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STRATEGIES FOR INVOLVING THE COMMUNITY IN SECONDARY SCHOOL ADMINISTRATION IN NSUKKA EDUCATION ZONE OF ENUGU STATE.

A THESIS
PRESENTED TO THE
DEPARTMENT OF EDUCATION
UNIVERSITY OF NIGERIA NSUKKA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION.

BY

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OCTOBER, 2003
APPROVAL PAGE

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completed the requirements for course and research work for the degree of master in
Educational Administration and Planning.

The work embodied in this project is original and has not been submitted in part
or full for any other Diploma or Degree of this or any other University.

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DEDICATION

This project is dedicated to Heavenly Father who has done it all for me.
ACKNOWLEDGEMENT

I wish to express my sincere gratitude to all the people who contributed in one way or the other to the success of this research work.

My immense gratitude goes to DR. NGOKA, G.N. of the department of Education. As my adviser, he has guided and directed me throughout the period of this research work.

I am very much obliged to the principals of secondary schools in Nsukka Education Zone who were my subjects in the research.

Finally, my thanks goes to Miss. Asogwa Agatha A. who typed the manuscript.

UGWUANYI, SEBASTINE AJURUCHUKWU
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ABSTRACT

The purpose of the study was to ascertain the perceived strategies for involving the community in secondary school administration in Nsukka Education Zone of Enugu State. Four research questions and two hypotheses guided the study. The instrument used in data collection was a structured questionnaire. Subjects for the study consisted of 77 secondary school principals. The research questions were analysed using mean score, while the hypotheses were tested using t-test statistics. The results showed that principals have a positive perception towards community participation in the administration of secondary schools, that communities are actively involved in the administration of schools, that the strategies for involving communities in active administration of schools ranges from employing non-professional from the community, decentralization of administrative power to embrace community, sharing of information and decision making with communities and involving the PTA in school disciplinary committee. Also, it was found that all the identified strategies are very effective in involving community in school administration. Based on the findings of the study, recommendations were made.
CHAPTER ONE
INTRODUCTION

Background of the study

The importance of education cannot be neglected when it is remembered that education is the pillar of any country or state. The social, economic, political and technological development of the country depends on education. This is well articulated in the national policy on education (1981). Working towards the realization of these national objectives on education, the fourth national Development objectives on education, the fourth national Development plan (1975 - 1980) mapped out a number of strategies, hence the first national rolling plan (1990 - 1992) re-emphasized these measures. Among these are educations for self-reliance, self-employment and technological development of the nation. According to the plan, emphasis will be placed on raising the quantity of education at all levels in order to make the products of the system more useful to the society.

Emphasis on education is laid more on secondary school, which is the scope of this study. This is because secondary education is recognized by the government as the link in the nation’s effort to produce the required scientific, technological and other professional manpower which the nation needs (Umeh 1993) for this reason, curriculum was reviewed to take care of the differences in talents, opportunities and roles after leaving secondary school by introduction the pre-technical and pre-vocational subjects along with the traditional academic subjects (FME 1981). This can further be supported by the huge amount allocated to secondary education in the first national policy plan (1990-1992).
In many developing countries, like Nigeria, education is mainly provided by the governments. But in recent years, the adverse micro and macro economic conditions and keen intersectional competitions for dwindling resources, have made it difficult for many governments to continue with this dominant role. The overall effect is under investment in education with the wide range implications on the general provision of school facilities especially at the secondary school level. Many secondary schools today have become mere shells of their old establishments, lacking such basic facilities as classrooms, seats, libraries, gaming and sporting equipment, etc. Part of the solution commonly preferred is the identification and analysis of alternative methods of financing education. (Enyi 1996).

He further note that although some alternative methods have attracted some attention (for example, introduction of school fees, establishing special education funds, imposing extra taxes on companies and community participation) only a few seems to have attracted some attention for example, the case of school fees and social levies. But community participation seems not to have attracted any comparable attention. But common sense informs us that many communities have played both historical and contemporary roles in the development of education in many parts of the world, including Nigeria (Enyi 1996).

The idea of community participation in community development generally, is universal and in the case of Nigeria, pre-dates the era of colonialism. Thus, before the advent of colonialism in Nigeria, many communities had at one time or another come together at family, clan, village or district levels to identity and execute projects of common socio economic interests. It was through community efforts that projects such as the construction of village squares, markets, living houses and paths leading to streams and farmlands were undertaken. The current persistent call for community participation in
education is not only to spread the burden of educational financing but a full realization of the historical and actual roles the communities have played in the development of education in Nigeria. Implicit in these roles is that our communities actually have the capacity to participate in any education programme including the financing and management of secondary education.

When the impact is determined in terms of the physical and monetary contributions, we note that the provision of secondary education in many African countries (including Nigeria) has been greatly relieved by community support. Indeed, it may be argued that there is hardly any secondary school without one form of community support or another. Igwe (1988) noted in his study of community financing of schools on Eastern Nigeria, that community development through self-effort was almost a way of life in that area. Okafor (1984) had established that nearly 50 percents of all developmental projects (including educational ones) were initiated and supported by communities.

It is clear that the impact of community participation in administration of education cannot be underemphasized and there is the implicit understanding that any improvement on secondary school facilities would have to depend on community support. In Nsukka secondary schools abound and the need for the community participation in the administration becomes necessary. The question that occupies one's mind is how can the community be adequately involved in the administration of secondary schools in the area. It is based on this background that the researcher is interested in evolving strategies for involving community in secondary school Administration in Nsukka Education zone.
Statement of the problem

The positive impact of community participation in the administration of secondary education in Nigeria cannot be underemphasized. The impact is determined in terms of the physical and monetary contributions and this has gone a long way in increasing quality of secondary education Nigeria.

