AN EXPLORATION OF SCHOOL-COMMUNITY PARTICIPATION IN THE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN KATSINA STATE, NIGERIA

Bagiwa Zulaihatu Lawal[*]

Azam Othman (Associate Professor, Dr) [**]

Ismail Sheik Ahmad (Associate Professor, Dr)**

ABSTRACT

The study explored parents/community perception in relation to the administration of public secondary schools in Katsina State, Nigeria. The basic system theory designed by Bertalanffy (1968) was used to elicit information from the participants. The study employed a qualitative research methodology which involved collection of data through a semi-structured interview, in which two parents were purposively selected. The findings of the study showed thatthere exists an element of school/community participation in the management of public secondary schools in Katsina State which was through associations and organization, PTA meetings, extra-curricular and co-curricular activities, financial assistance, provision of both instructional and infrastructural facilities and in decision making. Based on the findings, the researcher recommends that the local and state government should work out modalities to create more avenues in which the parents and communities could be more committed to educational management in the area.

Key words: Community, Administration, Community participation, Parents Teachers Association

* Department of Social Foundation &Educational Leadership, Kulliyah of Education, International Islamic University Malaysia.

** A senior lecturer at Kulliyah of Education, International Islamic University Malaysia.

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Introduction

Today, it is very difficult to talk of education and discuss the issues relating to education in the school without referring to the relationship between the teachers and the parents. Talking of the well being of the learners in the school involves management of learners' affairs and administration of both teaching and non-teaching staff and getting involved in the whole activities of the school. In the recent past, the role of community participation in various levels of education is being mentioned. The significance of community participation in the administration of all levels of education has been identified by experts and intellectuals in many nations of the world most importantly in facing the challenges and providing the need of 21st century (Epstein, 1996 and Adams, 2005).

However, few countries have clearly established policies and procedures for improving home-school collaboration, at either national or regional level. This is In line with the viewpoint of Payne (1995:370) where he stated that "nature and scope of such collaboration tends to vary widely between and within school districts, depending on the types of initiative taken by local educational personnel and/or research group". Thus Nigeria is not left of this vital need. There is the need for a significant paramount community participation in the administration of schools in Nigeria which has been recognized in the National Policy on Education (1994:42 Revised).

Hitherto in Nigeria there is neither the direct participation nor the representation of all segments of the community in the development of school policies. This situation might have been responsible for the adverse relationship between the professional administrators on one hand, and the neglect, which school suffers from members of the society on the other. This effort to involve community in the administration of schools in Nigeria is in line with the viewpoint of Thompson (1982) who lamented that community should play an active role in all affairs of school management. He further stressed that parents have important role to play in the curriculum planning and its implementation stage. Moreover, according to Thompson (1982), the school system could be integrated as long as community is involved in the administration and management of the schools. This viewpoint of Thompson is further corroborated with the submission of Okam (2002) who asserts thus: school should not be regarded as a foreign body within the community's development. In other words, this means that the whole academic and non-academic activities of the school must not be isolated from the participation of the community.

Of the recent past, poor academic performance of students in both transitional examinations i.e. West African Examination Council (WAEC) and National Examination Council (NECO). For instance, according Sunday and Atueyi (2014:1), in 2014 only 31.2% of candidates scored five credits; this as observed the duo raise a clarion call for all hands to be on deck. Meaning that, the failure can be attributed to the poor participation of parents and the community in the administration of secondary schools in Nigeria.

The synopsis above illustrates a gradual and steady drop in candidates' performance level. The WAEC examination apart from being the major certifying examination for students, who have undergone secondary education in the West African sub-region, is also one of the major requirements for gaining admission into tertiary institutions in the country. Many therefore see the steady decline in performance by Nigerian students as a reflection of the quality of undergraduates, that the tertiary education sector takes delivery of, and ultimately a reflection of the future manpower base of the country. Most importantly, the failure also questions the role of teachers, school authorities, parents and indeed governments in creating this untoward scenario. Specifically, the researcher's experience as a secondary teacher in last two decades ago, showed that the management and administration of the secondary schools in Katsina Zonal State receive a very poor attention as regards to community participation in the administration of schools.

