

**COMMUNITY AGENCIES PARTICIPATION IN SCHOOL ADMINISTRATION FOR
DELIVERY OF 21ST CENTURY SECONDARY EDUCATION IN PUBLIC JUNIOR
SECONDARY SCHOOLS IN RIVERS STATE.**

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Abstract

The study investigated community agencies participation in school administration for delivery of 21st century secondary education. The design of the study was a descriptive survey. Three objectives and three null hypotheses guided the study. The population of the study was 1705. A sample of 300 respondents comprising 60 public junior secondary school Principals, 120 members of schoolbased management committee (SBMC) and 120 members of Parents-Teachers Association(P.T.A) drawn through proportionate stratified random sampling technique. A structured questionnaire was employed as the instrument for data collection with reliability coefficient of 0.8 . ANOVA was used to test the null hypotheses at 0.05 level of significance. The findings of the study indicated that community agencies participation in provision of funds, provision of infrastructural facilities and involvement in decision making process improved delivery of 21st century secondary education. This affirmed the opinions of the respondents that the participation of the communities in school is of great extent which could bring about improvement in delivery of 21st century secondary education. It was recommended among others that community should be constantly consulted by the school administrators in making vital decisions affecting the school affairs and its administration; the need for increased participation in schools administration.

Keywords: Community, Community Agencies, Participation, School Administration, 21st Century,

Introduction

Secondary school education occupies a very important position in the educational system in Nigeria, because it is that level that determines the academic and professional career of students. Education at secondary school level is the form of education children receive after primary education and before the tertiary stage (Federal Republic of Nigeria, 2004). The aim of secondary education is to prepare the individuals for useful living within the society, especially in 21st century that is about giving student the skills they need to succeed the this new world and helping them grow the confidence to practice the skills.

The 21st century education places more emphasis on skilled-based curriculum where students are made to acquire competitive lifelong skills for productive living and global competitiveness. The role of the 21st century school is to develop students who have the skills to take increasing responsibility for their own learning in order to continue this process throughout life, relate learning to the skills and knowledge needs of the society, develop students' problem-solving skills through collaborative learning and team work, provide open access to global learning environment and provide proper atmosphere for individualized learning among students. United Nations Educational, Scientific and Cultural Organization (2016) referred to the 'twenty-first century skills as soft skills, generic skills and 'non-cognitive skills. According to them, 21st century is subsumed in the term 'transversal competencies" which encompass all practical skills, values and attitudes, collaboration, self-discipline, resourcefulness and respect for the environment and adapting to change in the society. It is apparent from here that delivering 21st century education in secondary schools demands huge resources, which must be adequately provided through proper school finance management structure by an educational stakeholders partnership to ensure that funds are adequately mobilized from various sources, rationally allocated to the needs of the schools as planned and properly managed to avoid lack of funds in the school system.

However, Ogundele (2008) noted that Nigeria as a country is faced with a lot of challenges in her educational sector. These challenges had been attributed to inadequate funding, poor salaries scale , students' population explosion, poor teachers' job satisfaction, and inadequate supply of educational facilities and needed equipment for effective teaching learning process. The result of this brings about low quality and fallen standard of education in our secondary school system. The insubstantial excuse of the government is that government alone cannot take up total responsibilities of education that it has to be paid for by all and sundry. Ogakwu (2011) also identified some these challenges to include: effective leadership coordination and control, structural and inadequacy , shortage of trained teachers, lack of funds, shortage of physical facilities, lack of instructional materials, poor decision making, poor and infrequent inspection/supervision system of schools, poor maintenance of school buildings and premises.

Due to the inability of Government to attend to these challenges, school community agencies participation in the administration of public secondary schools becomes necessary. Ebong (2013) asserted that financing education is basically the duty of the government but the expected finance is hardly released promptly and or in most cases is insufficient. At the various levels of our educational system, the participation of school community agencies in school administration cannot be underscored. Though the school community agencies may not be directly involved in the administration of school but their activities and roles in the life of a school have remarkable impact in delivery 21st century secondary education.

