Community Involvement and Impact on Public Secondary Schools Curriculum Implementation in Nigeria

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ABSTRACT

The main purpose of this study was to critically examine the literature on community involvement and its impact on secondary school curriculum implementation. The paper focused on community involvement in provision of funds, infrastructural facilities, maintenance of discipline, decision-making processes and provision of personnel. Community involvement in management of secondary schools has been very elusive in many secondary schools. Lacks of communication, accountability and transparency have been observed to be some of the pressurizing issues affecting the efficiency and performance in these schools. Most of the objectives have not been met as far as proper management, performance and learning is concerned. The study objectives were to find out the extent of community involvement in management of public secondary schools, identify community involvement opportunities, determine the impact of community involvement on the management, and identify challenges faced and the possible solutions. The study demonstrated the importance of community participation in creating a sense of ownership of the school by communities themselves and ensuring due process in school administration. The paper recommends outreach campaigns using variety of media channels to create awareness of parents and communities on the need for increased community active involvement in educational management, formation of schools management committee, printing and pasting of advocacy materials at strategic corners for improved community participation in educational management in Nigeria.

Key Words: Community, community involvement, curriculum, curriculum implementation, secondary school

DOI: 10.35942/ijcab.v3iV.63

Cite this Article:

1. Introduction

Schools are located in communities, but are often “islands” with no bridges to the “mainland.” Families live in neighborhoods, often with little connection to each other or to the schools their children attend. Nevertheless, all these entities affect each other, for good or ill. Because of this and because they share goals related to education and socialization of the young, families and communities must collaborate and actively participate in schools’ activities to minimize problems and maximize results (Baiz, 2013). Dealing with multiple and interrelated concerns, such as poverty, child development, education, violence, crime, safety, housing, and employment requires community involvement. Also promoting well-being, resilience, and protective factors and empowering families, communities and schools also
requires the concerted effort of all stakeholders (Desforges and Abouchaar, 2013 and Ogunbiyi, 2017). Schools are more effective and a caring places when they are an integral and positive part of the community. This plays out as enhanced academic performance, fewer disciplinary problems, higher staff morale, and improved use of resources. Reciprocally, families and other community entities can enhance parenting and socialization, address psychosocial problems, and strengthen the fabric of family and community life by participating in schools’ programmes. Building such collaboration that require stakeholders’ readiness, an enlightened vision, creative leadership, and new and multifaceted roles for professionals who work in schools other community members who are willing to assume leadership (Baiz, 2013). Just as Shilpi (2017) puts it community involvement has a powerful influence on children’s achievement in schools. It is against this background that this paper is looking to the issue of community participation in implementing curriculum in public secondary schools in Nigeria.

A community may be defined as a group of people living in a geographical area, who have identical culture, beliefs, values, traditions and are united with common interest. It is this common interest that brings them together to share a territory. According to Anyanwu (1999) cited in Ewelenu and Mbara (2016), a community is a social group, occupying a more or less defined geographical area, and based on the feeling that people have for one another. Such feeling can accommodate: the facility to identify a common sentiment, the ability to share a recognized way of life and the possibility of living wholly within such groups. Baiz (2013) presents three different types of communities applied in his study on community financing of education. The first one is geographic community, which is defined according to its members’ place of residence, such as a village or district. The second type is ethnic, racial and religious communities, in which membership is based on ethnic, racial, or religious identification, and commonly cuts across membership based on geographic location. The third one is communities based on shared family or educational concerns, which include parents associations and similar bodies that are based on families” shared concern for the welfare of students.