Having seen the efforts put in by the community in the administration of schools and the impacts of their efforts, the federal government then stipulated in the national policy on Education (1981) the cardinal principles, on which the social ethos of the community, which the school serve should be based, in the day–to–day running of secondary schools as follows:

1. Intimate and direct involvement of the community at the local level.
2. Effective lines of communication between the local community and the state and national machinery for policy formulation and implementation.

For qualitative secondary education in Nigeria, the community should sideline as they have created enough impact in the administration of secondary schools. The question that arose is, what are the strategies to adopt for effective and efficient involvement of the community in secondary school administration in Nsukka Education zone of Enugu state.

Purpose of the study

The main purpose of this study is to ascertain the strategies for involving the communities in secondary school administration. Specifically, the study will investigated:
1. The perception of the principals as regards the involvement of the community in secondary school administration.

2. The extent in the opinion of the principals are the communities actively involved in the running of secondary schools.

3. The strategies for involving the communities in active participation in secondary school administration.

4. The efficiency of the strategies for involving the communities in secondary school administration.

Significance of the study

The study is significant because of the importance attached to quality secondary education in Nigeria. The results of the study will be significant to school administrators, the community populace, the government and policy makers.

A proper investigation into strategies for involving the communities on the administration of secondary schools as basis of increasing the quality of secondary education in Nigeria. This invariably leads to the realization of our national education goals. This is because the study will give an x-ray of the strategies that are effective in involving the community in school administration.

It will also provide a good insight for the principals on the cooperation needed between the community and the school. This will go a long way to bring about cordial relationship between the school and the community.

The state government has constantly emphasized on the need to involve the community in school administration. This study will help to give the government an
insight into the strategies for involving the communities in secondary school administration.

The findings of the study will also help to map out strategies for mobilization of school plants of the secondary schools to the use of the community, as such will make the community feel a sense of belonging. With the community involvement in secondary school administration, most of the secondary school problem, including discipline, managerial, social, financial problems among others will be jointly solved by both the school and the community whose sense of commitment has now been enkindled.

Scope of the study

This study is confined to determining the strategies for involving the community in secondary school administration in Nsukka Education zone of Enugu state.

The study focused on the perception of the principals as regards involvement of community, strategies for involvement and the efficiency of the strategies.

Research question

In order to effectively direct the study to enable it achieve the intended objectives, the following research questions will be asked.

1. What are perceptions of the principals as regards the involvement of the community in secondary school administration?
2. To what extent are the communities actively involved in the administration of secondary schools?
3. What are the strategies for involving the communities in active administration of secondary schools?
4. To what extent are the strategies effective in involving the communities in the administration?

**Hypotheses**

The following hypotheses were formulated and tested at 0.05 probability level of significance.

1. There is no significant difference between the mean responses of male and female principals on the strategies for involving the community in secondary school administration.

2. There is no significant difference between the mean responses of principals in urban schools and principals in Rural schools on the effectiveness of the strategies.
CHAPTER TWO
LITERATURE REVIEW

This chapter presents a review of literature on strategies for involving the community in administration of secondary schools. The review is presented under the following headings:

1. Concept of Administration.
2. Concept of community.
3. School community Relationship.
4. Community participation in school administration.
5. Strategies for involving communities in school administration.

Concept of Administration

Administration has been variously defined in different ways by many scholars. Ezeocha (1990:22) asserted that “Administration has to do with getting things done with the accomplishment of the defined objectives.” According to him, the science of administration is the system of knowledge whereby man may understand relationship, predict result and influence outcomes in any situation where men are organized to work together for a common purpose. Brooks in Ezeocha (1990) stated administration to be the capacity to co-ordinate many and often conflicting social energies in a single organization so expertly that they shall operate as a unit.

According to Ezeocha (1990:23) administration can be referred to as “the method by which an administrator directs and control life in any organization in order to achieve the desired goals or a way of co-ordinately and controlling the scarce resources,
manpower, finance and capital equipment so as to achieve the desired objectives”. Thus, administration is a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within an integrated system designed specifically to achieve pre-determined objectives. It exists to implement the decision of an organization. It helps to influence achievable results, a direction to be pursued and the various priorities to be recognized within an organization.

In his own view, Miklos (1971), in Onubogu (1985:26), has it that “whenever there is a need for order, in a series of activities and whenever a group seeks to obtain a goal, administration is required”. In support of this, Ozigi (1980), observed that for any administration to take place, people must be organized to achieve common objectives.

Educational administration according to Friesen, Farine and Meek (1980) in Onubogu (1985) is described as a relatively new discipline that concerns itself with the management of educational enterprise in communities, regions and nations. In support of this, Okeke Nosiri Edle, Ozumba and Igwe (1985), see educational administration as an emphasis on bringing men and materials together for effective and functional teaching and learning in schools.

The bringing of the effort of human and material resources together for effective and functional teaching and learning in the school. The bringing of the efforts of human and material resources for effective and functional teaching and learning in the school or in any learning environment is what educational administration is all about (Ezeoke 1999). It entails therefore, control, budgeting (finance), co-operation and what have you. There is need that the head of the institution should apply these elements meticulously with
tactfulness so as to avoid conflicts with any of these local community members and teachers.

The emphasis on most definitions of administration as on channeling of the resources of the organization (school) towards the attainment of the school goals. The success with which the administrator does this depends on his leadership abilities. The influence of the administrative climate in the realization of educational goal cannot be over emphasized when it is remembered that good teachers produce good result but can be helped to achieve their best through effective and favourable working condition.