However, public junior secondary school in Rivers State is under the maintenance of government for the benefit of her citizens but funds made available to the public secondary schools seems inadequate and opposed difficulties to the school administrators of public junior secondary schools. The school community agencies as an educational stakeholder appears to be one of the major areas of call by the school administrators for alternative source of funding, provision of physical facilities and involvement in decision making in delivery 21st century education. The researcher's observe the population explosion of students in public secondary schools in 21st century without a corresponding increase in learning facilities may have affected the teaching and learning process and consequently the turnout of poor students for higher education and into the society, it becomes paramount for communities to participate in the administration of secondary schools to assist in solving their problems. In the light of the above, there is the need to investigate the community agencies participation in school administration for delivery of 21st century secondary education of public secondary schools in Rivers State.

Administration of secondary schools in delivery of 21st century education in Rivers State seems to have diverse challenges. Among the obstacles observed by the researcher include population explosion of students seeking for secondary education without a corresponding increase in the provision of infrastructures, non- provision of teaching equipment for science and technical subjects in schools, inadequate qualified teachers on vocational subjects, over- crowded classrooms, lack of conducive teaching and learning environment and ineffective administration, poor implementation of government policies on the cost of education, high cost of running the day- to day activities of schools, high cost of organizing conferences and workshops for teachers etc. which may have led to making the principal administrative tasks more tedious and cause a nonchalant attitude on the part of the teachers in carrying out their primary assignment in the school which may hinder the delivery of 21st century secondary education.

The main aim of the study is to examine the community agencies participation in school administration for delivery of 21st century secondary education in public junior secondary schools, Rivers state. Specifically, the study sought to:

- Determine the extent of School Based Management Committee (SBMC), Parents-Teachers Association (P.T.A) members and principals participation in the provision of funds for delivery of 21st century secondary education in public junior secondary schools, Rivers State.
- Ascertain the extent of School Based Management Committee (SBMC), Parents- Teachers Association (P.T.A) members and principals participation in the provision of infrastructural facilities for delivery of 21st century secondary education in public junior secondary schools, Rivers State.
- Examine the extent of School Based Management Committee (SBMC), Parents- Teachers Association (P.T.A) members and principals participate in decision-making for delivery of 21st century secondary education in public junior secondary schools, Rivers State.

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of School Based Management Committee (SBMC), Parents- Teachers Association (P.T.A) members and principals participate in provision of funds for delivery of 21st century secondary education in public junior secondary schools, Rivers State.
2. There is no significant difference in the mean responses of School Based Management Committee (SBMC), Parents- Teachers Association (P.T.A) members and principals participate in provision of infrastructural facilities for delivery of 21st century secondary education in public junior secondary schools, Rivers State.
3. There is no significant difference in the mean responses of School Based Management Committee (SBMC), Parents- Teachers Association (P.T.A) members and principals participate in decision-making process for delivery of 21st century secondary education in public junior secondary schools, Rivers State.

Literature Review

Community Participation

The term community participation is used widely that its meaning is often unclear. The term community is commonly used to refer to people grouped on the basis of geography and or common interest, identity or interactions. It can thus be defined as a group of people who share an interest, a neighborhood or a common set of circumstances. They may, or may not, acknowledge membership of a particular community. Community agencies participation in the administration

of secondary schools has become necessary as a result of lack of proper management, lack of funding, physical facilities and equipment, poor learning environment, inadequate provision of teaching materials, problem of discipline and proper supervision of instruction. Inadequate physical facilities such as classrooms, ICT facilities, teaching aids, laboratory equipment, libraries, etc. to match the teaming population of students in the 21st century seem to be a major administrative challenge in public secondary schools in Rivers State. Peretomode (2001) maintained that the school and the community are interdependent and interrelated. This goes to mean that the community and the school exist side by side and always being in existence as a pre-existing condition for effective school administration. School- community participation refers to the involvement in cash or kind of the school, individuals and groups in the programmes and activities of the school to achieve educational objectives. The most involvement of parents in school matters in most of the communities is usually through the Parent Teacher Association (PTA). With a few exceptions, the traditional role of the PTA has been the making of financial contributions to schools (Ugwu, 2010).

