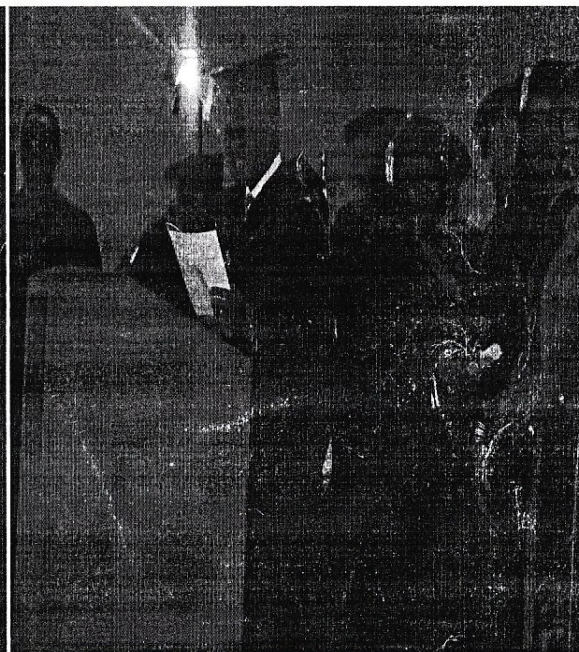


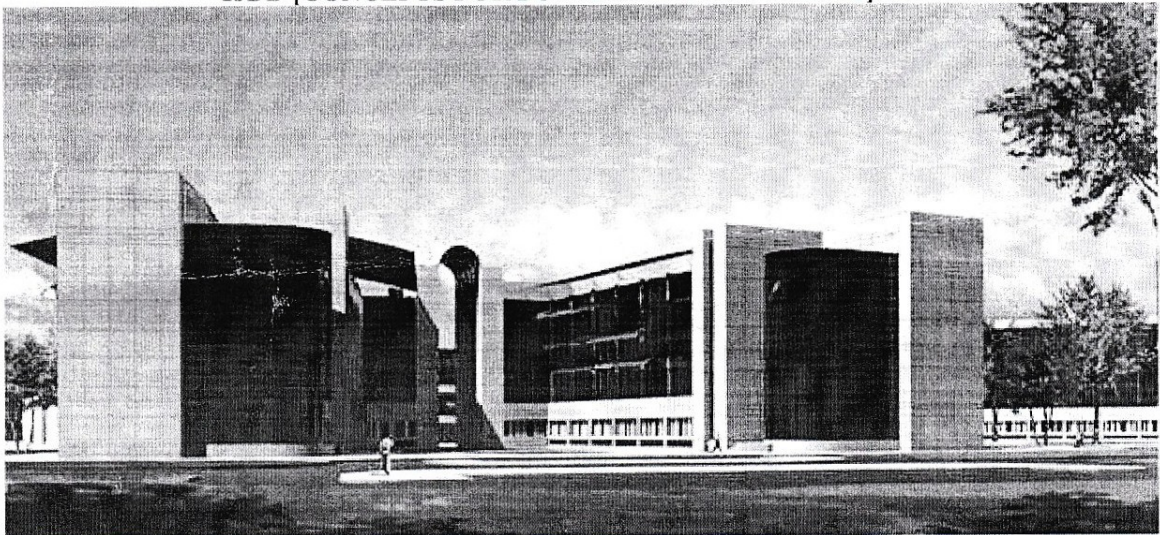
2012 Mid-Year Special Edition:  
**Celebrating Academic Excellence**







### IJDD [CONCEPTS FOR FURTHER DEVELOPMENT]



### CONCEPTS FOR FURTHER DEVELOPMENT [Multi-Disciplinary Edition]

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#### **EDITORIAL:**



*Dr Johnny Nwogwugwu*

This Special Mid-Year edition is dedicated to educational development and the advancement of the learning process. This may perhaps explain why a greater proportion of this issue is devoted to educational matters! Indeed, in most developed societies, the months of June through July are predominantly seasons for celebration of academic excellence based on the fact that by this time, all graduating students in their different disciplines already know what grades they made after years of laborious academic exercise; and so are ready to celebrate as they look forward to joining the larger society of real life situations!

