

Community Participation in Provision of Educational Resources and Teachers' Effectiveness in Public Secondary Schools, Plateau State, Nigeria

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Abstract

This study examines the level of community participation in the provision of educational resources for teachers' effectiveness in public secondary schools, Plateau state, Nigeria. Four objectives and four research questions were raised to guide the study and three hypotheses were tested at 0.05 level of significance. The cross-sectional survey research design was adopted for the study. The population of the study was 4,540 made up of all principals and teachers of public secondary schools as well as parents' representatives in Plateau State While the sample was 737 comprising 100 principals and 356 teachers from the 100 sampled schools using proportionate stratified sampling technique as well as 281 parents.. The instruments used for data collection were Community Participation in Resource Provision and Teachers Effectiveness Questionnaire (CPRPTEQ) and Document checklist. The validity of the two instruments was ascertained by three experts from University of Jos. The reliability of the instruments was established using the Cronbach's Alpha statistics which yielded reliability indexes of 0.919 and 0.90 respectively. The statistical tools used in answering research questions were descriptive statistic of means and standard deviation while the three hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation Statistics. The findings revealed that to a large extent the communities actively participated in the provision of physical facilities. It also revealed that there is a significant relationship between community participation in the provision of physical resources and teachers' effectiveness in senior secondary schools in Plateau state. Findings also showed that to a large extent, the community participates in the provision of funding for teachers' effectiveness and a significant relationship exists between community participation in the provision of funding and teachers' effectiveness in senior secondary schools in Plateau state among others. Based on the findings, the study recommended that, there should be community involvement in effective monitoring of schools to enhance teachers productivity and that Community should be encouraged for more involvement in ensuring that Facilities and instructional materials are made available in adequate numbers to facilitate learning and promote teachers effectiveness in schools among others.

Keywords: Community Participation, Provisions, Educational Resources, Teachers' Effectiveness, Public Secondary Schools.

Introduction

Education is the process through which individuals are made functional members of the society. It is a veritable instrument for achieving economic development and social

transformation of every society. Education is a process through which the young acquires knowledge and realizes their potentialities and uses them for self-actualization. Education has been described also as the most important aspect of human development, a key to a successful living; it is a huge investment that is capital intensive. Considering that Education is an expensive social service, the government has taken the responsibility of financing it, and also welcomes and encourages the participation of the local communities, individuals and other organizations. Not only that, but has acknowledged the fact that government alone cannot fund education adequately.

The Educational goals of Nigeria as stated in the National Policy on Education by the Federal Government of Nigeria (2013) is based on the acquisition of appropriate skills, the development of mental, physical, social abilities and competencies so as to enable the individual contribute to the development of the community. The quality of education depends on the effectiveness of teachers as reflected in the performance of their duties. Chauhan, (2016) defines teaching effectiveness as teachers' competence and performance in relation with the accomplishment of educational goals.

Overtime, Students' academic performance in both external and internal examinations had been used to determine excellence in teachers and teaching. Record has it that teachers have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students, both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualized as one who provides desired results in the course of his or her duty as a teacher (Aref 2021). As such teachers' effectiveness will also be dependent on the adequacy of educational resources available to them in the process of instructional delivery. it is based on this background that the study seeks to find out the influence of community participation in the provision of educational resources on teachers' effectiveness in senior secondary school in Plateau State.

Statement of the Problem

Education sector is poorly funded in Nigeria and precisely in Plateau State. There has been shortfall in the funding of Education by the government, for example the federal allocation to education in 2019 was N634 billion representing (7.11%). This decreased to 5.74% in 2020, as the federal government allocated N607billion to the sector. The situation was no different in 2021 when the Federal Government budget proposed the sum of N771 Billion allocation to the Education sector, thus representing about 5.29% of the N13.08 trillion. This is contrary to the twenty-six (26%) as recommended by UNESCO in (Oke, 2022). However, in 2024 the allocation increased slightly to 7.9% which is N2.18 trillion out of total proposed national budget of N27.5 trillion. The poor funding in education has resulted to shortages of recruited qualified teachers and their ineffectiveness in most of the secondary schools especially public secondary schools. The inadequate teachers in turn affect the overall performances of the students in both internal and external examinations such as NECO and WASSCE.

One of the greatest challenges militating against the standard of education in Nigeria today is the dearth of effective teachers in our schools, especially at the foundational level which later transcends to higher level. Realizing that Education is an expensive crucial social service and acknowledging the fact that government alone cannot fund education adequately, the government therefore welcomes and encourages the participation of the local communities, individuals and other organizations to participate in educational funding. The question is, “to what extent is the community participating in the provision and funding of education to enhance teachers effectiveness in Plateau state”? among others questions.