In line with thisGasper (2014) as cited in Eno-Abasi and Atueyi (2014) suggested on need to redefine the trajectory in the Nigerian education sector and produce a critical mass of young Nigerians with basic knowledge and skills in Mathematics and English Language. These two are the subjects that open the windows to technological and economic renaissance. There is no compromise globally on the deep understanding of these two subjects as the world today is a global hamlet.

Okam (2002) admitted that the main strands in recent attempts to link schools more closely and fundamentally to their communities, rests on a number of issues namely: there is the need to get the young and growing generation into relevant and environmentally-related administrative processes; make them productive; self sufficient and self fulfilled. There is also the need for schools to be constituted into a frame work for serving the community directly and meeting the learning needs of all its members. However, school-community relationship can best be explained using the basic system model derived from the general system theory, developed by

Bertalanffy (1968:33) where he defined a system as a "complexity of elements standing in interaction".

In order to have a better understanding on how this theory is related to the present study, Berrien 1968:14-15) gave a more detailed explanation. Where he sees a system as" a set components interacting with each other and a boundary which possess the property of filtering both kind and rate of flow of inputs and output to and from a system". Therefore, the school is a social system which shares a boundary with its external environment like the community. The school by its nature being complex is made up of various components such as administrators, teachers, student, school counsellor, technology, material and facilities, each performing a deferential role which forms the purpose. The purpose of a system is the function the system performs in relation to a larger system which it is a part. Thereby, the school imports inputs from its external environment in the form of energy and information which are then encoded, then undergoes a process of interaction with the components in order to fulfil the purpose of the system.

After the interacting process, the school having consumed the energy and information it received, and in so doing altered the students who were processed by the school as outputs onto the external environment. Put differently these could also take the form of formal achievements by successfully completion of products or delivery of services that the group was intended to accomplish. Another form of output could be in the fulfilment of human needs that were characteristics of the participant in the group.The school has multiplicity of purposes, including constraining and socializing students, teaching student a variety of facts, attitudes, and skills, providing employees for businesses and fulfilling various needs of staff and its neighbouring community. Thus, the school as a self regulating system adjust itself by means of a process called feedback. This entails drawing some of the systems output back into the system as information inputs so that possible discrepancies between intended outputs and actual outputs can be sensed. This kind of reciprocal relationship as presented in the theory can be applicable to school and the community. Thereby improving the standard of education generally and promoting community development as well as engineering meaningful participation in the administration of public secondary in schools in Katsina state by all stakeholders.

One can rightly say that linking community participation with education is paramount in view of the growing number of students in schools and the insufficient resources available.

Hence, this study attempts to explore avenues through which parents/community participate in public secondary school administration. For this and other reasons, the potential negative as well as positive outcomes of scheme to enhance parental involvement must be recognized (Payne, 1995). Therefore, the main purpose of the study was to explore parents/community perception as regards to parental participation in public secondary schools in Katsina state. While the specific objective was to investigate the main areas which parents/community can meaningfully participate in the administration of secondary schools in Katsina State.

Essentials of Community Participation in School Administration

In Africa, communities are central to the joint endeavour of education development and education development cannot take place unless communities are at the centre of education change- as educators and sources of knowledge, and as partners of governments, civil society organizations, and donors Watt (2001:3) cited in Adam, 2005. In line with this Epstein (1995) defined parental involvement as families and communities who take an active role in creating a caring educational environment. Hence participation is the process delegating responsibilities, thereby creating opportunities for all stakeholders to be part of the decision making process affecting them. This influence is a special case of delegation in which the subordinate gains control and greater freedom of choice Hence community participation in education according to Adam (2005) is defined as:

> The level or extent of community involvement in the decision-making process, management, activities; or running of schools... In other words, it refers to the involvement by the community in education programmes within the framework of the national development programme.

Therefore, parental/community participation in school decision making is important in the application of management or administration of secondary schools. Especially in the present situation where teachers and parents are arguing that it is their right and duty to know or participate in the planning, organizing and implementation of the curriculum. This could serve as a means of facilitating and improving quality of education and effective administration of educational institutions, especially the secondary schools in Nigeria.

