How does community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State?
2. How does community participate in maintaining pupils' discipline for basic education delivery in primary schools in Anambra State?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of head-teachers and SBMC members on how community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State.
2. There is no significant difference in the mean ratings of head-teachers and SBMC members on how community participate in maintaining pupils' discipline for basic education delivery in primary schools in Anambra State.

2. METHOD

Descriptive survey research design was adopted for the study. According to Nworgu (2015), descriptive survey is the design which aims at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. The justification for the research design is that the researchers collected data from a given population of the study describing in a systematic manner to ascertain community participation in basic education delivery in primary schools in Anambra State. The study was carried out in Anambra State. The population of the study comprised 15,930 respondents made up of 1062 head-teachers and 14,868 School Based Management Committee members in 1,062 public primary school in Anambra State. Multiple stage sampling technique was used to draw a sample size of 795 respondents made of 53 head-teachers and 742 school-based management committee members for study. This sample consists of 5 percent of the population of the study. This is in line with Eze (2005) who posited that in a survey involving thousands population at least 5% of the population should be the sample size.

A researcher-developed questionnaire titled "Community Participation in Basic Education Delivery Questionnaire (CPBEDQ)" was used for data collection for both headteachers and the school-based management committee members. The instrument has two sections A and B. Section A with one item was designed to collect information on personal data of respondents. Section B of CPBEDQ has two clusters namely: I and II. The instrument contained a total of 20 items and all of which are structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The face validation of the instrument was determined. To ascertain this, the researcher presented the title, purpose of the study, research questions, hypotheses and copies of the questionnaire to three experts who are lecturers, two from the Department of Early Childhood and Primary Education and one in Measurement and Evaluation from the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe Univeristy. The suggestions and inputs of the experts were reflected on the final draft of the instrument. The reliability of the instrument was determined using Cronbach alpha which yielded co-efficient values of clusters, I and II of 0.75 and 0.82 for Cluster I and II respectively and the overall coefficient was 0.79.

Copies of the questionnaire were administered on the respondents by the researcher together with five research assistants who are primary school teachers in Anambra State. A total of 795 copies of the questionnaire were distributed, 53 copies for head-teachers and 728 SBMC members respectively and 781 were properly filled and successfully retrieved indicating 98% percent return rate. The data were analyzed using mean scores and standard deviation for answering the research questions and t-test for testing the null hypotheses. In taking decisions on

the research questions, mean item rating that falls below 2.50 was taken as disagreement and any mean rating of 2.50 or above was taken to indicate agreement. In testing the null hypotheses, if t-calculated is equal to or greater than t-critical at 0.05 level of significance and the appropriate degree of freedom, the null hypothesis was rejected, but if otherwise, it was not rejected.

3. RESULTS

Research Question 1: How does community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores of how Community Participate in the Provision of School Infrastructure for Basic Education Delivery

S/N	ITEMS	Head-Teachers (N =53)			Community Members (N =728)			General (N = 781)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark	\bar{X}	SD	Remark
1	Provision of instructional materials to stimulate learning	2.87	1.00	Agree	2.58	1.11	Agree	2.60	1.11	Agree
2	Supplying electrical fittings in school buildings	2.87	1.07	Agree	2.57	1.11	Agree	2.59	1.11	Agree
3	Building classrooms for pupils to learn comfortably	2.40	1.08	Disagree	2.47	1.09	Disagree	2.46	1.09	Disagree
4	Provision of information and communication technology facilities	2.92	1.07	Agree	2.58	1.13	Agree	2.60	1.13	Agree
5	Supplying furniture for pupils to sit and learn comfortably	2.83	1.05	Agree	2.52	1.14	Agree	2.55	1.13	Agree
6	Purchasing school bus to ease transportation problem of pupils	2.42	1.15	Disagree	2.46	1.13	Disagree	2.46	1.13	Disagree
7	Constructing library blocks to enhance study habits among pupils	2.42	1.08	Disagree	2.53	1.20	Agree	2.53	1.12	Agree
8	Building administrative blocks to facilitate the management of pupils	2.64	1.23	Agree	2.50	1.14	Agree	2.51	1.15	Agree
9	Providing first aid materials for pupils' well-being	2.79	1.04	Agree	2.55	1.10	Agree	2.56	1.10	Agree

10	Erecting assembly halls to protect pupils' unfavourable climate during assembly	2.32	1.00	Disagree	2.46	1.09	Disagree	2.45	1.09	Disagree
11	Providing sporting facilities for pupils' physical fitness	2.28	1.12	Disagree	2.56	1.10	Agree	2.54	1.11	Agree
12	Provision of sanitary facilities for pupils' comfort	2.43	1.15	Disagree	2.48	1.09	Disagree	2.48	1.10	Disagree
13	Provision of clean water for pupils to access	2.34	1.09	Disagree	2.55	1.12	Agree	2.54	1.12	Agree
Cluster Mean		2.58	1.09	Agree	2.52	1.12	Agree	2.53	1.11	Agree