Objectives of the Study

The major objective of this study is to determine the impacts of community participation in the provision of educational resources on teachers’ effectiveness in senior secondary school in Plateau State. Thus, the specific objectives of the study are to:

1. determine the extent of community participation in the provision of physical facilities for teachers’ effectiveness in senior secondary schools in Plateau State;
2. find out the extent of community participation in the provision of funding for teachers’ effectiveness in senior secondary schools in Plateau State;
3. find out the extent SBMC participate in the provision of human resources in senior secondary schools in Plateau State;
4. find out the extent of communities’ participation in the provision of instructional materials in senior secondary schools in Plateau State;

Research Questions

The following research questions were raised to guide the study.

1. what extent does community participate in the provision of physical facilities for teachers’ effectiveness in senior secondary schools in Plateau State?
2. what is the extent of communities’ participation in the provision of funding for teachers’ effectiveness in senior secondary schools in Plateau State?
3. what extent do SBMC participate in the provision of human resources in senior secondary schools in Plateau State?
4. what extent do communities participate in the provision of instructional materials for teachers’ effectiveness in senior secondary schools in Plateau State?

Null Hypotheses

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

- 1 There is no significant relationship between community participation in the provision of physical facilities and teachers’ effectiveness in senior secondary schools in Plateau state.
- 2 There is no significant relationship between community participation in the provision

of funding and teachers' effectiveness in senior secondary schools in Plateau state.

- 3 There is no significant relationship between community participation in human resources provision and teachers' effectiveness in senior secondary schools in Plateau state.

Methodology

The study adopted the cross sectional survey research design, The population of the study was 4,540 made up of all principals and teachers of 320 public secondary schools as well as parents' representatives in Plateau State. While the sample for the study was 737 comprising 100 principals and 356 teachers from the 100 sampled schools as well as 281 parents in the sampled areas using Proportionate stratified sampling technique. The instruments for data collection were the questionnaire and Document checklist. The questionnaire tagged: 'Community Participation in Resource Provision and Teachers Effectiveness Questionnaire' (CPRPTEQ) with 58 items structured in four point scale of Strongly Agree, Agree, Disagree and Strongly Disagree was adopted. The instrument was validated by experts in Educational Management unit and Research, measurement and evaluation unit of department of educational foundations, University of Jos. A reliability coefficient index $r= 0.91$ was obtained using Pearson product moment correlation method. Data was collected through face to face method with the help of four trained research assistants. Data collected was analysed using descriptive and inferential statistics. Descriptive statistics of mean and percentages were used to answer research questions while Pearson product moment correlation was used to test hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent does the community participate in the provision of physical facilities for teachers' effectiveness in senior secondary schools in Plateau State?

Table 1 Frequency Counts and Percentages of Community Participation in the Provision of Physical Facilities for Teachers Effectiveness in Senior Secondary Schools in Plateau State

S/N	Statement	SA	A	D	SD	\bar{x}	S.D	Remarks
1	Parents mobilize their people to erect structures in the school.	304 (41.2%)	155 (21.0%)	124 (16.8%)	154 (20.9%)	2.83	1.18	Agree
2	The parents are always willing to assist the school in areas of infrastructural needs.	274 (37.2%)	224 (30.4%)	98 (13.3%)	141 (19.1%)	2.86	1.12	Agree
3	The parents	308	84	154	191	2.69	1.25	Agree

	provide adequate land to the school for future development in physical facilities.	(41.8%)	(11.4%)	(20.9%)	(25.9%)			
4	The community provides learning materials like books, laboratory materials and also sporting facilities to the school.	331 (44.9%)	84 (11.4%)	126 (17.1%)	196 (26.6%)	2.75	1.27	Agree
5	The school is well equipped with learning facilities provided by Parents Teachers Association (PTA)	246 (33.4%)	225 (30.5%)	126 (17.1%)	140 (19.0%)	2.78	1.10	Agree
6	School-Based Management Committee (SBMCs) have contributed in provision of conducive classroom blocks in the school.	291 (39.5%)	124 (16.8%)	154 (20.9%)	168 (22.8%)	2.73	1.20	Agree

Number of Respondents (N) = 737; Criterion mean = 2.50; Grand Mean = 2.77; SD = 1.19

Table 1 shows the frequency counts and percentages of community participation in the provision of physical facilities for teachers' effectiveness in senior secondary schools in Plateau State. With respect to mean and standard deviation, all six items had mean scores ranging from 2.69 to 2.86 with corresponding standard deviations between 1.10 and 1.27, which were greater than the criterion mean of 2.50. This indicates that respondents generally agreed that to a large extent the community actively participate in the provision of physical facilities.

Research Question 2: What is the extent of community participation in the provision of funding for teachers' effectiveness in senior secondary schools in Plateau State?