School-community relationship is a two-way process, a two-way flow of ideas and action ties between the school and the community, which provide the basis for mutual understanding

and effective team work (Olaniyi, 1999). Jabnoun (2008:92) in his contribution to participative management said that "participative management is the continuous involvement of people in decision making; it is a culture rather than a program".

Hence if there is to be concern for educational improvement then the process of management must be wide spread and understanding of the manifest. Therefore, the school should collaborate with parents and the community in all matters relating to students. In maintaining a participatory culture the principal should establish a well defined consultation procedure, which should be based on a good network of communication with staff, students and the community

Thus citizens participation occur in the community development when the change agents and members of the community share in the formulation and execution of proposals or plans and programs designed to bring about improvement in the living situation in the community. In other words, participation stipulates that the local people should take part in the planning, utilization and assessment of the social amenities, such as secondary schools or facilities designed for the improvement of their welfare (Anyawu, 1992). It is such participation that gives the people the pride of ownership of facilities completed in the process of community development. Participation creates faith in common understanding. It enhances the possibility of success in the execution of programs designed for better living in rural communities.

Community participation can be achieved through setting up of citizens' advisory group, conducting opinion survey and organizing members into civil and cultural organizations, participation has the advantage of increasing project efficiency, promoting projects effectiveness, helping to build the capacity of beneficiaries as well as enhancing and empowering the members of the community. It also promotes confidence building and creates a sense of belonging for people. This element implies that success is assured where the effort of a local community is aroused in the process of development. This idea therefore portrays that secondary school administration in its true light is a cooperative venture.

Citizens' participation, according to Anyanwu (1992), implies that the local people should be involved in the planning, execution, utilization and assessment of activities designed to enhance their well-being. It is such involvement that gives the people the pride of ownership of the programs or projects being executed. In the course of trying to effect a change in the well being of community members, it is important to remember that the individual has his inherent

and legal right to human treatment as such an appeal to his conscience and free will is pertinent. Thus, the ability to solicit his support and participation are the primary ingredients of the free enterprise and democratic participation being stressed here. Hence, the stimulus needed for the success of development programs must come from both parents and the community and so also the governmental authorities concerned.

However, the great task of maintaining the education industry cannot be managed single by any individual, government nor organization , thus failure to engage a cross section of the people in the decision making process can cause the peoples isolation and apathy. This is one reason why development scholars like Anyanwu (1992) and Oduran (1994) among others, recommend the view stressing that the involvement of people creates in them a sense of belonging, acceptance and confidence. Thus the issue of potential parental / community participation and involvement in the management of education in Nigeria has been the subject of a great number of excellent write ups in many educational journals and books etc. This could be due to the fact that education as a vital social institution and also as a complex organization could only be managed successfully via collaborative efforts, where all stake holders jointly pilot the sector.

One indisputable fact about the business of education is that parents, community, and the society at large, look up at the sector to socialize, train and mould, reshape and prepare their children and wards and as such what happens in the school becomes the concern of not only the government but also that of all stakeholders. Therefore, the education sector being the producer of skilled manpower for the consumption of all other sectors of the society should be the concern of all. This explains why Fafunwa (1986:21) asserts "Indeed education in Nigeria as in many countries of the world is not only the biggest industry, but also every body's business. It is the only enterprise that touches the lives of every citizen".

Therefore, in education, the community, parents inclusive as subscribers, suppliers of the indispensable input should be provided with the opportunity to partake in running of the industry. The government in the National Policy on education (2004:42 revised), recognizes the vital role parents and the community could play in the successful management of education. But this and indeed other similar statements in the policy did not expound more on the nature , types and kind of roles these community and parents could play towards managing the education sector in the country and Katsina state in particular. In line with this some strategies for improvement

were summarized by the participants as follows : provision of attractive and friendly settings for meetings, opportunity for unscheduled discussion with staff, training in interpersonal skills for receptionists, telephonist, and secretaries, and using teachers or others as interpreters. To buttress this, Sidhu (1996:444) suggested six ways for improving school community relations namely:

> The school-home relation which consists of parents' teachers association, parent day, visiting teachers, and inviting parents to school functions, reporting the work progress of children, mutual courtesy and trust. Secondly is the training for citizenship, the next strategies mentioned are that of community oriented functioning of the school, school improvement through community, school to cater to the changing needs of the society and lastly school to reform the society.