Concept of School Administration

Administration is getting things done in order to accomplish defined objectives. In other words, administration is the process of working with and through effort others to efficiently accomplish organizational goals and determined action taken in pursuit of conscious purpose. According to Ijamu (2015) defined administration as getting things done in order to accomplish defined objectives. In Akpotowoh (2006) agreed that school administration aims at using both human and material resources within the school system for the achievement of objectives.

The main purpose of administration is the coordination of human and material resources towards the achievement of some predetermined objectives. For administration to be effective, there are processes that must be followed by the administrators. This is because administration is seen as a collection of processes, dealing with various ways in which human and material resources are utilized to achieve set goals in an organization. Secondary school administration entails working with and through teachers, non-teaching staff and students to get things done effectively. It is more concerned with the institution, its goals, policies, and execution of these policies (Ajayi & Ayodele, 2003).

The 21st Century Secondary Education

The 21st century learning secondary school environment is well equipped with computers hardware, software, electronics, white boards, rich digital and online resources. When you enter the 21st century environment, you quickly see interactive learning, higher level thinking skills, creativity, student engagement, whether the students are learning mathematics, science, reading or history. The 21st century classroom not has modern tools, equipment and content but it includes a

teacher trained to use the tools effectively with innovative teaching approaches that integrates the interactivity and engaging content technology brings to the curriculum. Teachers engages in on going and job embedded professional development through access to online courses, educational portals with resources and lessons plans. It provides physical spaces, tools, and learning communities that encourages and enables students and teachers to attain the skill-sets that 21st century requires. These includes a number of important element such as schooling courses, available activities, technology, infrastructures, school leadership. The respond to the delivery of 21st century secondary education requires collaborative participation of all stakeholders in education, which according Agi (2006) should participate in planning, decision-making, execution, monitoring and evaluation of the resources and implementation of programmes available to school.

Carol (2003) argued that 21st century learning needs to take place in a content that promotes a sense of a community that enables formal and informal learning. Similarly, Sack-Min and Black (2007), both argued that the qualities of where we learn affect the quality of how we learn and also encouraged planners to design schools for flexibility because as school learners continue to change, learning spaces will need to be adapted. To achieve this flexibility, architects should design classroom with furniture and walls that can easily be reconfigured. There is need for a well-planned and organized educational environment enrichment before embarking on this system. It is now certain that most of secondary schools learning environment especially in areas such as building, library services, school location and school facilities are lacking or in a dilapidated condition.

Community Agencies

According to Agabi et al (2013) identified school community agencies to include: School Based Management Committee (SBMC), Board of Governors (B.O.G), Parents- Teachers Association (P.T.A), Village Education Committee (V.E.C), Old Students Association (Alumni) and Youth Clubs. Others are Town unions/community councils, age grades, religious bodies, political class, banks, industries, oil companies, donor agencies etc and whatever role these agencies play in the school invariably affects the administration. The community agencies for the purpose of this study are the School Based Management Committee (SBMC) and Parent – Teacher Association (P.T.A.). Principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenues accruing from the school and ensuring judicious utilization of PTA levy for schools improvement. In order to raise fund to complement the efforts of the government, the principals establish a very good rapport with the Parent Teacher Association, old student's Association and Non- Governmental organizations for fund raising activities that will facilitate internal administration in his school. Provision and Maintenance of Physical facilities: Principals must be fully concerned with the physical environment and other facilities around the school. Dilapidated buildings, leaking roofs, abandoned projects, overgrown

treasuries and lawns, dingy and dark buildings, have demoralizing effect on people, especially the adolescents and cannot lead quality assurance output.

Some communities in Rivers State have established secondary schools through their own initiatives. The Parent-Teacher Association (P.T.A) helps in the general development of the school along with other community members, by providing the school with classrooms, dormitory blocks, staff quarters, science laboratories and equipment, electric plant generators, school vans, libraries, books and classroom equipment (Oghuvbu & Iyeke, 2004). They get the funds for these by launching Parents Teachers Association (P.T.A) funds and by contributing individually, directly or indirectly, towards the funds. The Parents Teachers Association (P.T.A) also helps the authority to maintain discipline by the children at home on how to behave at school. Agi (2006) contended that “ a dynamic P.T.A could be a veritable instrument in the effective management of schools”. In many places parents and communities through P.T.A have engaged themselves in solving some of the schools pressing problem together for the benefits of the pupils and the entire school system.