Table 2: Frequency Counts and Percentages on the Community Participation in the Provision of Funding for Teachers' Effectiveness in Senior Secondary Schools in Plateau State

S/N	Statement	SA	A	D	SD	\bar{x}	S.D	Remarks
1	The parents lobby for the funding of the school by spirited individuals and organizations.	357 (48.4%)	107 (14.5%)	89 (12.1%)	184 (25.0%)	2.86	1.26	Agree
2	School-Based Management	309 (41.9%)	145 (19.7%)	120 (16.3%)	163 (22.1%)	2.81	1.20	Agree

3	Committees have funded major repairs in schools such as furniture, roof, windows and doors School-Based Management	192 (26.1%)	236 (32.0%)	136 (18.5%)	173 (23.5%)	2.61	1.11	Agree
4	Committees have contributed to the procurement of first-aid kits for school School-Based Management	263 (35.7%)	135 (18.3%)	132 (18.2%)	205 (27.8%)	2.62	1.23	Agree
5	Committees have contributed to the purchase of sporting facilities in the school. School-Based Management	249 (33.8%)	182 (24.7%)	159 (21.6%)	147 (19.9%)	2.72	1.13	Agree
6	Committees have funded the education of children with special needs in the school School-Based Management	263 (35.7%)	221 (30.0%)	150 (20.4%)	103 (14.0%)	2.87	1.05	Agree
7	Committees have sponsored educational excursions in schools The community provides scholarships to deserving students to motivate others to put in their best	235 (31.9%)	163 (22.1%)	141 (19.1%)	198 (26.9%)	2.59	1.19	Agree
8	PTA and SBMC always assist as Floods, heavy rainfall and strong winds always destroy the school facilities.	180 (24.4%)	257 (34.9%)	84 (11.4%)	216 (29.3%)	2.54	1.15	Agree

Number of Respondents (N) = 737; Criterion mean = 2.50; Grand Mean = 2.70, S.D = 1.16

Table 2 shows the frequency counts and percentages of community participation in the provision of funding for teachers' effectiveness in senior secondary schools in Plateau State. With respect to mean and standard deviation, all eight items had mean scores ranging from 2.54 to 2.87 with corresponding standard deviations between 1.05 and 1.26, which were greater than the criterion mean of 2.50. This indicates that respondents generally agreed that, to a large extent, the community participates in the provision of funding for teachers' effectiveness.

Research Question 3: To what extent do SBMC participate in the provision of human resources in senior secondary schools in Plateau state?

Table 3: Frequency Counts and Percentages on how SBMC participate in the Provision of Human Resources in Senior Secondary Schools in Plateau state

S/N	Statement	SA	A	D	SD	\bar{x}	S.D	Remarks
1	SBMC ensures that there are sufficient teachers in the school	294 (39.9%)	150 (20.4%)	230 (31.2%)	63 (8.5%)	2.92	1.02	Agree
2	There are PTA teachers in my school	294 (39.9%)	150 (20.4%)	104 (14.1%)	189 (25.6%)	2.74	1.23	Agree
3	Community ensures that PTA Teachers are paid regularly.	219 (29.7%)	240 (32.6%)	187 (25.4%)	91 (12.3%)	2.80	1.00	Agree
4	SBMC ensures non-academic staff are adequately provided.	234 (31.8%)	210 (28.5%)	132 (17.9%)	161 (21.8%)	2.70	1.13	Agree
5	SBMC ensures that there are qualified teachers in the school.	309 (41.9%)	165 (22.4%)	116 (15.7%)	147 (19.9%)	2.86	1.17	Agree
6	The community is always involved in decisions affecting the development of the staff in the school.	204 (27.7%)	225 (30.5%)	133 (18.0%)	175 (23.7%)	2.62	1.13	Agree
7	SBMC encourages the Staff development programme in my school	279 (37.9%)	180 (24.4%)	145 (19.7%)	133 (18.0%)	2.82	1.13	Agree
8	Parents are always involved in the recruitment process of the staff in the school.	339 (46.0%)	150 (20.4%)	30 (4.1%)	218 (29.6%)	2.83	1.29	Agree

Number of Respondents (N) = 737 Criterion Mean= 2.50 Grand Mean = 2.79, SD = 1.14

Table 3 shows the frequency counts and percentages on how SBMCs participate in the provision of human resources in senior secondary schools in Plateau State. With respect to mean and standard deviation, all eight items had mean scores ranging from 2.62 to 2.92 with grand mean of 2.79 which was greater than the criterion mean of 2.50. This indicates that respondents generally agreed that SBMCs and the community contribute to the provision of human resources in schools.

Research Question 4: To what extent do communities participate in the provision of instructional materials for teachers' effectiveness in Plateau State?