The question therefore remains how would the principals/teachers use this or similar strategies to promote an effective school-home relationship. This is therefore an attempt at defining the significance of community participation if any, with particular reference to secondary school administration in Katsina State, for the successful, sufficient and effective management of education in Nigeria.

Research Methodology

This section gives a general overview on the procedure adopted in gathering, analyzing and interpretation of data collected for the study. Therefore, in building the research methodology, the qualitative research approach was employed. Patton (2002) added that qualitative methods facilitate study of issues in depth and detail. Thus the researchers believed that a qualitative investigation could provide data view and give in depth insight on the topic under study. Based on Davidson (2000), the researcher has identified the phenomenological methodology as the best means for this type of study.   In addition the phenomenological approach was based on natural response, experience and perception of the selected participants. According to Welman and Kruger (1999), the phenomenologist's are concerned with understanding social and psychological phenomena from the perspective of people involved. Thus qualitative phenomenological research in view of (Moustakas, 1994; Creswell, 1998) facilitates capturing and understanding the perception and lived experiences related to the phenomenon in order to better understand underlying theoretical constructs and behavioural meaning.

Therefore, the current research study was aimed at exploring the perception of parent/community members in relation to the administration of public secondary schools in Katsina state. A purposive sampling technique was employed for sample selection. Therefore,

the researcher chooses purposive sampling envisioned by Welman and Kruger (1999), as the most important kind of non-probability sampling to identify the primary participants based on the researcher's own judgement and purpose of the research. The semi-structured interview was used predominantly as the primary source for data collection. However, the semi-structured interview allowed the researcher greater freedom in the sequencing of questions and allowed flexibility in the amount of time and attention given to different participants. The researcher also used an interview guide as a guideline when conducting the interview. The questions in the interview guide varied according to the participants' responses. Katsina local government was selected as the setting for data collection where the two schools were situated. It is worth noting that these schools were among the oldest in the state and consideration was given to gender in the data collection so as to ensure that views of the community reflected that of both sexes.

The total number of participants was two, whom are both teachers and parents, whom have worked with government parastatals and secondary schools from five-fifteen years as well as serving members of various organizations living within the vicinity. More so, the participants were informed earlier enough on the interview schedule, the research topic, purpose of the study and the reason why they were chosen among others. The participants were given the mandate for the site selection for the interview. This was done to respect the participants' convenience with regards to where they felt comfortable for the interview to be held. Each interview session varied accordingly as regards to the length of time, and the responses were audio taped. Field notes were taken to compliment the recorded verbal responses.

The interview was later transcribed into narrative text, and coded by carefully reading the transcripts looking for significant statement reflecting participant's experiences and other related issues. Afterwards coding was used as a process of segmenting and labelling the text to form descriptions in the data, which was then transferred into the coding template. The main ideas were identified through critical analysis of the discourses. Each transcription called a protocol' (Colaizzi, 1978) was read several times as the audiotape of the interview is replayed, to gain a sense of the total content. Therefore, main ideas were developed from the recorded information which was transcribed. Themes were developed from the main ideas generated. Two inter-raters were requested to develop themes from main ideas generated from the data, in order to check the reliability and credibility of the information. However the reliability between the researcher and each rater was calculated based on following formula by Miles & Huberman (1993: 64).

Reliability= Number of agreement

Total number of agreement +Disagreement

From the result of the reliability calculation of the two inter-raters and the researcher, the first rater and the researcher yielded 83.33%, while the second inter-rater and the researcher gave 94.44%. On the average the two ratings gave 88.88% which is a good reliability to undertake a study. The data was analyzed through the method described by Colaizzi (1978) which involved a detailed description of the essential structure of the phenomenon of the study. The method comprises of seven steps stated below:

1. Each research informant's verbatim transcript is read to acquire a sense of the whole.

2. Significant statements and phrases pertaining to the phenomenon being studied are extracted from the transcript.

3. Meanings are formulated from the significant statements.

4. Meanings are organized into themes, and these themes evolve into theme clusters and eventually into theme categories.

5. These results are integrated into a rich and exhaustive description of the lived experiences.

6. The essential structure of the phenomenon is formulated.

7. Validation is sought from the research informants to compare the researcher's descriptive results with the live experiences. If necessary, the researcher's description is modified to achieve congruence with the live experience of the research informants.