Public in this study is referring to government own establishment. Public secondary school means, a post-primary school belonging to people living in a particular community, state or nation. Secondary school is an educational institution that gives training to students at post-primary level. Here, students are prepared for higher education and are also trained to acquire basic knowledge and skills for entrepreneurship. Secondary education in Nigerian context is a six year training given to students after receiving primary school instruction. This training consists of three years junior secondary education and three years senior or post-basic secondary education. The Federal Republic of Nigeria (2014), defines junior secondary education as the type of education “which a child receives immediately after primary education” while senior secondary education is the education children receive after successful completion of nine years of basic education and passing the Basic Education Certificate Examination (BECRe) and Junior Arabic and Islamic Studies Certificate Examination (JAIISCE). The policy added that secondary education include: “Senior secondary education, higher school and Continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic education graduates who are not proceeding to tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship”. Therefore, public senior secondary schools are the government established schools the provide three years training to students who have successfully completed their nine years basic education.

The term “Involvement” can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of involvement, and provides seven possible definitions of the term, including: involvement through the contribution (or
extraction) of money, materials, and labour; involvement through attendance (e.g. at parents meetings at school), implying passive acceptance of decisions made by others; involvement through consultation on a particular issue; participation in the delivery of a service, often as a partner with other actors; participation as implementers of delegated powers; and participation “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation. Shaeffer stresses that the first four definitions use the word involvement and connote largely passive collaboration, whereas the last three items use the word participation instead, implying a much more active role. Participation in other words refers to taking active part in an activity of a group. It is the process during which individuals, groups and organizations are consulted about or have the opportunity to become actively involved in a project or programme of activity.

2. Implementation Issues in Secondary Education Curriculum

Secondary education in Nigeria is that level of education after the primary education. Secondary education is a link between the Primary and the Tertiary levels of education. The essence of secondary education is to prepare its recipients for useful living within the society and for higher education. It has two segments in Nigeria, junior and senior levels. The junior secondary segment where UBE is mainly housed attracts much government attention, but the senior secondary section which is the focus of the study does not have much of such attention (Emenalo and Camillus, 2013). Some of these secondary schools are located in the urban areas while some are in the rural areas. However, no matter the location of these schools, they are situated within communities and students are drawn from such communities. This calls for a symbiotic and a reciprocal relationship that would result in the promotion of educational development, with its attendant individual and national growth, development and transformation.

No wonder Federal government emphasis on the role of communities in the management and development of her educational system (FRN, 2014). School communities include Parents Teachers Association (PTA), Board of Governors (BOG), Religious organizations, Town Unions, Alumni Association, and Business Organizations. These bodies are required to get involved and fund the development of secondary education. Ogbonnaya (2000) noted this when he opined that “Funding is a critical issue in the Nigeria educational system... various arms of government and their agencies cannot provide all the funds needed for education. Therefore, the funding of education should be a combined responsibility of Federal, State, and Local governments, and Local Communities” (P. 30).

Subscribing to the communities participation in school development, Emenalo and Camillus (2013) pointed out that no school can operate effectively without community interest, understanding and participation, since the community supplements the educational opportunities offered within the community. Similarly, Ewelum and Mbara, (2016) stated that the achievement of effective and efficient education for Nigerians in the foreseeable future should come from increased participation of Community and Private sector. Community involvement in secondary education development could take different forms since it will be unrealistic to leave the development of Secondary School Education to government alone. This involvement could also be at different rate and pace viz a viz the peculiarities of a given community. This could account for the absence or lack of facilities, Teachers, and a general dilapidated state of secondary schools in certain communities.

The objectives of any level of education cannot be achieved if the planned programme for such level of education is not well implemented. Observing this, Gautam (2017) asserted that “No matter how well a curriculum of any subject is planned, designed and documented, implementation is important.” This is because the problem of most programmes arises at the
implementation stage. Stressing on this, Gautam further stated that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace. The term curriculum implementation has been defined in different ways by different scholars. Akampurira (2016) defined curriculum implementation as “the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned”. John et al (2014) viewed curriculum implementation as: “putting the curriculum into work for the achievement of the goals for which the curriculum is designed.” Explaining further, John described curriculum implementation as the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment. All these definitions show that curriculum implementation is the interaction between the teachers, learners and other stakeholders in education geared towards achieving the objectives of education. Some of issues involved in implementation of curriculum at secondary education level include Inadequate Infrastructural Facilities, Inadequate Provision of Instructional Materials, Non-involvement of Teachers in Decision Making, Inadequacy of Qualified Teachers, Poor Funding of Schools and Community and Participation.