Data presented on Table 1 show that the mean scores of head-teachers and community members which are above the cut off mean of 2.50 for items 1, 2, 4, 5, 8 and 9 reveal community participate in the provision of these items as school infrastructure for basic education delivery. This implies that community participate in the provision of school infrastructure in areas such as; instructional materials to stimulate learning, information and communication technology facilities, supplying furniture for pupils to sit and learn comfortably, building administrative blocks to facilitate the management of pupils and providing first aid materials for pupils' well-being. The mean scores of both head-teachers and community members for items 3, 6, 10 and 12 are below the cut off mean scores of 2.50 indicating disagreement with the items as how community participate in the provision of school infrastructure for basic education delivery. The headteachers disagreed with the community members in items 7, 11 and 13. The standard deviation scores range from 0.95-1.55 for head-teachers and community members indicate that the respondents' responses are homogeneous. The cluster mean of 2.58 and 2.52 for head-teachers and school-based management committee respectively as well as the general cluster mean of 2.53 indicated agreement that community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State.

Research Question 2: How does community participate in maintaining pupils' discipline for basic education delivery in primary schools in Anambra State?

S/ N	ITEMS	Head-Teachers (N = 53)			Community Members (N =728)			General (N =781)		
		\bar{X}	SD	Remark	\bar{X}	SD	Remark	\bar{X}	SD	Remark
14	Involving in formulation of pupils' code of conduct in school	2.83	0.94	Agree	2.59	1.11	Agree	2.61	1.10	Agree
15	Punishing of pupils for erring behaviours	2.64	1.18	Agree	2.43	1.10	Disagree	2.44	1.11	Disagree

16	Rendering of counselling service to pupils	2.68	1.21	Agree	2.60	1.13	Agree	2.61	1.13	Agree
17	Denying the erring pupils some privileges through community recommendation	2.68	1.19	Agree	2.67	1.22	Agree	2.67	1.21	Agree
18	Correcting misconduct behaviour of pupils when seen outside the school during official school hours	2.64	1.04	Agree	2.53	1.11	Agree	2.54	1.11	Agree
19	Ensuring pupils punctuality to school through community task force	2.36	1.06	Disagree	2.46	1.10	Disagree	2.45	1.10	Disagree
20	Providing information that would enhance pupils' discipline	2.38	1.21	Disagree	2.52	1.12	Agree	2.51	1.13	Agree
Cluster Mean		2.60	1.12	Agree	2.54	1.13	Agree	2.55	1.13	Agree

Table 2: Mean Ratings and Standard Deviation Scores of how Community Participate in Maintaining Pupils' Discipline for Basic Education Delivery

As revealed on Table 2, items 14, 16, 17 and 18 have mean scores above the cut off mean of 2.50 for both head-teachers and community members and this indicated their agreement with the items as how community participate in maintaining pupils' discipline for basic education delivery. This indicates that how community participate in maintaining pupils' discipline include; involving in formulation of pupils' code of conduct in school, rendering of counselling service to pupils and denying the erring pupils some privileges through community recommendation.

On the other hand, mean ratings of both head-teachers and community members for item 19 fell below the acceptable mean score of 2.50 indicating their disagreement with the item as how community participate in maintaining pupils' discipline for basic education delivery. The headteachers disagreed with the community members in item 20, while community members only disagreed with the headteachers in item 15. The standard deviation scores which range between 0.96 and 1.13 for both head-teachers and community members show that their responses are concentrated and this indicate homogeneity in their responses. The cluster mean of 2.60 and 2.54 for head-teachers and school-based management committee respectively as well as the general cluster mean of 2.55 indicated agreement that community participate in maintaining pupils' discipline for basic education delivery in primary schools in Anmabra State.

H₀₁: There is no significant difference in the mean ratings of head-teachers and SBMC members on how community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State.

Table 3: t-test Analysis of no Significant Difference in the Mean Ratings of Head-teachers and SBMC Members on how Community Participate in the Provision of School Infrastructure for Basic Education Delivery

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	∞	Decision
Head-teachers	53	33.53	13.63					
				0.36	1.96	779	0.05	Not Significant
SBMC Members	728	32.82	14.37					

The t-test analysis presented on Table 2 indicates there is no significant difference in the mean ratings of head-teachers and SBMC members on how community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State. This was shown by the calculated t-value of -0.13 which is less than t-critical value of 1.96 at 0.05 level of significance and 779 degree of freedom. Thus, the null hypothesis is not rejected.