Based on the steps above and the purpose of this study to analyze the data collected, similar steps as suggested and used by Colaizzi were adopted to ascertain the level of community participation in the administration of public secondary school in Katsina state.

Discussion of Findings

The research question aimed at exploring the main areas by which the parents/community can meaningfully participate in secondary school administration, the participants gave interesting findings and such themes emerged: Awareness, PTA, school administration, curriculum design, financial assistance, extra –curricular activities, collaborating, social improvement role,

partnership, motivational techniques and accountability. Where the participants stated so many ways through which parent/ community had participated in secondary school administration:

There are so many ways like which you can involve community in the   participation of secondary schools, you can involve them by first of all making them to be aware of what is going on in the school(respondent A-1, D.U-2-3)

In relation to this Bortner (1972) posits that school-community relationship is a series of planned activities and media through which the school seeks to learn about the community. Inform the community about curriculum and interpret when necessary, the purpose, programmes, problems and needs of school, and involve the community in planning and evaluating the school policies and progress .Within this context, there is a mutual interaction between the school and the community resulting to gaining mutual assistance and understanding from each other as well as being fully aware of the other's activities, policies programmes, problems, progress and failures. However, both participants attested to parents' teachers association as the most prominent avenue through which the community participate in secondary school administration.

And the formation of committee having representation from both the school and the community (A-1-D.U-4).It is only through discussion between teachers, administrators and parents that community can participate By way of advising the administrators, giving financial assistance and or organizing inter house or quiz(R-2-D.U-10)

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According to the findings of the study, Parents' Teachers Association was the only avenue through which community had participated in decision making. However, this is not enough, as parental role should be extended to all aspect of school administration. Parents and indeed other members of the community have potentials to contribute immensely. This makes participative decision making very vital in application of management or administration of secondary schools. Especially in the present situation, where teachers and the community members are arguing that it is their right and duty to know, and participate in the planning ,organizing and implementation of curriculum as a means of facilitating and improving the quality of education and effective administration of education.

The findings of the study showed that there were many ways through which parent/community had participated in secondary administration. One of the most prominent avenues was the Parents' Teachers Association (PTA), which is an important forum where

teachers and parents in the community meet occasionally to discuss matters for the development of the school and the community in general. Through this association, parents were called upon to assist the school in practical ways such as fund raising for teaching equipment or helping to carryout building repairs and improvements. This clearly showed that community had played significant role through financial assistance. Hence, government alone may not be able to undertake the great task of secondary school administration. This brings about the search for alternative sources, through which school oriented project can be undertaken through communal effort or professional and consultancy services from the community. In return, the school opens its doors to them, inviting them to shape in the life of the school and discover how best they can help their own children's education.

More so, it was discovered from the findings that communication played a vital role in school-community participation. Hence, the survival and growth of any organization depends on having an effective communication system, which is the life blood of any organization applied to ease decision making as well as implement decision already reached .In the school organization communication involves sharing and transmitting messages, ideas or attitude among administrators, teachers, students and all interested constituents. To buttress this, Adeboyeje (1994) asserts that the community continuously engages in many activities. In the school specifically, the community uses school facilities for games and sports, extension classes, adult education classes, community rallies and receptions and parents' teachers' association meetings. Another important finding from the worthy of being mentioned is the formation of committee as stated by both participants:

> They can also do a sort of school the community having sort of what do you call it? Uhum committee. Whereby the committee will comprise of the representative of the community and then maybe the representative of the school. So the two of them will meet and then they can discuss on issues that are pertaining to governing of the school management. I think by forming a committee and the Parents teachers association, and also to make them aware, this is one of the ways that can really bring in the community in the administration of the school (A-1-D.U 4-6)That it is only through discussion between the teachers, Administrators and the parents that's the only way through which parents can assist (A-2 -D.U-10)