Personnel administration is concerned with everything that relates to the staff towards the realization of the organizational goals. Thus staff personnel administration in education have among its components as staff selection and recruitment, orientation, improvement and growth, relationship, roles and duties, staff needs, staff meetings and discussions, supervision of instruction and condition of service (Ezaocha 1990). These components further emphasis the important of staff personnel administration in the realization of educational goals as it concerns personnel. Personnel administration which is a component of administration has been defined by several authors in terms of personnel functions. Encyclopedia Britannica, volume 14, defined personnel administration as "the management of the people in working organization.

Thus personnel administration can be defined as a field aspect and technique of administration which is concerned with the selecting, organization, development or control of human resources and the improvement of working conditions in order to accomplish the primary objectives of the organization with maximum efficiency and minimum expense. As noted by Simon (1965) opinioned that administration must be
concerned with the construction and operation of an organization in order to accomplish its work efficiently going by the above notion.

Concept of community

Community as noted by Enyi (1994) and Enyi (1996) means that it is a local grouping in which people carry out activities connected with education in the area. Continuing, he noted that the term can be used to refer to the various ad-hoc grouping of individuals and organized community bodies within a village or town engaged in the provision of education. Such group he continued may include village development associations, age-group associations, social clubs, trade unions, women associations, parents teachers associations (PTA), Board of governors, old students association, churches and Abroad meetings.

Local in the context has the same standing with community. This is because it stands to perform the same function with community as described above. Local support therefore is the social, economic religious, political and moral helps offered by the community around them for the effective and smooth running of secondary education in the area. This may mean provision of physical facilities and equipment and finances for the running of the schools in the area.

The role of the communities in the management of schools can simply be described as enormous. The communities can be rightly said to be the first teacher and provider of the child. The communities play other such noble roles as behaviour transmission , the child is taught general mode of life accepted in the society which prepares him for life even outside the immediate environment. They also play other roles as provision of social training and fulfillment of Childs needs. The community is very
resourceful in cases of boundary tracing. Any serious boundary dispute is bound to affect the school administration or management.

The school – community relationship

The school itself is a social milieu which exists in a wider social milieu. Hence the inevitability of some kind of school public relations, whether consciously pursued or not. According to the national policy on Education (FRN 1981:85) administration includes organization and structure, proprietorship and control, inspection and supervision. Therefore school management and administration should endeavour to grow out of the life of the community, which they serve. The inability to meet those expectations may affect the entire educational system.

Musaazi (1992) has it that since education is an activity which involves the cooperation of teachers, parents, children and community as a whole, parent are in particular nationally interested in the education of their children. They sometimes want to know who is doing the teaching, what is being taught how it is taught. As long as they are sure that all is going on well, parents usually have little to say. But when uncertainties arise about the progress of their children or of the school in general their anxiety and indeed that of the communities as a whole is usually freely expressed and there can be no doubt about their concern.

Hagman as cited in Ezeocha (1990) postulated six major purposes in contemporary school and public relations. These are:

1. To gain financial support for the educational programme and its objectives.
2. To make account to the public of the stewardship accorded to the school trustees and the professional staff.
3. To advance the educational programme.

4. To promote the partnership concept between the school and other educative agencies in the communities.

5. To improve the communities and to establish in educational leadership for improving school programmes and through schools, improving the communities.

In his own view, Ozigi (1977) suggested quite a number of them:

1. By being accessible to parents and members of the public, showing them courtesy, consideration and sympathetic understanding and treating them tact.

2. By demonstrating an active interest in the community life. Through ensuring the participation of the school in suitable social activities and external moral programmes without involving them in local or religious politics or the like.

3. By making some school facilities and resources available to the communities for educational and social purposes.

4. By encouraging the study of certain aspects of community life in the school curriculum. For instance, its history, geography, culture and religion.

5. By inviting members of the community to visit the school or to attend or participate in some of its activities, school, social programme, staff parties and so on.

Discussing community relation in school administration, in the early period of educational development in Nigeria. Fafunwa (1987: 12) noted with emphasis that:

The contribution of parents and relatives is almost as important as the missionary’s contribution between 1850-1860. Indeed, the government contribution was minimal.
and the missionaries themselves were largely supported both morally and financially by the Nigeria indigenous members.

In the domain of higher institution, he aren't further to state that:

The early history of higher education in Nigeria would not be incapable without reference to the role of private sponsorship scholarship and bursaries, private efforts and initiative by parents, clubs, organization and ethnic groups.

Ezeocha (1990) are of the view that:

1. The community should improve in the conventional programme of the school.
2. Vitalize the learning experiences through the study of the community.
3. Provide opportunities for the students to learn by doing. Provide immediate students satisfaction for example, health facilities, job, citizenship, family life, and leisure.

Community participation in school administration

In the educational scene, school projects become the joint responsibility of the colonial government, the missionaries and the local communities. The government mainly participated through the enactment of various education ordinances while the missionaries provided the management. The local people were made to contribute free labour and finance. It was though this kind of collaborative arrangements that various religious bodies came to establish many educational institutions (Okonkwo 1988).

Many writers on education financing have called for a through investigation into supplementary source (Williams 1986, Enyi 1995) the call for management of local
support is instructive because common knowledge informs us that many communities have played both historical and contemporary roles in the development of education in Nigeria.

Enyi (1995) pointed out that when the impact is determined in terms of physical and monetary contributions, we note that the provision of secondary education in many African countries (Nigeria in particular) has been greatly relieved by community or local supports. According to him in his contribution to community participation in the funding and management of primary education, a lesson for Nigeria school administration, a survey in Barman indicated that in 1972-1973 households alone provided 84.5 percent of new buildings and furniture in primary schools. This he said compares with 13.5 percent from PTA and 2.0 from government.