While some see little or no value to celebrate academic achievements, may be because it is no more a new thing, or perhaps jobs are in short supply these days; yet we know it is a very serious spiritual and human exercise! In the opinion of IJDD, it is ideal for everyone to

form the habit of celebrating any singular achievement you are able to make in life, big or small; for the serious reason that celebration is like appreciating your Maker, who gave you the enablement to achieve! Also, celebration seems to add more value and blessing to any singular achievement celebrated. Newly marrieds for instance, celebrate their marriage! Those who build new houses celebrate them; the same is true of those who purchase new cars, etc. If that is the case with material acquisition, why then do you think academic excellence, which is the making of a real man or a woman, should not be celebrated? It is Scriptural to celebrate, and the Bible says: "Merry hearts doeth good like medicine!"

The irony is that some developing countries of the globe, even though they may be blessed with abundance of mineral resources, yet make little or no provisions for the sustenance of the



educational institution in their country, not to talk of celebrating academic excellence, which should be a dynamic continuum!

Every society in any geopolitical entity ought to borrow a leaf from developed societies like US, Britain, Ghana, et al, to institutionalize and implement qualitative functional education in their country, as there is no better way to plan for a virile future generation. The irony is that some leaders of the developing countries behave as if they have no hope for future generations of their countries; and so they would rather seek for a safe way to si-phone all the national wealth of

their country as much as they could, uncaught; and stash this away in foreign banks, only to take their children to foreign schools! What a tragedy!! If you are in that group, perhaps time has come for you to have a change of heart! If you don't, then be prepared for the inevitable harvest of what you sow, because it will eventually catch up with you. Let us therefore, with a changed heart, join hands together, both ideologically and practically to invest in future generations by helping to promote and celebrate academic excellence and achievement! IJDS.

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## **TEACHERS' ASSESSMENT OF COMMUNITY PARTICIPATION IN SECONDARY EDUCATION IN NIGERIA**

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### **Abstract**

The aim of the study was to determine the status of community participation in education in Akwa Ibom State of Nigeria. Three research questions and three hypotheses were formulated to guide the investigation. Ex-post facto research design was used in carrying out the study in which 664 secondary schools teachers selected through stratified random sampling method were involved. Data collected through Teachers' Assessment of Community Participation Questionnaire (TACPQ) and analyzed using percentage, mean, standard deviation and independent t-test revealed that community participation in education is at the average. It was found that community participation is more in the provision of facilities within the community and in playing advisory role. Strategies and policies to enhance more community participation in secondary education were proffered.

### **Background:**

In recent times, secondary education in Nigeria has come under the scrutiny of many stakeholders. Poor infrastructure, large class size, poor performance by students in internal and external examinations and low morale of teachers are among the challenges of secondary education in Nigeria. These challenges could be traced to inadequate provision of learning materials/facilities. Adequate provision of educational materials and facilities is very important, if the goals of secondary

education have to be attained. If the resources are available; the teacher are likely to utilize them to enhance student's learning. Government alone cannot fund secondary education in Nigeria and in fact many Third World countries due to their poor economic situations. Hence the need for community partnership in education. In Nigeria, the Federal and State Government are very interested in Community Participation as evidenced by frequent call for this by government



agencies like Ministers and

Community as used in the study refers to the environment in which the school is located. The community is made up of forces that influence the operation of the school. Such forces include; age grade, religious groups, clubs and associations, the elders etc. These groups provide varying services within the community which could in pinch on the activities of the school. These services include recreation, health, sanitation, financial assistance, infrastructures etc. Ukeje (1992) opined that the school needs to study the community, collect relevant data on it, and use them for planning educational programs Bortner (1972) viewed school-community relations as a series of planned activities through which the school learns about the community. The school is also charged with the responsibilities of preparing children to contribute to the betterment of the society by equipping them with knowledge and skills needed in the society. Therefore, the schools should not operate as separate entities within the society. Consequently, the community should be involved in the planning and evaluation of school policies and programs. It should also provide needed assistance to the school.