Inadequate Infrastructural Facilities: One of the major issues that affect implementation of secondary school curriculum is the inadequate instructional facilities in schools. Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in schools. Facilities are plants, equipment, buildings, furniture which ensures teachers’ service delivery for effective teaching/learning thereby leading to attainment of the set minimum standard. However, Adesina in Saad (2014) stated that infrastructural facilities are “material resources that could be used to achieve the stated goals in an organization”. The school infrastructural facilities according to him include classrooms, offices, staffroom, laboratories and workshops, school library, assembly hall, stores, staff quarters, toilet facilities, school vehicles and parks, kitchen, dormitories, water and electricity, school farm etc. Facilities are not provided adequately. What is found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has negative effect on effective implementation of new secondary school curriculum. Lamenting on the type of building found in our secondary school, Akampurira (2015) remarked that the public sector of education has witnessed stagnation and decay. Stating further that most schools are a caricature of what schools should be in a modern state. Ehiametalor (2011) argued that school facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Ivowi (2004) noted that to ensure that curriculum must be effectively implemented, infrastructural facilities, equipment, tools and materials must be provided sufficiently. Nwagu (2004) affirmed that quality of education that our children receive bear direct relevance to the availability and lack of physical facilities and overall atmosphere in which learning take place.

2. Inadequate Provision of Instructional Materials: This is another implementation issue in secondary education curriculum. Instructional materials which John (2014) described as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners is needed for effective implementation of secondary education curriculum. Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. These instructional materials are lacking in Nigerian secondary schools, as a consequence, teachers take to teacher chalk and talk as they have no visual or audio-visual materials which the students can see, touch, smell
and hear in the process of teaching and learning. John observed that when instructional materials are not available learners cannot do well. This means that when learners are not doing well, the set objectives of education cannot be achieved.

**Non-involvement of Teachers in Decision Making:** For set objectives of secondary education to be achieved, teachers must be involved in decision-making and planning of curriculum. Obinna (2007) observed that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Ugwu (2005) affirmed that relevance of a curriculum is determined only when it is implemented. In other words, the relevance of any curriculum depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process. Lack of involvement of teachers, according to Akuezuiro (2006) equally hinders the curriculum whose key implementers are not well oriented to the teaching of such curriculum. Alao (2011) carried out a study on the effective implementation of Nigeria secondary school curriculum. Two hundred (200) samples were used to respond to questionnaires constructed in order to find out whether the Nigeria secondary school system is well implemented or not. The response showed that 160 of the sampled student-teachers were of the opinion that the curriculum of Nigeria secondary school curriculum lacks effective implementation, while 40 respondents agreed that the curriculum is effectively implemented. This result corresponds with the assumptions widely held by Adams and Onyene (2011) that the Nigeria secondary school curriculum implementation, which is the focal point in curriculum design, does not give the students the necessary skills to earn a living in the society. In support of the above finding Adeleke (2006) believes that one of the problems of Nigeria secondary school curriculum content is effectively finishing of a product (implementation), which is saddled with teacher’s responsibility. Adeleke opined that the poor implementation of the secondary school curriculum in Nigeria has caused the missing link between the goals of Nigeria education and the achievement of the goals. For the set objectives of secondary education to be achieved, teachers must be involved in decision-making and planning of curriculum. Observing the importance of involving teachers in decision-making and curriculum planning, Laftman, Ostberg, and Modin (2017), observed that no government policy on education can be realized if it does not first of all perceive the problems and opportunities before initiating decision-making process. The teacher is in the best position and most qualified resource person to be consulted. He is most important person in the programme of curriculum implementation and hence the need to involve him in all stages of the curriculum process. In most cases, as Abdul (2015) observed, teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. This ugly situation has tragic and negative consequences on curriculum implementation.