The Roles of Community Agencies Participation in School Administration

Funds: The 21st century secondary schools environment is capital intensive and requires adequate funding by the government and ministry of education while lack of funding might hamper its implementation. Therefore, provision of funds can come from the government, community or individual as well as firms. The establishment provide fund in term of grant or tax to educational system. Ogbonnaya (2003) explain that communities do provide funds for education indirectly by setting up buildings which are handled over to the government to administer. They equally said that communities provide desk, chairs and other equipment necessary for effective running of school and generates their education funds through launching ceremonies levies or during some community festivals community provides funds for some of the classroom, buildings and hostels in their locality. Most schools located within rural communities have been beneficiaries of the gestures of the community in award of scholarships to brilliant students in their communities, books donation, audio-visual materials and equipment and provide funds during inter-house sports competition.

Emphasizing the role communities in secondary school education, Udensi (2003) suggested that the government should not be left alone to finance secondary school education single handedly, rather according to him, both the government and the communities should be involved for schools located in most of these communities to see the light of 21st century education. She further said that, the interest of schools should be protected especially when one considers the cost of running secondary schools which cannot be divorced from the provision of adequate structures. The educational system envisaged by the 21st century is very cost intensive and demand adequate funding and adequate specialist personnel. There are science laboratories, technical work-shops at studios, music and language laboratories to be established. Ogbonaya (2005) complains that

educational institutions lack funds for the procurement and maintenance of equipment and instructional materials, school building and to organize workshops for teachers. Ibara (2010) stated that P.T.A and others community agencies have been quite active in most schools in the provision of financial support, discipline, provision of equipment and furniture, renovation of schools and welfare matters.

Infrastructural Facilities: School facilities are crucial and significant tools for teaching and learning to enhance teachers' efficiency and advance academic performance of learners. School facilities are the inputs which ease the operation of academic activities. They include the desks, chairs, smart board, white board, labtops, projectors online resources centers, teaching aids, computers, internets facilities. These are material resources that facilities effective learning and teaching in schools. Therefore, community agencies participation in the provision of infrastructural facilities on the delivery of 21st century secondary schools in River state cannot be overemphasized. Infrastructures are basic facility, serves and installations needed for the function of a school, (ochai, 2012). It is communities that makes provision for classroom, laboratory and office blocks adequately and also carry out fencing of the school compound and provisions of public conveniences such as toilet in the school. Provision of more physical facilities would go a long way to enhance quality of education in the state because government alone cannot be held responsible for this, individuals, corporate bodies and communities need to participate seriously to ensure qualitative administration of schools across the nation. School facilities play major role in students' academic performance in that, the academic performance is dependent on availability and application of instructional materials as well as physical facilities in the process of teaching learning .

Decision-Making Process: The participation of community agencies in the administration of secondary schools in 21st century has gone beyond mere financial contributions but involvement in schools decision making process in order to achieve set educational goals in some parts of these communities because educational institutions are no islands in themselves. Therefore, their personnel must work with people, agencies and organizations in the community so that the institution is sustained and students for whom educational institutions exist are the community's primary interest and responsibility. They have a moral right and obligation to understand what the institution or school is doing for their children, so community's very survival is dependent upon what happens to its children and theses institutions exist to foster the development of children. When education personnel and community agencies work in collaboration; chances of development of students are much brighter, so parents and the community need to understand the changing world and how schools are working for providing students with the skills needed for success in 21st century.

School-based decision-making is a concept based on the fundamental principle that individuals who are affected by the decision, possess expertise regarding the decision, and are responsible for

implementing the decision, should be involved in making the decision. This concept often is attached to the broader school-system reform efforts of decentralization and school-based management (SBM), where decision-making authority is shifted from the state to the local school level. The issues of the participation of community in decision-making process in school administration should be given due emphasis because of the fact that much communities are major stakeholders in education and are very much concerned with the rationale behind the decision and their influence on the life of their children, their parents in participation and the society in general. Thus, the participation of community in school decision-making has good advantages that can lead to the improvement of school. One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. The school principals, School Based Management Committee (S.B.M.C), Parents-Teachers Association (P.T.A) and wealthy individuals make decision on the total education program for their school and with this system, known as school based management each school shared decision-making programme and controls its own budget to focus on curriculum and programme, planning, collegial decision-making and strategic planning (Donald, 2015). Community is reportedly to be involved directly in decision making relating to administration of public secondary in Nigeria through the parents teachers association (Akinwumi,2004).