Igwe (1988) had earlier noted in his study of community financing of schools in Eastern Nigeria that community development through self-effort was almost a way of life in the areas. Okafor (1984) had established that nearly 50 percent of developmental projects in Eastern Nigeria were indicated and supported by communities. Most of these supports relate to educational ones and they include among other things.

1. Construction and reconstruction of secondary school.
2. Provisions of equipment like chair, desk, tables etc.
3. Importation and installation of science equipment as well as library facilities.
4. Construction of boreholes, roads, and maintenance of existing facilities.
5. Establishment of agricultural programmes like farms, poultries etc.
6. Provision of sports equipment as well as organization of sports meet.
7. Awarding, finding and promoting of scholarships.
8. Provision of resource personal materials and land.

According to Enyi (1977) in Nigeria, the demand for and the rising cost of education at all levels have made it difficult for the federal government, solely dependent on fluctuating oil revenues to assume total financial responsibility. Commenting in the astronomical increase in the running cost of secondary schools in Imo state of Nigeria, consequent upon increase in secondary school enrolment and the provision of adequate structures, Igwe (1982) suggested that government should not be left to finance secondary schools education single handedly, rather according to him, both the government and the communities should be involved.

Ogbonnaya and Ajagbaonwu (1997) said that educational institutions also lack funds for the maintenance of school buildings and equipments; to organize workshops for teachers among others. They therefore call on local community in financing education in Nigeria. As stated by Ezeina (1985) because of lack of fund. On the part of the government, communities and parent teachers Association (PTA) have been advised to build workshops for secondary schools while the government will supply the equipment.

Discussing on how to help ameliorate problems facing education a number of framework for community participation have been offered. This according to Enyi (1995) are:

(i) The need for society mobilization and integration among the various social groups within a community.

(ii) To deal with the problem of delayed production and delivering system, wealthy individuals and/or organizations could be mobilized to donate these materials
(for examples, type writers, duplicating and photocopying machines, papers, ink, stencils and other stationary items)

(iii) To minimize the agony involved in looking for and hiring buildings and facilities at study centers, religious and other community organizations as well as individuals could offer their facilities for temporary or permanent use.

The various community organizations have a stake in combating the dearth of qualified tutorial staff. Education programme in fact in Sweden, adult education programme was pioneered by various voluntary community organizations (for example trade unions, church organizations, farmers associations, and political organizations (Edstorm, 1970); Onwuka, 1981) remarked that parents are the strongest simple force available in the community for facilitating the improvement of the instructional process who he states that “because the fruits of a well planned curriculum are enjoyed by the society, the planning must be the responsibility of teachers and the school personnel. Team of planners must include parents and lay members of the society.

Stundfill (1982) strongly affirmed that:

Healthy staffing and parent interaction builds understanding and support for common goals of the school, honest dialogue in a respectful and trusting environment enables parents to let the teachers know what they want their children to know and enable teachers to plan their programmes and teaching methods on how to achieve the goals.

Strategies for involving community in school administration

A number of strategies have been suggested by scholars for involving community in school administration. Koza and Levy (1978) pointed out that non-professional
members of a school staff may facilitate the availability of their schools physical facilities and by so doing may influence members of the community to become more involved in community affairs.

(Clark 1977) a strong proponent of community participation in school administration argued and maintained that a system of sharing information and attitudes could easily be developed to bring about a better understanding between the school and the community. He added that as such activities are carried out, joint planning could be done involving educators, other adult and older students and could be designed to involve increasing large numbers of community people. Clark observed that though an analysis of the reaction of such, educators should be able to provide more sensitively for the needs of the community and its children and help adults understand what it is the schools are trying to accomplish.

According to Gitel (1979) argued that structure of schools must be adjusted to encourage the involvement of all the interested parties and give the community greater control over educational institutions. Continuing, he opined that community involvement is intended to create an environment for development of meaningful educational policies on experimentation with a wide variety of alternative solutions and techniques. He further added that it also seeks to achieve a more equitable allocation of resources as a result of the redistribution of power. It therefore seems possible to assume that a school system that is devoted to community interest will provide a more encouraging environment on which learning can take place.

As noted on Eze (1992) schools or government school should promote the extent of community involvement in school administration through involving the community
members in decision making process of the school. This has been discovered to motivate their participation in school administration. It has been observed that when communities are allowed to be part of the decision making process of school, that they feel a sense of belonging in the administration.

Summary of the literature.

The various literatures reviewed in this section show that communities have been participating in the administration of secondary schools in our present educational system.

The literature reviewed showed that the areas where communities have been participating or contributing in the administration of secondary schools are in the area of funding, provision of facilities, scholarship, school decision making process through P.T.A. meetings among others.

Also it was discovered that a member of measures could be adopt so as to improve on the extent communities are involved in school administration. Such measures are using them as resource persons involving them in decision making process and sharing of information between the community and the schools. Even though a number of strategies have been identified for involving communities in school administration, it is necessary to point out here that these strategies identified were done outside Nigeria geographical setting. The present study becomes imperative to determine within Nigeria setting the strategies for involving the community in administration of secondary schools.
CHAPTER THREE

RESEARCH METHOD

This chapter is a presentation of the method, which was used by the researcher in carrying out the study on strategies for involving the community in secondary school administration in Nsukka Education zone of Enugu state. Specifically, the chapter presents the design of the study, area of the study, population, sample and sampling technique, instrument, validation and reliability of the instrument, method of data collection and data analysis.

Research design

The type of design used in the present study is a descriptive survey type. The descriptive survey method seeks to know the opinion of the principals on strategies for involving the community in secondary school administration in Nsukka education zone. In this method, the opinion of the principals were surveyed without a manipulation of the information involved.