**Inadequacy of Qualified Teachers:** Another critical issue in implementing secondary education curriculum is the inadequacy of professionally qualified teachers. For any programme to be successfully implemented, the implementer must be qualified and adequate. It is disheartening to note that in most public secondary schools in Nigeria, very few teachers are in existence to the extent that in most cases, teachers are compelled to teach subjects that are not their areas of specialization. For instance, a situation where a teacher who read Christian religious knowledge is allowed to teach English language and mathematics, one wonders the type of knowledge he/she is going to impart to the learners since no teacher teaches what he does not know.

**Poor Funding of Schools:** This is another issue that affects implementation of secondary education curriculum. As observed by Nwagwu (2013), one impressive feature of educational
institutions in Nigeria since independence has been the phenomenal increase in number of students and students’ population. For this magnitude of expansion and development to be effective, there must be massive investment of resources in the form of funds. Unfortunately, all indicators point to a chronic gross under-funding at the school system. This is a serious issue in curriculum implementation in the secondary education. Every project requires money for its effective implementation. Confirming this, Mkpa (2015) noted that, funds allocated to education in Nigeria are grossly inadequate and this affected the implementation of a well-designed curriculum. A situation where there is no money for payment of teachers’ salaries, purchase of equipment, books, furniture and other facilities, teachers cannot perform effectively, (Mkpa 2015).

3. The Community and Participation

For the purpose of this study, community is defined as a group of people who share the same characteristics and live in the same location. While participation is collaboration, in which people, voluntarily, or because of some persuasion or incentives, agree to collaborate with an externally determined development project, often by contributing their labour and resources in return for some expected benefits. However, for the participation to be meaningful the action must be voluntary and people shall willingly participate in its development. Community participation therefore is the creation of opportunities to enable all members of a community and the larger society to actively contribute to and influence in the development process and to share equitably in the fruits of development (Shilpi, 2017)

Stephen (2014) summarizes various types of involvement to explain how schools, families, and communities can work productively together. These involvements include the following: Parenting:- Parenting helps all families to establish home environments that support children’s learning at school; Communicating:- This is to design effective forms of school-to-home-to-school communication that enables parents to learn about school programmes and their children’s progress in schools as well as teachers to learn about how children do at home; Volunteering:- This is to recruit and organize parents’ help and support; Learning at home:- This is to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decision, and planning; Decision-making :- Decision making is necessary in order to include families in school decisions, to have parent leaders and representatives in school meetings; and Collaborating with the community:- This helps to identify and integrate resources as well as services from the community in order to strengthen school programmes, family practices, and student teaching (Stephen, 2014).

4. Community Participation in Secondary Education

Drawing from the above, one can say that community participation in education varies widely in different areas. However, community participation in secondary education can be referred to as construction of classrooms, teachers’ houses, school toilets and teachers’ offices; attendance of meetings; contribution of cash; contribution of labour and involvement in decision-making. This can be achieved through integrating the schools activities into those of the community within which the school is located; Providing the necessary financial support to the school for school development projects such as Construction and or renovation of classrooms, provision of instructional facilities, laboratories, libraries, and among others; provision of school facilities such as plants, equipment, buildings, furniture such as table, chairs and other infrastructural facilities to enhance effective implementation of the curriculum; maintenance of discipline amongst students; maintaining a conducive teaching/learning environment to raise academic standards in the schools and participation in management of the school.
Mohammed et. al (2015) identify five key areas the community can participate to ensure effectiveness of education of the child. These are (i) Enrollment of school age children to school prepared to learn; (ii) Provision of financial and material support to the school; (iii) Effective communication between the school, parents, and community; (iv) Community’s role in school administration; and (v) Community’s participation and assistance with instruction. Community participation in these areas will enhance school performances as follows: Efficiency participation implies a greater chance that resources available to development projects will be used more efficiently. Participation can for example help minimize misunderstanding or possible disagreements and thus the time and energy, often spent by professional staff explaining or convincing people of a project’s benefits, can be reduced. Participation is also cost-effective since, if local people are taking responsibility for a project, then fewer costly outside resources will be required and highly paid professional staff will not get down in the detail of project administration. Participation, therefore allows for more efficient use of the resources available to a project. Effectiveness participation also makes project more effective as instruments of ward development. Projects are invariably external instruments which are supposed to benefit people of a particular area. Participation which allows these people to have a voice in determining objectives, support project administration and make their local knowledge, skills and resources available most results in more effective projects. A major reason why many projects have not been effective in the past, in achieving the purported objectives is because local people were not involved.