Methodology

The study adopted descriptive survey research design. The population of the study is 1705. A sample size of 300 respondents comprising of 60 public junior secondary school principals, 120 members of School Based Management Committee (SBMC) and 120 members of Parents-Teachers Association (P.T.A) drawn through proportionate stratified random sampling technique from a population of 341 principals, 682 members of SBMC and 682 members of P.T.A. in public junior secondary schools of Rivers State. The instrument used to collect data for this study was a self-structured questionnaire titled: "Community Agencies Participation in School Administration Questionnaire (CAPSAQ)" The instrument consisted of two sections: Section A and B. Section A requested for the demographic information of the teachers such as gender, professional training, and years of experiences. Section B elicited information on the variables on community agencies participation in school administration for delivery of secondary education in Rivers state. and it was divided into three (3) sub-sections. The instrument was scored on a 4 point modified Likert scale ranging from Very High Extent (VHE)= 4points, High Extent (HE)=3points, Low Extent (LE)=2points and Very Low Extent (VLH)= 1point. It was validated by two experts of measurement and Evaluation who ascertained the face and content validity of the instrument. They were required to critically study the items in order to access the suitability of the language adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. Their corrections and comments were used to prepare the final draft of the instrument. The reliability coefficient of the instrument was 0.82 using the test-retest method and the Pearson Product Moment Correlation. This indicated that the instrument was quite reliable for

use in the study. The instrument was administered to the respondents by the researcher and two trained assistants on the use of this instrument and 300 copies of the questionnaire were distributed to the respondents in their various locations. In end, 300 copies of the questionnaire were retrieved which represent 100%. Mean and Standard deviation were used to answer research questions while ANVOA was used to test the null hypotheses at 0.05 level of significance with the aid of SPSS software.

Results and Discussion

Results:

Hypothesis One: There is no significant difference in the mean responses of School Based Management Committee (S.B.M.C) members, Parents Teachers Association (P.T.A) members and principals participate in provision of funds for delivery of 21st century secondary education in public junior secondary schools, Rivers State.

Table 1: Summary of ANOVA on School Based Management Committee (SBMC), Parents-Teachers Association (PTA) members and principals Participate in Funds Provision for Delivery of 21st Century Secondary Education.

	SUM OF SQUARE	DF	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	7.475	3	3.738	4.041	.626
WITHIN GROUPS	184.012	296	0.925		
TOTAL	191.487	299			

From the table above, F-value of 4.041 was obtained with a corresponding P-value of 0.626 was greater than the chosen alpha of 0.05. Since the P-value obtained was greater than the chosen alpha, this indicates that there is no significant difference in the community agencies participation in provision of funds for delivery of 21st century secondary education in public junior secondary schools, Rivers state. The null hypothesis was therefore accepted. This showed that School Based Management Committee (SBMC) members, Parents Teachers Association (PTA) members and Principals have the same views that community agencies participation in provision of funds improved delivery of 21st century secondary education.

Hypothesis Two: There is no significant difference in the mean responses of School Based Management Committee (S.B.M.C) members, Parents Teachers Association (P.T.A) members and

principals participate in the provision of infrastructural facilities for delivery of 21st century secondary education in public junior secondary schools, Rivers State.

Table 2: Summary of ANOVA on School Based Management Committee (SBMC), Parents-Teachers Association (PTA) members and principals Participation in infrastructural facilities Provision for Delivery of 21st Century Secondary Education.

	SUM SQUARE	OF DF	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	13.446	3	6.723	3.195	.423
WITHIN GROUPS	609.553	296	3.063		
Total	622.998	299			

From the table above, F-value of 2.195 was obtained with a corresponding P-value of 0.423 was greater than the chosen alpha of 0.05. Since the P-value obtained was greater than the chosen alpha, this indicates that there is no significant difference in the community agencies participation in provision of infrastructural facilities for delivery of 21st century secondary education in public junior secondary schools, Rivers state. The null hypothesis was therefore accepted. This illustrates that School Based Management Committee (SBMC) members, Parents-Teachers Association (PTA) members and Principals have the same opinion that community agencies participation in provision of infrastructural facilities improved delivery of 21st century secondary education.