Area of study

The study was conducted in old Nsukka Educational zone of Enugu state. There are 77 secondary schools in the area.

Population of the study

The population of the study comprised all the 77 principals in all the secondary schools in the area. The rationale for using all the principals in the old education zone is because of the smallness of the number.
Sample and sampling techniques

The sample of the study comprised of all the entire population of the study which is 77. The entire population was used as a sample because the population is not large. Therefore there was no sampling technique employed.

Instrument for data collection

The instrument for data collection in this study was a structured questionnaire. The instrument is divided into two parts 1 and 2. Part 1 of the instrument is on demographic characteristics of the respondents. While part 2 is a likert scale measure of a four point rating response format of strongly Agree (SA), Agree (A), Disagree (D), and strongly disagree (SD), with assigned weight of 4, 3, 2, and 1 points respectfully.

The respondents rated the extent to which they agree or disagree with the option of the items. In order to determine the extent of agreement or disagreement, the grand mean score for each group in relation to the variables investigated was compared with the average mean score for each statement. The average mean score was used as a criterion for evaluating the grand mean score.

Validation of the instrument

The face validity of the instrument was established. In determining the validity of the instruments, copies of an initial draft was sent to experts in the field of educational administration and planning and measurement and evaluation of the university of Nigeria Nsukka, department of education.

The aim was to ascertain the representativeness of the contents of the items of the instrument and the extent to which they are related to the psychological constructions of the strategies for involving the communities in secondary school administration. In doing
Based on the contributions of the experts, some items were modified and in some cases, entirely new ones incorporated.

Reliability of the instrument

The relevant reliability estimate was established for the instrument. The stability reliability co-efficient of the instrument was computed using Pearson correlation coefficient and the value obtained was 0.82. The value was judged high enough to give the confidence about the credit of the instrument. To determine the reliability the data collected from the pilot study were analyzed through test-re-test method. The instrument was administered to 10 principals in the pilot study.

Method of data collection

Date for the study was collected by personal administration of the instrument to the respondents by the researcher and was collected back immediately. The reason for this was to ensure a high return rate. Instructions was given to the respondent on how to fill the questionnaire.

Method of Date Analysis

In answering the research questions which directed the study, mean score was used in analyzing the date collected. A score of 2.50 and above was taken to mean that the respondents are in agreement to the options of the item while a score of 2.49 and below showed their disagreement to the options of the items and therefore was rejected. In testing the hypotheses posed t-test statistics was used.

this they were given the free hand to either remove any item they considered irrelevant or add any other items they consider important but not reflected in the instrument.
CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data collected on the study. The data are organized under the research questions that guided the study and the hypothesis that were tested. Mean was used to answer the research questions while the t-test was used to test the hypothesis.

Research question 1

What are perceptions of the principals as regards the involvement of the community in secondary school administration.

Table 1: mean scores of the respondents on the perceptions of the principals as regard the involvement of the community in secondary school administration.
The involvement of the community in school administration is seen by principals as a check on them.

The involvement of the community in school administration will bring cooperation between the school and the community.

Through involvement of the community in school administration, they will contribute in the funding.

The community through involvement in school administration will be part of school policy making body.

Through community involvement in school administration, the provision of resources for school can be supplemented.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Description</th>
<th>mean (x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The involvement of the community is in school administration is seen by principals as a check on them.</td>
<td>3.40</td>
</tr>
<tr>
<td>2.</td>
<td>The involvement of the community in school administration will bring cooperation between the school and the community.</td>
<td>3.70</td>
</tr>
<tr>
<td>3.</td>
<td>Through involvement of the community in school administration, they will contribute in the funding</td>
<td>3.70</td>
</tr>
<tr>
<td>4.</td>
<td>The community through involvement in school administration will be part of school policy making body</td>
<td>3.60</td>
</tr>
<tr>
<td>5.</td>
<td>Through community involvement in school administration, the provision of resources for school can be supplemented.</td>
<td>3.70</td>
</tr>
</tbody>
</table>

Total mean (x) = 18.10

Grand mean (x) = 3.62

Research question: I sought to know the perceptions of principals as regards the involvement of community in secondary school administration.

All the items in the table have been rated position and the mean of 2.50. The mean score 3.70 of the involvement
community members are part of.

\[
\text{Total mean } (\bar{X}) = 18.80 \\
\text{Grand mean } (\bar{X}) = 3.76
\]

Research question 2 sought to find out the extent communities are actively involved in the administration of secondary school.

Table 2 indicates that all the items in the table have been rated positive and the ratings are significantly above the criterion mean of 2.50. The mean scores 3.80 of items 6, 7 and 8 which are the highest rated items in the table show a number of issues. They show that the communities thought the PTA body is made to be part of the school governing body. Also they are actively involved in school administration through the provision of infrastructural resources and funding of some school project like building of structure.

Based on the analysis of the table where a grand mean score 3.76 which is significantly above the criterion mean of 2.50 was reached, it is established that communities are actively involved in the administration of secondary schools.

Research Question 3

What are the strategies for involving the communities in active administration of secondary schools.