Self-reliance refers to positive effects on local people of participating in development projects. Participation helps to break the mentality of dependence which characterizes much development work and as a result, promotes self-awareness and confidence and cause local people to examine their problem and to think positively about solutions. Participation concerned with human development and increases people’s sense of control over issues which affect their lives, help them to learn how to plan and implement and, on a broader front, prepares them for participation at regional or even national level. Coverage- in many instances delivery services have contract with only a fraction of the rural population. Community Participation will extend this coverage in that it would bring more rural people within the direct influence of development activities. Participation will increase the number of rural people who potentially can benefit from development and could be the solution to broadening the mass appeal of such services. Sustainability - Community participation is seen as the antidote in that it can ensure the local people maintain the project dynamics. (Muhammed, Elija, Florence and Linus, 2014).

Satephen (2014) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: (a) improve school programmes and school climate; (b) provide family services and support; (c) increase parents’ skills and leadership; (d) connect families with others in the school and in the community; and (e) help teachers with their work. She summarizes various types of involvement to explain how schools, families, and communities can work productively together: (1) Parenting – to help all families to establish home environments that support children’ learning at schools; (2) Communicating – to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programmes and their children’ progress in schools as well as teachers to learn about how children do at home; (3) Volunteering – to recruit and organize parent help and support; (4) Learning at home – to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decision, and planning; (5) Decision making – to include families in school decisions, to have parent leaders and representatives in school meetings; and (6) Collaborating with the community – to identify
and integrate resources as well as services from the community in order to strengthen school programmes, family practices, and student learning.

Furthermore, parents and community members can contribute teaching materials that are locally sensitive and more familiar to children. Community participation in education can also be a powerful incentive for teachers. Teachers’ absenteeism and lack of punctuality to show up in classrooms on time are serious problems in many places. Among many other reasons, lack of monitoring system is one of the critical factors contributing to these problems. When teachers are monitored and supervised for their attendance and performance by communities, they tend to be more aware of what they do. Feedback from parents and the community about their teaching performance can be a strong tool to motivate teachers, if schools are also collaborative.

Accordingly community participation in the provision and maintenance of infrastructural facilities has a great advantage to the development of school administrators, teachers, students and community members as well. School administrators benefit more in the management of school facilities and the control of personnel working in the school. This is because the community members will supplement or support him/her in the supervision of any new building on construction or about to be constructed in the school. Community help the principal in the supervision of repairs of broken furniture, doors or windows, renovation or fumigation of classroom, and or any school building to ensure the quality and durability of materials and services.

Teachers and students will also benefit from the available facilities for easy delivery and acquisition of skills, concepts and other learning experiences. The community members will eventually benefit from the education received by its members in terms of rendering services and bringing new developments that could up-lift the living standard of people of that community (Stephen, 2015). Community participation is the active involvement of parents, families and local communities in the planning, designing, coordinating, executing, supervising, monitoring and evaluation of programmes or projects for better education delivery. Community participation has become a central value in many sectors including health, education, environment, international rural development and urban renewal. In many sectors, community participation has been adopted as a strategy for reasons such as equity, efficiency and social cohesiveness. Community participation is imperative for any policy designed to improve educational performance in a country. Parents and community participation is one of the five key elements common to school effectiveness models, the others being learning, teaching, responsiveness to children’s needs and management (Tekeu, 2011).