To achieve this; there must be multidimensional communication paradigm between the school and the community so that community members understand and appreciate their roles in the process of education as well as inform the school about the community expectations. Communities must support families in the society in

Commissioners of Education.

bringing up responsible children, as well as helping to fund education.

Since each group plays a different role on contributing to children's education; it is therefore a worthwhile activity to build a bridge between the school and community and avoid confrontation. Education takes place efficiently and effectively when these different groups of people collaborate. Therefore, it is important to establish and continuously attempt to develop partnership between schools, parent and communities.

### **Forms of Partnership**

Community Partnership which can assist in the development of the school includes:-

- (a) Research and data collection
- (b) Funding of education
- (c) School management
- (d) Curriculum design
- (e) Development of learning materials and
- (f) School consultation

Community participation in education is very important in educational development of a given society. Many developed countries capitalized on its advantages to improve upon the educational development of their citizens. However, the situation in many developing countries including Nigeria is not very clear considering complains of inadequacy in the provision of human and material resources in the educational system particularly in the secondary school level. This study is therefore aimed at determining the status of community participation in secondary education.

### **Research Question**

One research question was raised in the study as follows:

What is the status of Community Participation in education as assessed by secondary school teachers?

### **Hypothesis**

Two hypotheses were formulated for this study as follows:

1. Male and Female teachers do not differ significantly in their assessment of community participation in secondary education in Akwa Ibom State of Nigeria.
2. Urban and rural teachers do not differ significantly in their assessment of community participation in secondary education in Akwa Ibom State of Nigeria.

### **Research Method**

Ex-post facto research design was utilized in carrying out the study. This method was adjudged as most appropriate because the investigators did not have direct control on the independent variables since their manifestation have already occurred.

The population of the study was all secondary teachers in public secondary schools in Akwa Ibom State of Nigeria numbering 7195. Stratified random sampling techniques were employed to select 664 secondary schools teachers for the study from 10 education zones of the State. The sample was made up of 301 male and 365 female teachers in which 322 and 342 were in Urban and Rural secondary schools respectively. Gender was considered in this study because they constitute the teaching force in our secondary schools. Also, all our schools are located on either urban or rural areas.

Percentage was used to answer the question. To simplify the presentation; responses under SA, A, were combined for agreed while D and SD were combined for

Data were obtained through research-made questionnaire called Teachers' Assessment of Community Participation in Education Questionnaire (TACEQ). The questionnaire had 34 items. Three experts in Educational Evaluation were used to determine the face validity of the instrument. The questionnaire was administered to randomly selected teachers (N=50) who did not participate in the study. The resulting data were subjected to Cronbach Alpha for the establishment of the reliability and a reliability coefficient (r) of .798 was obtained.

### **Result**

The answer to the research question was first provided. This was followed by testing the hypotheses.

### **Research Question:**

What is the status of community participation in education as assessed by secondary school teachers?