Table 3: Mean Responses on the strategies for involving the communities in active Administration of secondary schools.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Description</th>
<th>Mean (x)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>By employing non-professional staff of schools from the communities will give them a sense of belonging</td>
<td>3.60</td>
</tr>
<tr>
<td>12</td>
<td>By the decentralization of administrative power to embrace the communities is a measure for involving them in school administration.</td>
<td>3.80</td>
</tr>
<tr>
<td>13</td>
<td>Sharing information pertaining to school could easily be developed to bring a better understanding between the school and the communities</td>
<td>3.80</td>
</tr>
<tr>
<td>14</td>
<td>Sharing of decision making between the school and communities will make them to be ready to contribute to school administration</td>
<td>3.80</td>
</tr>
<tr>
<td>15</td>
<td>Involving the PTA in the school disciplinary committee will make the community to be involved in the school administration.</td>
<td>3.70</td>
</tr>
</tbody>
</table>

Total Mean (x) = 18.70  
Grand Mean (x) = 3.74

Research question 3 sought to find out the strategies for involving communities in active administration of secondary schools.
Table 3 indicates that all the items in the table have been rated positive and the ratings are significantly above the agreed criterion mean of 2.50. The mean score 3.80 of items 12, 13 and 14 which are the highest rated in the table indicate that decentralization of administrative power to embrace the communities is a measure for involving them in school administration. Also, sharing of information pertaining to school could easily be developed to bring a better understanding between the school and the communities. Equally, sharing of decision making between the school and communities will make them to be ready to contribute to school administration.

Based on the analysis of the table where a grand mean (\( \bar{X} \)) of 3.74 which is significantly above the criterion mean point of 2.50 was reached, it is established that employing non-professional staff from the community, decentralization of administrative power to embrace communities, sharing of information and decision making with communities and involving the PTA in school disciplinary committee are some of the strategies for involving communities in active administration of school.

Research Question 4

To what extent are the strategies effective in involving the communities in the school administration?

Table 4: mean Responses on the efficiency of the strategies for involving the communities in the school administration.
<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Description</th>
<th>mean ((\bar{x}))</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Employing non-professional staff of schools from the communities is a very effective strategy for involving communities in school administration</td>
<td>3.80</td>
</tr>
<tr>
<td>17</td>
<td>Decentralization of administrative power to embrace the communities is an effective strategy for involving communities in school administration.</td>
<td>3.80</td>
</tr>
<tr>
<td>18</td>
<td>Sharing of information pertaining to school with the communities is an effective strategy for involving communities in school administration.</td>
<td>3.80</td>
</tr>
<tr>
<td>19</td>
<td>Sharing of decision making process between the school and communities is an effective strategy for involving communities in school administration.</td>
<td>3.87</td>
</tr>
<tr>
<td>20</td>
<td>Involving the PTA in the school discipline committee is an effective strategy in involving community in school administration.</td>
<td>3.87</td>
</tr>
</tbody>
</table>

Total Mean (\(\bar{x}\)) = 19.14

Grand mean (\(\bar{x}\)) = 3.83
Research question 4 sought to know the extent the strategies are efficient in involving communities in school administration.

Table 4 indicates that all the items in the table on the efficacy of the strategies have been rated positive and the ratings are above the criterion mean of 2.50. The mean scores 3.87 of items 19 and 20 which are the highest rated in the table show that sharing of decision making process between the school and communities as well as involving the PTA in the school disciplinary committee are very effective measures for involving communities in school administration.

Based of the analysis of the table where grand mean score 3.83 which is significantly above the criterion mean of 2.50 was reached, it is established that all the identified strategies are very effective in involving communities in school administration.

Hypotheses

H0 1: Male principal Responses ≤ female Principals Responses at (P < 0.05).

The analysis of the hypothesis is presented in the table below:

Table 5: t-test Analysis of the significant difference between the mean responses of male principals and female principals on the strategies for involving the community in secondary school administration.
The data on table 5 above shows that the mean for the male principals was 19.65 while that of the female principals was 19.50. Considering the values of these two mean scores, it can be observed that male principals rated the items more positively than their female counterparts.

The data on the table were further subjected to t-test analysis in order to find out whether there was any significant differences between the mean ratings of the two groups with regards to their perception on the strategies for involving the community in secondary school administration. The result of the analysis shows that significant differences were not found between the ratings of the perceptions of the two groups.

Ho 2: Urban principals Responses ≤ Rural principals Responses at (P<0.05)

The analysis of the hypothesis is presented in the table below:

Table 6: t - table Analysis of the significant difference between the mean responses of urban principals and rural principals on the effectiveness of the strategies.
The data on table 6 above shows that the mean of urban principals was 3.31 considering the values of the two mean scores; it can be observed that urban principals rated the effectiveness of the strategies more than the rural principals.

The data on the table were further subjected to t-test analysis in order to find out whether there was any significant difference between the mean ratings of the two groups with regards their rating on the effectiveness of the strategies. The results of the analysis shows that significant difference were not found between the ratings of the two groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>T-Cal</th>
<th>T-Crit</th>
<th>Decision</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>46</td>
<td>3.31</td>
<td>0.39</td>
<td>75</td>
<td>0</td>
<td>1.96</td>
<td>Accepted</td>
<td>0.05</td>
</tr>
<tr>
<td>Rural</td>
<td>31</td>
<td>3.26</td>
<td>0.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data on table 6 above shows that the mean of urban principals was 3.31 considering the values of the two mean scores; it can be observed that urban principals rated the effectiveness of the strategies more than the rural principals.

The data on the table were further subjected to t-test analysis in order to find out whether there was any significant difference between the mean ratings of the two groups with regards their rating on the effectiveness of the strategies. The results of the analysis shows that significant difference were not found between the ratings of the two groups.
CHAPTER FIVE

DISCUSSION AND INTERPRETATIONS OF THE FINDINGS

This chapter deals with the results of the study, the discussion made, interpretation of the discussion and inference drawn from them. The discussion of the findings has been organized according to the research questions that guided the study and the hypotheses postulated.

Discussion of the findings

Research Question 1

Principals' perceptions as regards involvement of the community in secondary school administration

Research question 1 sought to know principals' perceptions as regards involvement of the community in secondary school administration. The responses in this question are summarized in table 1 in chapter four. The result of this research question shows that principals have a positive perception towards community participation in school administration with a grand mean of 3.62, which was above the criterion mean of 2.5.