Community participation explains how schools, families and communities can work productively together to help children succeed in school and latter in life. It focuses on partnership of schools, families and communities aimed at improving school programmes and school climate, thus improving educational delivery so that more children learn better and are well prepared for the changing world. Students’ academic performance has been linked with parents and community participation (Epstein 2001, Henderson and Mapp, 2002). In Canada parents are increasingly asked to contribute to educational decisions that historically were beyond the purview of non-professionals (Stelmach and Preston, 2008). In Nigeria, studies by Osaretin (2016) showed that the level of community involvement in education is low. Osaretin found that community participation only visible are the building of schools and provision of some facilities only for such schools to be taken over by the government while PTA, old students and philanthropists participated through infrastructure development. Akpa (2007) noted sadly that contributions from banks, firms, industries, trade associations and
multi-national companies are almost non-existent. In comparison with the developed communities, it is clear that the level of community participation in the developed countries far exceeds that of Nigeria. In fact, Nigeria is lagging behind in the area of community participation in educational management.

5. Importance of Community Participation in Curriculum Implementation

Community participation in secondary schools curriculum implementation is important to Community/Parents, students and schools. Involvement of parents and the community in management and more so in budgeting and allocation of funds to meet various expenses helps them to understand how the money they contribute through fees are being used. As a result, they are likely to appreciate the use of resources that they provide and they could be inspired to provide more. This would enable them to provide for infrastructure and give resources according to priorities and capability. Their participation in decision making would make them to own the decision and would therefore, support the implementation of the agreed courses of action. This is particularly important in taking charge of discipline of their children. They would also feel obligated to guide the students in their school work.

Involvement of the learners in school management especially in policy formulation would make its implementation easy since the learners would be more receptive. Their participation in the decision making process would enhance their co-existence with the other stakeholders as well as their mental and emotional stability which would help to counter the frequent strikes and hence an improved performance in the National Examinations. Ugwuanyi (2012), quoted Musa’azi by saying that, there was a need to have a mutual relationship between school and community because of the moral, financial and material support which school receives from the community. Establishment of good understanding between the schools and community members will help to remedy a number of problems. Any person from the community has a unique role to play in terms of provision and maintenance of school infrastructure. Business persons, civil servants, Traders, security personnel, labourers, bricklayers, local handcrafts men, politicians, community leaders, engineers, electricians and carpenters etc. All have special role to play in the provision and maintenance of infrastructural facilities. Monica and Iheoma (2016), said that, a school is a mini society that needs a good relation with the community for it to function effectively. On the other hand, the community also needs school for its survival and progress.

Thus, provision and maintenance of school infrastructural facilities is highly needed for the improvement of quality standard of education. Secondary schools which provide the link between junior secondary education and tertiary levels of education seem to suffer serious neglect. Most of the schools have inadequate facilities, and in most schools there are dilapidated buildings. There was also lack of important facilities such as libraries, computer laboratories, scientific laboratories and the required equipment. And even where libraries and laboratories exist there are no current materials, the buildings also are old enough requiring renovation or even replacement. The quality of education schools provide is dependent upon the availability and adequacy of appropriate facilities the schools possessed. Ogunbiyi (2017), opined that, the deplorable state of most schools in the country today is a testimony of government in ability to handle education matters in Nigeria. There are researches conducted at different parts of the country that report the schools’ state of hopelessness. Abraham and Ememe in Monica and Iheoma (2016), opined that, one of the major factors that intensified the need for infrastructural facilities in public senior secondary schools is merging of junior and senior secondary schools. This further aggravates the need for additional classrooms, personnel, furniture and accommodation for both students and teachers.
Community participation in school management strengthens school agents to formulate policies that will involve parents and community. It would actually motivate the stakeholders to provide the necessary assistance for improved performance in examinations. The goal is to provide and maintain a healthy teaching–learning environment through the provision of appropriate and adequate physical infrastructure as well as ensure good mental, physical and emotional wellbeing of the students. Healthy children are generally receptive to new learning experiences which would automatically translate to improved performance in the National Examinations in addition to the harmonious coexistence between the teachers, parents and the community for the development of education in the country (Uemura and Mitsue, 2016).