H₀₂: There is no significant difference in the mean ratings of head-teachers and SBMC members on how community participate in maintaining pupils' discipline for basic education delivery in primary schools in Anambra State.

Table 4: t-test Analysis of no Significant Difference in the Mean Ratings of Head-teachers and SBMC Members on how Community Participate in Maintaining Pupils' Discipline for Basic Education Delivery

Variables	N	\bar{X}	SD	t-cal.	t-crit.	df	∞	Decision
Head-teachers	53	18.21	7.54					
				0.39	1.96	799	0.05	Not Significant
Community Members	728	17.79	7.76					

The result on Table 4 shows that the calculated t-value of 0.39 is less than the critical value of 1.96 at 0.05 level of significance and 838 degree of freedom. This is an indication that difference in the mean ratings of head-teachers and SBMC members on how community participate in the maintaining pupils' discipline for basic education delivery in primary schools in Anambra State was not significant. Thus, the null hypothesis of no significant difference between the groups was not significant and thus, not rejected.

4. Discussion

The result of the study revealed that community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State. The community participate in provision of instructional materials to stimulate learning, provision of information and communication technology facilities, supplying furniture for pupils to sit and learn comfortably, building administrative blocks to facilitate the management of pupils and providing first aid materials for pupils' well-being. This is in disagreement with the finding of Okenwa and Igbo (2013) which revealed that there was low extent of community involvement in provision of school plant in the areas of erection of needed facilities, donation of lands freely for school use and provision of furniture for school. This also contradicts the finding of Ugwuanyi (2013) which revealed that communities do not contribute in procurement of instructional materials, provision of recreational and dormitory facilities and its maintenance, equip laboratories and libraries, provide furniture like chairs, computer and its accessory, electricity or generator as well as building quarters for the staff of the schools. This contradiction could be attributed to difference in geographical location of the studies and time span. The difference is not surprising as different respondents participated in the studies as might have experienced varied level of community participation in school. However, community participation in provision of school infrastructure is not extended to the areas of building classroom or purchasing buses for school among others. It was also found out that there was no significant difference in the mean ratings of head-teachers and SBMC members on how community participate in the provision of school infrastructure for basic education delivery in primary schools in Anambra State. This is in line with the finding of Emenalo and Ibekwe (2013) which indicated that there is no significant difference between the mean ratings or school heads and community members on communities' involvement in provision of facilities. The two studies were conducted in south-east, Nigeria and may contribute to the agreement. The test of hypotheses was not significant probably because of the fact that community usually participate in provision of some school infrastructure and thus head-teachers and members of community may likely have similar opinion.

It was also found out that community participate in maintaining pupils' discipline for basic education delivery in primary schools in Anambra State. Community participate in maintaining pupils' discipline through; involving in formulation of pupils' code of conduct in school, rendering of counselling service to pupils and denying the erring pupils some privileges through community recommendation. This is in disagreement with the finding of Ugwuanyi (2013) which reported that communities do not help in maintaining discipline by checking lateness and going before official time, developing and enforcing rules and regulations, assist in controlling drug abuse, secret cult and stealing among students as well as controlling examination malpractices, bullying hooliganism, vandalism and other acts of deviance among students. This contradiction could be attributed to differences in location and time span (5 years) between the two studies; within the 5 years gap, there is a possibility that head-teachers might have acquired skills to enhance community participation in school discipline. Community participation in school discipline is paramount in curbing lateness, absenteeism and other forms of misconduct among primary school pupils in Anambra State. It was also reported that the difference in the mean ratings of head-teachers and SBMC members on how community participate in maintaining pupils' discipline for basic education delivery in primary schools in Anambra State was not significant. This is line with the finding of Nwufu and Otor (2017) which

reported that there was no significant difference in the mean ratings of school heads and members of the community on the community involvement in maintaining discipline in school. The agreement in finding may point to time span (two year difference in the two findings). The test of hypotheses was not significant probably because of the fact that community recognized the need to get involved in maintaining discipline so as to minimize morale deterioration in the society.

5. Conclusion

Based on the findings of this study, it was concluded that members of community participate in basic education delivery in primary schools in Anambra State. They participate in the areas of provision of school infrastructure, secure school environment, maintain discipline and school infrastructure. Furthermore, the difference in the mean ratings of head-teachers and SBMC members on the extent of community participation for basic education delivery in primary schools in Anambra State was not significant.

6. Recommendations

Based on the findings of this study, the following recommendations were made:

1. Headteachers and community members should organize monthly meeting to solicit funds to improve their participation in provision of school infrastructure by building classrooms, purchasing school bus, erecting assembly hall and provision of sanitary facilities.
2. Government should sponsor headteachers and SBMC members to workshops, seminars and conferences to keep-abreast with recent findings to improve their participation in maintenance of pupils' discipline through utilization community task force.

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