Hypothesis Three: There is no significant difference in the mean responses of School Based Management Committee (S.B.M.C) members, Parents Teachers Association (P.T.A) members and principals participate in decision-making process for delivery of 21st century secondary education in public junior secondary schools, Rivers State.

Table 3: Summary of ANOVA on School Based Management Committee (SBMC), Parents-Teachers Association (PTA) members and principals participate in decision-making process for Delivery of 21st Century Secondary Education.

	SUM SQUARE	OF DF	MEAN SQUARE	F	SIG.
BETWEEN GROUPS	29.982	3	14.991	5.568	.123
WITHIN GROUPS	535.611	296	2.692		
Total	565.593	299			

From the table above, F-value of 5.568 was obtained with a corresponding P-value of 0.123 was greater than the chosen alpha of 0.05. Since the P-value obtained was greater than the chosen alpha, this indicates that there is no significant difference in the community agencies involvement in decision making process for delivery of 21st century secondary education in public junior secondary schools, Rivers state. The null hypothesis was therefore accepted. This show that School Based Management Committee (SBMC) members, Parents- Teachers Association (PTA) members and Principals have the same assessment that community agencies involvement in decision making process improved delivery of 21st century secondary education.

Discussion of Findings

The study revealed that there is no significant difference between the mean responses of SBMC, PTA and principals on community agencies participation in provision of funds for delivery of 21st century secondary education in public secondary schools. The respondents accepted that all the items depicted in the table one can be acknowledged as the areas community agencies participate in provision of funds to improve delivery of 21st century secondary education in public junior secondary schools. This is consistent with Udensi (2003) who suggested that the government should not be left alone to finance secondary school education single handily, rather according to him, both the government and the communities should be involved for schools located in most of these communities to see the light of 21st century education. This implied that the quality of education, the successful implementation of any educational programme and the attainment of educational goals especially improving delivery of 21st century secondary education is to a large contingent on the level of financial support received by community agencies.

Nonetheless, the findings on the study also revealed that, there was no significant difference in the mean responses of School Based Management Committee (SBMC), Parents- Teachers

Association (P.T.A) and principals on community agencies participation in provision of infrastructural facilities for delivery of 21st century secondary education in public junior secondary schools. This means that the respondents affirmed in one accord that the portrayed community agencies participation in provision of infrastructural facilities in the table two in a bid to improve delivery of 21st century secondary education in public secondary schools. This findings is in support with Ochai (2012) who opined that infrastructures are basic facility, serves and installations needed for the function of a school within communities such as classroom, laboratory and office blocks etc. This suggests that when the physical facilities highlighted in this study are made available by the community agencies in partnership with government, delivery of 21st century secondary education in public junior secondary schools would be guaranteed. In other words, the study also revealed that, there is no significant difference in the mean responses of School Based Management Committee (SBMC), Parents- Teachers Association (P.T.A) and principals on community agencies involvement in decision making process for delivery of 21st century secondary education in public junior secondary schools. This finding is in agreement with Akinwumi (2004) who stated that community should be directly involved in decision making relating to administration of public secondary in Nigeria through their agencies. This means that it can create sense of ownerships, confidence, quick understanding and acceptability to all member of the school community in achieving 21st century secondary education.

Conclusion

It is also concluded that community participation in school will serve as remediation for some shortcomings on the part of government and other controlling bodies in respect to school management in order to achieve effectiveness and efficiency of basic education service delivery in Nigeria. This is not surprising because without modern facilities or ICT- mediated school environment no education system can deliver the 21st century education.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The community agencies should be constantly consulted by the school administrators in making vital decisions affecting the school affairs and its administration.
2. The school administrators should always seek support of the community agencies at the locality for financial support and provision of some physical facilities and also renovating them.
3. Government should through seminar, conferences and workshop sensitize all communities their duties and responsibilities to the schools.

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