6. Impact of Community Participation in Curriculum implementation

As pointed out previously the relationship between community and school is very fundamental to effective curriculum implementation. This is because the ultimate aim is to make sure that the intended objectives of any school points ultimately to the child success and successful performance. Uemura and Mitsue (2016) emphasized that the child is a member of a biological family and a home is the first contact before he/she comes to school and therefore these two institutions should be complementary. Stephen (2014) reported that, where there is community involvement, there is:

(a) Higher grades and graduation rates- Students are not usually left to teachers alone but their parents and relatives in the community most often help them with remedial work and make sure that assignment is done. This kind of activity boosts the students to work hard at home and school environments. (b) Better school attendance- School attendance is one of the fundamental prerequisites of better learning for any student. When the community becomes watchful over their students it becomes difficult for the student to miss schooling thus reducing truancy. (c) Increased motivation- Community increases motivation of the learners because being close to them in school and at home shows that they care for them and they feel appreciated in their quest for education. (d) Prevents instances of violent behavior- Community helps to prevent bad behavior like truancy, drug taking and any other delinquencies that might harm the learning of the students in school. Stephen (2015) agrees that the home of the child serves as the child’s induction phase to the school. Mutual understanding and partnership between school and community would help teachers, parents and other community members to identify areas in which they can work together for the benefit of the child.

7. Limitations to Effective Community Participation in the Development of Schools

The limitations include poverty among the community members, illiteracy and ignorance, mistrust and misuse of funds, political interference in the development process, and poor performance of the pupils in their examinations and lack of transparency. These challenges to large extent will affect the level of community participation in development processes of secondary schools. The level/extent of community participation in the development of the school will be very low performance. Community members may not be willing to participate in the development processes and very few responds positively to participate. Therefore, the processes of involving people in development processes regarded as the government responsibility and not people themselves.

8. Conclusion

This paper argues that the government and community have to work hard as equal partners in development of the schools. The effective involvement of the community in curriculum implementation will help in the provision of funds, infrastructural facilities, maintenance of discipline, decision making process, effective school management and a sense of ownership
of the schools by community itself. School as a social institution is established within the community and therefore needs to have a good relationship with immediate and far communities because of many advantages they both render to each other. Symbiotic relationship always exists between the school and the community which lead to the success of the two.

9. **Recommendations**

The following measures should be taken to improve the community participation in the development of Secondary Education in Nigeria.

1. School heads should ensure good school community relationship as this could help mobilize community members to increase their participation in school management.

2. Formation of school community councils could help bring the schools and communities together for better community involvement in educational management and school improvement.

3. Nigerian government should enforce laws, regulations and sanctions that will compel parents and communities to be actively involved in the management of education.

4. Those people who contributed in one way or the other in educational management should be recognized by publishing their names in newspapers, radio and television to foster community participation in education.

5. NGOs could conduct training for school management committee and PTAs and members of the local community to increase community participation and involvement in school resource mobilization, planning and monitoring of activities.

6. Advocacy materials can be printed and placed at strategic corners in the school and community to enhance school management committee participation in education.

7. There should be outreach campaign to increase community awareness about the importance of education. Variety of media channels should be used to reach out to parents and other community members to engage them in the support of their children’s schools.

8. School management should be open to the community on how much the government provide for school development. Principals must ensure that people have information about everything going on in their schools. The school management should involve local people from decision-making implementation processes. The process of involving people and transparency create the sense of ownership of the school by community themselves. If the people believe that the school is belonging to them, they are likely to participate more in its development.

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