As the community involves itself in the school programs, the school should also take interest in the community activities. In this regard, teachers should assist in guiding the community. They

are expected to participate actively in important association and clubs formed by the community for the development of the area. Such as non-governmental organizations like the Katsina State Education Trust Fund and the Gidauniyar Jahar Katsina. These are collaborative efforts between the well to do and prominent elites in the community in order to alleviate the flight of public primary and secondary schools in the state. By providing enlightenment programs on areas of educational importance, documentary books, instructional and infrastructural facilities, mass literacy campaign, employing teachers on part time basis, provision of first aid and drugs for the school clinic, renovation exercise, donation of school buses for staff and students.

However, one of such committees as expounded by the participants could be the School Based Management Committee (SMBC), which is now trying to replace the traditional PTA .This new committee has a greater representation of the community and is vested with more power than the PTA. It has representatives from the traditional rulers, parents, local government council, religious leaders, ministry of education, zonal directorates of education, students' representative and the respective school administrators and teachers as members. Therefore, the principal and elderly teachers of the school should form part of the community's elder's consultative committee and contribute positively on matters of deliberation for the general progress of the locality.

Furthermore, in stating the avenues through which the community can effectively participate as stated above by the second participant, it was only through discussion between the parents and the school that the community could participate in the administration of secondary school. This is in line with the view of Sidhu (1996:444) where he says this forum might be "through PTA, parents' day, visiting teachers, inviting parents to functions of the school, reporting the work progress of children". This would enable the parents, teachers and students to be together at certain occasions. As stated by the first participant:

> *So the two of them will meet and then they can discuss on issues that are pertaining to governing of the school management.* the issue of parents teachers association should go beyond coming for meeting alone, we should focus more on what happens to the children or what is school really needs. *(A-1-D-U-6-8).*

Therefore, it is very important that whenever the two happen to meet, the child's interest and welfare should be uppermost in their mind. They should adopt a constructive outlook in exchange of notes and in discussion about the child's progress. However, the findings came up

with certain strategies that could be used in enhancing meaningful parental or community participation in school administration as suggested by the participants:

> *There is need for them to be motivated. There is need for sort of giving them feedback. Let them know that the school is located in their area, and the school is meant for them. And the government is just there to oversee everything.. So by giving them feedback, getting them a form of transparency, let them know exactly what is going on in the school (A-1-D.U-28-31). By seeking their opinion and then welcoming their own contribution (A-1-D.U-18) for them to realize that they are actually stake holders there is a way to do that (A-1-D.U-10).*

In line with this, Boston (1995) opined that parents would not just want to be presented with problems. Rather, schools and parents should work together towards solution of problems in school. Parents sometimes want to know who is doing the teaching and what is being taught and how well it is being taught. As long as they are sure that is going well, parents usually have little to say .But when uncertainties arise, their anxiety and indeed that of the community as a whole is usually freely expressed. Therefore, there is need for active community participation in school, especially in the area of monitoring the performance of students by their parents. This is necessary these days that indiscipline becomes rampant, while school along cannot control the situation. We all agree that our society is passing through a very difficult time, and the incidence of indiscipline permeates our entire social, economic and political life as a nation. Not a day passes without media report of examination leakages, students' unrest, cases of indiscipline, drug abuse, absenteeism and other issues reflecting the unsatisfactory state of our institutions.

Therefore, members of the community should have the opportunity to participate in decision making and other programs as appropriate. Parents in actual sense owned the right to be fully not partially involved in all decisions right from the planning up to the implementation process. Musaazi (1986) also opined that schools should be linked to their respective communities through direct involvement of the local people in the work of the school as teachers and resource personnel and as financiers. He further stated that the community involvement could be enhanced through the devolution of responsibility for managing the school with the community involvement. The school therefore should not live as an ivory tower. Rather there should be an open door policy, which will encourage the community members to feel free to visit school and make suggestions for improvement wherever they are necessary. Hence, there is no

doubt that parental influence on education should develop great effort towards contribution making through their participation in parents teachers association and other avenues.