**Table 1: Frequency and Percentage of Teachers' Responses on Community Participation in Education.**

| S/N | Community   | Agreed |       | Disagreed |      |
|-----|---|--------|-------|-----------|------|
|     |   | n      | %     | n         | %    |
| 1.  | Provides classrooms   | 502    | 75.6  | 162       | 24.4 |
| 2.  | Provides school furniture                                     | 366    | 55.1  | 298       | 44.4 |
| 3.  | Provides laboratories   | 344    | 51.8  | 320       | 48.2 |
| 4.  | Provides libraries  | 206    | 31.0  | 458       | 69.0 |
| 5.  | Provides play grounds   | 522    | 78.6  | 142       | 21.4 |
| 6.  | Provides textbooks  | 112    | 16.9  | 552       | 83.1 |
| 7.  | Provides school farm  | 569    | 85.7  | 95        | 14.3 |
| 8.  | Provides materials for extra curriculum activities.           | 422    | 3.6   | 242       | 96.4 |
| 9.  | Participates in curriculum development                        | 42     | 6.3   | 622       | 93.7 |
| 10. | Participates in funding teachers recruitment                  | 56     | 8.4   | 608       | 91.6 |
| 11. | Participates in monitoring learning                           | 112    | 16.9  | 552       | 83.1 |
| 12. | Participates in teachers training                             | 36     | 5.4   | 628       | 94.5 |
| 13. | Participates in managing staff                                | 21     | 3.1   | 643       | 94.6 |
| 14. | Participates in the management of schools                     | 224    | 33.7  | 440       | 66.3 |
| 15. | Participates in innovation of school programs                 | 72     | 10.8  | 592       | 89.2 |
| 16. | Participates in policy formation                              | 428    | 64.5  | 236       | 35.5 |
| 17. | Participates in goals development                             | 468    | 70.5  | 192       | 29.5 |
| 18. | Participates in collaboration with other bodies               | 42     | 6.3   | 622       | 93.7 |
| 19. | Participates in ensuring accountability in schools            | 221    | 33.3  | 443       | 66.7 |
| 20. | Participates to encourage creative talents                    | 521    | 78.5  | 143       | 21.5 |
| 21. | Participates in fighting gender disparity in enrolment        | 436    | 65.7  | 228       | 34.3 |
| 22. | Participates in discouraging brain drain among teachers       | 211    | 31.8  | 453       | 68.2 |
| 23. | Participates in restoration of confidence in education        | 438    | 66.00 | 226       | 34.0 |
| 24. | Participates in linking education to moral development        | 502    | 75.6  | 162       | 24.7 |
| 25. | Participates in linking education to civil life               | 448    | 67.5  | 216       | 32.5 |
| 26. | Participates in provision of security                         | 612    | 92.2  | 52        | 7.8  |
| 27. | Participates in peace structure of school                     | 624    | 94.0  | 40        | 6.0  |
| 28. | Participates in solving disciplinary policies                 | 25     | 3.8   | 639       | 96.2 |
| 29. | Participates in implementation of school policies             | 25     | 3.8   | 639       | 96.2 |
| 30. | Encourages the establishment of schools                       | 646    | 97.3  | 18        | 2.7  |
| 31. | Participates in provision of data for educational development | 562    | 84.6  | 102       | 15.4 |
| 32. | Participates in identification of school challenges           | 618    | 93.1  | 46        | 6.9  |
| 33. | Plays advisory role to schools                                | 592    | 89.1  | 72        | 10.9 |

N = 664

Table 1 reveals that the top-five areas which communities participate in education were: encouraging the establishment of schools (97.3% item 30), participate in peace structure of study (94.0% item 27), identification of school challenges (93.1% item 32),

provision of security (92.2% item 26) and solving disciplinary problems (87.2% item 28). The results in Table 1 also showed that community participated just a little in some areas. The bottom five items in which large percentage of teachers disagreed on community participation include participates in implementation of school policies (96.2% item 29), managing staff (94.6% item 13), participation in teacher training (94.5% item 12), participation in curriculum development (93.7% item 9), collaboration with other bodies (93.7% item 18) and funding teachers' recruitment (91.6% item 10).

### Hypothesis 1

Male and female teachers do not differ significantly in their assessment of community participation in secondary education in Nigeria.

Independent t-test was used in testing the hypothesis and summary data shown in Table 2

**Table 2**

Difference in community participation in secondary education between male and female teachers.

| Variables | n   | $\bar{x}$ | SD    | df    | t |
|-----------|-----|-----------|-------|-------|---|
| Male      | 301 |           | 76.21 | 11.42 |   |
| Female    | 363 |           | 75.80 | 12.62 |   |

662 .046 \*

N = 664; \*Not significant  $P > .05$

Since the computed t (.045) was less than the critical t (1.96) at df of 662 and .05 level of significance; the null hypothesis was retained. Therefore, male and female teachers do not differ significantly in their assessment of community participation in secondary education in Nigeria.

### Hypothesis 2

Urban and rural teachers do not differ significantly in their assessment of community participation in secondary education in Nigeria.

Independent t-test was used in testing the hypothesis and summary data shown in Table 3.