The mean scores 3.70 of items 2, 3, and 5 which were significantly above the criterion mean 2.50 need special commentary for being the highest rated items in the table. This indicates that when communities are involved in school administration, there is always cooperation between the school and the community. Such cooperation brings a healthy atmosphere, which enhances administrative efficiency. Also when they are involved, they become willing to contribute financially for the administration thereby
reducing some of the administrative financial problems. Equally, they provide recourses for the ruling of the schools.

The present finding supports earlier studies of Igwe (1998), Enyi (1995). For instance Enyi (1995) pointed out that when the impact is determined in terms of physical and monetary contributions, we noted that the provision of secondary education in many African countries (Nigeria in particular) has been greatly relieved on community local supports.

Research Question 2

Extent of communities active involvement in secondary school Administration.

Research question 2 sought to find out the extent communities are actively involved in secondary school administration. The responses in this question are summarized in table 2 in chapter four. The result of this research question shows that communities are actively involved in secondary school administration with a grand mean 3.76, which is significantly above the criterion mean of 2.50.

The mean scores 3.80 of items 6, 7 and 8 which were significantly above the criterion mean of 2.50 and the highest rated in the table need special commentary. It indicates that though the PTA body, some members of the communities are appointed or selected to be part of the school governing body. Also, they are made to be actively involved in the administration. The responses in this question are summarized in table 2 in chapter four. The result of this research question shows that communities are actively involved in secondary school administration with a grand mean 3.76, which is significantly above the criterion mean of 2.50.
The mean scores 3.80 of items 6, 7 and 8 which were significantly the highest rated in the table need special commentary. It indicates that though the PTA body, some members of the communities are appointed or selected to be part of the school governing body. Also, they are made to be actively involved in the administration through, the provision of infrastructural resources. In some cases, some of projects in the school are being embarked upon by community members.

The present finding supports earlier studies of Enyi (1995), Igwe (1988), Okofo (1984) and Ogbonnaya and Ajagbaorwu (1997) for instance, Igwe (1988) had earlier noted in his study of community financing of school in Eastern Nigeria that community development through self-effort was almost a way of life in the areas. Okafo (1984) has established that nearly 50 percent of all developmental projects in Eastern Nigeria were initiated and supported by communities. He concludes that most of these supports relate to educational ones.

Research Question 3

Strategies for involving the communities in active administration of secondary schools

Research question 3 sought to know the strategies for involving the communities in active administration of secondary schools. The responses in this question are summarized in table 3 in chapter four. The result of this research question shows that strategies such as employing non-professional staff from the community, decentralization of administrative power to embrace communities, sharing of information and decision making with communities and involving the PTA in school disciplinary committee can be
used to involve communities in active administration of secondary schools with a grand mean 3.74 which was above that criterion mean of 2.50.

The mean score 3.80 of items 12, 13 and 14 which were significantly above the criterion mean 2.50 and the highest rated items in the table need special commentary. This implies in a situation where there is decentralization of administrative power to the extent that community members are involve, they will feel belonged and thereby ready to cooperate with the school administration. Also when information that affects the school are passed on to the community for them to be aware of what is happening in school, they tend to cooperate with school authority. Equally, involving them in decision-making is a good measure in making them to determine what happens in their school. Historically. The present finding support earlier studies of Eze (1992) and Clark (1977). For instance Eze (1992) noted that schools or government should promote the extent of community involvement in school administration through involving the community members in decision making process of the school. This has been discovered to motivate their participation in school administration.

Hypothesis

To gain further insight into the nature of responses to research question 3, hypothesis I was tested using t-test statistics. Table 5 showed the statistical comparison of the mean scores of male principals and female principals on their perception of the strategies for involving community in secondary school administration.

The result of the analysis shows that no significant difference (P<0.05) was found between the mean ratings of the two groups on the strategies. This is based on the ground that t-calculated 0.69 did not exceed the t-critical of 1.96, making the null hypothesis to
be accepted. This implies that both group of principals equally consider the strategies very important in enhancing community participation in the administration of secondary schools.

Research Question 4

The extent the strategies are effective in involving the communities in secondary school administration.

Research question 4 sought to know the extent the identified strategies are effective in the involvement of community in secondary school administration. The responses in this question are summarized in table 4 in chapter four. The result of this research question shows that the identified strategies are very effective in involving communities in school administration with a grand mean score 3.83 which was above the criterion mean of 2.5.

The mean scores 3.87 of items 19 and 20, which are the highest rated items in the table need special commentary. For this implies that when community members are allowed to be part of school decision making process, they feel belonged and thereby contribute meaningfully towards effective school administration. Also involving some-PTA Members in the disciplinary committee will make community members to see any administrative disciplinary measure as properly taken.

The present finding supports earlier study of Eze (1992) who opined that schools or government should promote the extent of community involvement in school administration through involving the community members in the decision making process of the school. This has been discovered to motivate the participation in school administration he noted.
Hypothesis 2

To further answer research question four, hypothesis two was tested to determine whether there is any significant difference between the mean of the urban principals and the rural principals on the effectiveness of the strategies identified.

The result of the analysis shows that there is no significant different (p > 0.05) in the perception of the two groups. This is based on the ground that the t-calculated 0 did not exceed the t-Critical of 1.96 thereby making the null hypothesis to be accepted. Also, this shows that the two groups equally consider the strategies very effective.

Implications of the study

This section of the chapter deals with the implication of the study for educational administration. A number of implications have been specifically identified which are highlighted below:

The finding that principals have a positive perception towards community participation in school administration has some implications. It implies that school principals should make everything possible to promote good school-community relationship so as to have ground to involve them in the administration.