The interaction between the community and the school helps a long way in bringing about a mutual understanding, which is necessary between the school and the society.

Another important strategy for enhancing community participation as envisioned by the findings of the study was that of establishing an effective meeting culture as stated by the second participant, the time for scheduling the meeting is very important, "you should schedule the time when most of them are free, may be during weekends, when you prepare during weekends most of them would be at home and they may likely attend if you call them". Meetings however are becoming part of everyday culture, in that the school administrator is always engaged in series of meetings in other to arrive at an effective decision regarding the overall administration of the school .In order to encourage parental participation in meetings, provision of attractive and friendly settings for meeting and consultations, introducing for unscheduled discussion ,to promote involvement in decision making administrators and teachers need skills to chair meetings, encourage dialogue, and relieve tension. However, since this level of collaboration requires a reworking of delicate boundary that exists between the school and parents, care will be needed to ensure that both parents and teachers feel empowered rather than deskilled.

Research suggests that a systematic process emphasizing interpersonal communication and policy-shaping skills for administrators, teachers and parents helps each group to recognise the benefits of shared decision making and provides orderly mechanism for transferring tightly held power among groups (Cochran and Dean 1991, Ramsey et al.1990). Yet another important strategy in luring community participation is through organizing co-curricular activities and inviting the community to come whereby the first respondent says:

> *They should target festive period and put some important activities on that day because if you call parents during festive period they will come. He goes further saying when they are having defective week and many activities taking place apart from sport there is debating. Or may be during Eid –hadya all these things parents will   be able to come. You can call it a gathering there you can be able to explain to them what you really have in the activity of the school, and then they will be willing to listen. There is other avenue like when you organize inter houses in the school. Not only that community will attend, and when they will come they will see the talent of their students in sports that will definitely boost the morale of other people to even bring their children. Not even that one there are other avenue, not only inter houses there is maybe you organize a quiz between one school and you*

invite a lot people to attend definitely not only the parents of the students from the collage would attend their(A-1-D.U 64-74)

The importance of extra-curricular or co-curricular activities cannot be over emphasized in the all round development of the child. Co-curricular activities are now considered to be an integral part of the school program; as such both should be carried out side by side. These activities aimed at the development of the total personality, physical, mental, emotional, social, moral, cultural and spiritual aspect of personality. Therefore, providing opportunity for self expression and participation which inculcate various important traits in the learner. In essence, many of the programs presented in co-curricular activities are named as cultural programs, acquainting students with their cultural heritage, to enable them to appreciate their cultural and be proud of it. These activities includes folk music, folk dance, poetical recitation, dramatics, sculpture, celebration of religious ,social and national festival, exhibition, excursions, and the likes are rich in imparting knowledge of culture, and awakening cultural interest among the students.

Moreover, the community could be invited to witness or participate in such activities of the school by so doing it enables them feel part and parcel of the school and thus put in their very best towards its growth and development. Hence, the presence of such members at the school function is capable of impressing community members and spontaneously stimulating the interest of those who are well endowed, in rendering valuable assistance to the school. Through the extracurricular activities designed by the school, such occasions will afford the public the opportunity to see some aspects of the school life and learn about its achievements or difficulties. This could also provide opportunity for communication between the school and the community. In respect to this Okam (2000) asserts thus: school should not be regarded as a foreign body within the community's development". In other words this means the whole academic and non-academic activities of the school most not be isolated from the participation of the community.

Conclusion

This study was designed to illicit information from the participants on their perception regarding school-community participation in the administration of public secondary schools in Katsina State. From the findings of the study it was concluded that though parents/community had participated in school related activities, community participation has not been given adequate attention in the past, largely due to poor encouragement on the part of the school management and government in promoting serious community participative roles.. However, there should be a

desire for promoting participatory approach in educational management, so that community participation in educational management would continue to lay the foundation for self directed and self sustaining process of development of education.

Therefore, government, non-governmental agencies, religious bodies associations within the community and parents should arise to the challenge of education in our secondary schools. With that we can have a brighter tomorrow where the growing children also begin to get a better and worthwhile education in their schools. As such there is a need to call for change of mentality of the entire population, such that community are given the opportunity to prove their worth.

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