**Table 3**

Difference in community participation in secondary education between urban and rural teachers.

| Variable | $\bar{x}$ | SD    | df    | t |
|----------|-----------|-------|-------|---|
| Urban    | 322       | 77.46 | 12.86 |   |

662 0.173\*



|   |     |  |       |
|---|-----|--|-------|
| Rural   | 342 | 77.29  | 11.91 |
| N = 664; *significant P > .05   |     |  |       |
| <p>The null hypothesis was retained because the computed t (0.173) was teachers do not differ significantly in their assessment of community participation in Secondary Education in Nigeria.</p> <p><b>Discussion</b></p> <p>The results of the study revealed varying degree of community participation in secondary education. However, the community participated greatly in the establishment of schools, maintenance of peace within the school environment, identification of the challenges of the school, providing security, and solving disciplinary problems, provision of school farms, play ground as well as moral development of children. It was also noted that community encouraged female education and fight gender disparity in education. These results were supported by Onwurah (2002) who opined that the community assists the school by providing security, peace</p> <p>members may not be comfortable to participate in their children's education. Teachers should treat parents with respect and increase accountability.</p> <p><b>Implication to Secondary Education in Nigeria</b></p> <p>Secondary education provides a link between primary and tertiary education. It trains people to acquire skills to solve some life challenges as well as cope with tertiary education. The demand for higher education is in the increase in Nigeria principally due to Universal Basic Education (UBE) and</p> |     | <p>less than the critical t (1.960) at df of 662 and .05 level of significance. Therefore, urban and rural structure, identification of challenges as well as solving disciplinary problems.</p> <p>The results also showed that community participate less in areas like implementation of school policies, managing staff, teacher training, curriculum development and funding teachers' recruitment among others was obvious since the respondents were from public schools. Education sector analysis (2002) published by Federal Ministry of Education revealed that such lack of community participation in these areas were as a result of government dominance in education since the end of Nigeria civil war in 1970. Additionally, Edem (2006) found that teachers see classroom management and assessment as student revealed their professional responsibility. Hence they do not welcome collaboration from other people in the community. Furthermore, schools are perceived as authoritarian institutes, parents and community Education for All (EFA). Consequently functional secondary education is therefore very crucial if we have to equip secondary school graduates with appropriate capacity to function well in the society and fit into tertiary education.</p> <p>In UNESCO (2003) it was opined that, there are four major areas that need to be improved in Nigeria namely: (a) improving teacher training, (b) development of science (c) increasing student's motivation through improved instructional materials, (d) improved management and administration of</p> |       |

school and (e) improved links between schools and communities. To achieve between government and the communities. With appropriate support from the community; these can be achieved with ease.

To foster community partnership in secondary education; Federal Ministry of Education should ensure that the goals of secondary education synchronize with the expectation of the community. There is also the need to strengthen links between curriculum agencies with regard to curriculum g intercultural linkages and communication as well as promoting the culture of the society improve community participation in education. The school administration should be democratized so that members of the community feel committed and free to cooperate with school. Thus the school should be accountable to the community. Educational challenges such as examination malpractice, poor school attendance and inadequate girl-child education among others; can be solved with the assistance of the community. For instance, through community participating in secondary school, teachers in partnership with parents/ communities can understand that girls' education contributes to the improvement of various aspects of their lives. This can encourage them send more girls to school.

There is need to examine how to enhance more community participation in areas like curriculum development,

these objectives there must be meaningful partnership in education

### **Recommendations**

development and the school so as to establish meaningful partnership and participation between classroom teachers and other educational support organizations. This will reduce disparities in curriculum implementation. Strengthen in

provision of textbooks, funding teacher recruitment, monitoring learning, teacher training, innovations in school programs implementation of school policies which are very crucial in the development of secondary education. This can be accomplished by encouraging them through seminar, organized for members of Parent Teachers Association (PTA)/community leaders.

### **Conclusion**

The goal of community participation in education is to improve the educational delivery at the secondary school level so that more children learn better and well prepared for the changing world as well as community life. An average participation of communities in secondary education as shown in this study is not a welcome development since government is crying for help in funding secondary education.



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**Re: Teachers Assessment of Community Participation in Secondary Education in Nigeria**



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**THE IMPACT OF SCHOOL LOCATION AND ATTITUDE TOWARDS MATHEMATICS ON STUDENTS' ACADEMIC ACHIEVEMENT IN MATHEMATICS**



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