The finding that communities are actively involved in administration of secondary schools has some implication. It implies that to be healthy secondary school administration, school principals should bear in mind that the school is there for the communities and for this they must be part of administration.

Furthermore, the findings that a number of strategies can improve community participation also have some implications. It implies that school heads should try to
adopt these strategies so as to get the community members involved in school administration.

Finally, the findings that the identified strategies are effective implies that the school heads should make it as matter of policy to be making use of the identified strategies.

Recommendations of the study

Following the findings of the study, the discussions and the implication of the study highlighted, the following recommendations have been made:

1. The need for the government to bring out a policy statement enforcing involvement of communities in school administration at all levels.
2. The need for government to mount seminars and workshops to enlighten the public on the need for their involvement in school administration.
3. The need for community to contribute adequately in providing funds for the smooth operation of schools in their areas.
4. The need for community to embark on some meaningful projects that will promote learning situation.

Limitations of the study

In the course of carrying out the study, a number of constraints were encountered. Such are:

1. Although this study has successfully been completed, it has a major limitation, which impaired the generalization of the findings. This study was carried out duly in schools in Nsukka education zone of Enugu state. The inclusion of schools in the other education zones in the population would have made the results
generalizable to the whole of Enugu State. It is not clear whether the perception of principles in other education zones are in line with the findings of this study.

2. Also principals were reluctant in responding to the instrument used for data collection because of their tight programme.

Suggestions for Further Study

Based on the findings as well as the limitations of the present study. It is suggested that further research should address the following:

1. A replication of this study in another area with different geographical background.

2. The variables in the study could be expanded to cover gender and location.

3. A similar study to find out the effect of the identified strategies on administration of secondary schools.

4. The attitude of community in their involvement on secondary school administration.

Summary of the findings

The purpose of the study was to ascertain the strategies for involving the community in secondary schools administration in Nsukka Education zone of Enugu state.

Four research questions and two hypotheses guided the study. The subject used for finding answer to the research question and hypotheses were 77 secondary school principals. The instrument for data collection was 20 item, 4 point rating scale.

The data collected for answering the research question were analyzed using mean score. While the hypotheses were tested at 0.05 level of significance using t-test statistics.

The findings of the study revealed that.
1. The principals have a positive perception towards community participation in school administration.

2. That communities are actively involved in the administration of secondary schools.

3. The strategies for involving communities in active administration of schools are employing non-professional staff from the community, decentralization of administrative power to embrace communities, sharing of information and decision making with communities and involving the PTA in school disciplinary committee.

4. That all the identified strategies are very effective in involving communities in school administration.

Based on the findings of the study, recommendations were made.
REFERENCES


Encyclopaedia Britanica (1974) volume 14

Enyi, D. (1994). A framework for community involvement in the funding and management of distance education ABSU Journal for Distance Education, 2(1) 279-283


Fahimwa, B (1994) History of education in Nigeria revise Lagos; federal ministry of education, printing division


Dear Respondent,

The researcher is a postgraduate student in the Department of Education (Administration and Planning) embarking on a study to investigate the strategies for involving the community in secondary school Administration.

The researcher solicits your help in filling the attached questionnaire which will be used for the study and will be treated with strict confidence.

Thanks for your cooperation

Researcher.

---

**PART 1**

**PERSONAL DATA**

<table>
<thead>
<tr>
<th>Name of School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of School: Urban</td>
<td>Local</td>
</tr>
<tr>
<td>Sex: Male</td>
<td>Female</td>
</tr>
<tr>
<td>Qualification: B.ED</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTION

Please you are expected to rate each of the items on this four point scale so as to indicate the extent to which you agree or disagree with them. You are to rate by ticking [ ] in the option that appeals to you. Please you have to note that strongly agree=SA, Agree= A, disagree= D and strongly disagree= SD

Section A

Perceptions of the principals

1. The involvement of the community in school administration is seen by principals as a check on them.

2. The involvement of the community in school administration will bring cooperation between the school and the community.
3. Through involvement of the community in school administration they will contribute in the funding of the school.

4. The community through involvement in school administration will be part of school policy making body.

5. Through community involvement in school administration the provision of resources for school can be supplemented.

SECTION B

Extent of communities actively involvement.

6. The communities through the P.T.A. body are made to be part of the school governing body.

7. The communities are actively involved in school administration through the provision of infrastructural resources.

8. The communities are involved in the administration of the school through the funding of some school project like building of structure.

9. The communities are actively involved in school administration by appointing some of them as members of the governing board.

10. Before a student is expelled from the school his offence must have been presented to the school disciplinary committee in which the community members are part of.

SECTION C

Strategies for involving the communities.

11. By employing non-professional staff of schools from the communities will give them a sense of belonging.
12. By the decentralization of administrative power to embrace the communities is a measure for involving them in school administration.

13. Sharing information pertaining to school could easily be developed to bring a better understanding between the school and the communities.

14. Sharing of decision making between the school and communities will make them to be ready to contribute to school administration.

15. Involving the P.T.A in the school disciplinary committee will make the community to be involved in the administration of the school.

Efficiency of the strategies

16. Employing non-professional staff of schools from the communities is a very effective strategy for involving communities in school administration.

17. Decentralization of administrative power to embrace the communities is an effective strategy for involving communities in school administration.

18. Sharing of information pertaining to school with the communities is an effective strategy for involving communities in school administration.

19. Sharing of decision making process between the school and communities is an effective strategy for involving communities in school administration.

20. Involving the P.T.A in the school disciplinary committee is an effective strategy for communities' involvement in school administration.