Table 4: Frequency Counts and Percentages on Community Participation in the Provision of Instructional Materials for teachers' effectiveness in Plateau State

S/N	Statement	SA	A	D	SD	\bar{X}	S.D	Remarks
1	SBMCs have contributed in equipping libraries in the school.	267 (36.2%)	120 (16.3%)	136 (18.5%)	214 (20.9%)	2.60	1.24	Agree
2	SBMCs have contributed in provision of apparatus for science laboratories in the school.	306 (41.5%)	88 (11.9%)	96 (13.0%)	247 (33.5%)	2.61	1.32	Agree
3	SBMCs have contributed in provision of furniture in the school.	321 (43.6%)	109 (14.8%)	121 (16.4%)	186 (25.2%)	2.77	1.25	Agree
4	School-Based Management Committees have provided teaching/learning materials in school	306 (41.5%)	75 (10.2%)	157 (21.3%)	199 (27.0%)	2.66	1.26	Agree
5	Our science laboratories are adequately equipped by SBMC	306 (41.5%)	60 (8.1%)	124 (16.8%)	247 (33.5%)	2.58	1.32	Agree
6	The community ensures proper maintenance of school properties.	261 (35.4%)	133 (18.0%)	197 (26.7%)	146 (19.8%)	2.69	1.15	Agree
7	SBMC encourage Principals judicious use of school facilities.	231 (31.3%)	175 (23.7%)	145 (19.7%)	186 (25.2%)	2.61	1.17	Agree

Number of Respondents (N) = 737; Criterion Mean= 2.50 Grand Mean = 2.65, SD = 1.25

Table 4 shows the frequency counts and percentages of community participation in the provision of instructional materials based on community contributions in senior secondary schools in Plateau State. With respect to mean and standard deviation, all seven items had mean scores ranging from 2.58 to 2.77 with grand mean 2.65 which was greater than the criterion mean of 2.50. This indicates that respondents generally agreed that, to a large extent, the community contributes to the provision of instructional materials in schools.

Null Hypothesis 1: There is no significant relationship between community participation in the provision of physical resources and teachers' effectiveness in senior secondary schools in Plateau State.

Table 5: Correlation Relationship between Community Participation in the Provision of Physical Facilities and Teachers' Effectiveness in Senior Secondary Schools in Plateau State

Variables	n	\bar{X}	SD	Df	R	P-value
Community participation in the provision of physical resources	737	16.63	6.64			
Teachers' effectiveness	737	33.00	11.80	735	.987	0.000

Table 5 reveals the correlation relationship between community participation in the provision of physical facilities and teachers' effectiveness in senior secondary schools in Plateau State. From the result, community participation in the provision of physical resources had mean score of 16.63 with standard deviation of 6.64, while responses on Teachers' effectiveness had a mean score was 33.00 with standard deviation of 11.80. The result yielded $r(737) = .987$, $p. <0.05$. Since the p -value = 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there is a significant relationship between community participation in the provision of physical resources and teachers' effectiveness in senior secondary schools in Plateau state.

Null Hypothesis 2: There is no significant relationship between community participation in the provision of funding and teachers' effectiveness in senior secondary schools in Plateau state.

Table 6: Correlation Relationship between Community Participation in the Provision of Funding and Teachers Effectiveness in Senior Secondary Schools in Plateau State

Variables	n	\bar{X}	SD	Df	r	P-value
Community participation in the provision of funding	737	21.64	8.81			
Teachers' effectiveness	737	33.00	11.80	735	.990	0.000

Table 6 reveals the correlation relationship between community participation in the provision of funding and teachers' effectiveness in senior secondary schools in Plateau State. From the result, community participation in the provision of funding had mean score of 21.64 with standard deviation of 8.81, while responses on teachers' effectiveness had a mean score was 33.00 with standard deviation of 11.80. The result yielded $r(737) = .990$, $p. <0.05$. Since the p -value = 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there is a significant relationship between community participation in the provision of funding and teachers' effectiveness in senior secondary schools in Plateau state.

Null Hypothesis 3: There is no significant relationship between community participation in the provision of human resources and teachers' effectiveness in senior secondary schools in Plateau State.

Table 7: Correlation Relationship between Community Participation in the Provision of Human Resources and Teachers’ Effectiveness in Senior Secondary Schools in Plateau State

Variables	n	\bar{X}	SD	Df	r	P-value
Community participation in the provision of human resources	737	22.29	8.84			
				735	.988	0.000
Teachers’ effectiveness	737	33.00	11.80			

Table 7 reveals the correlation relationship between community participation in the provision of human resources and teachers’ effectiveness in senior secondary schools in Plateau State. From the result, community participation in the provision of human resources had mean score of 22.29 with standard deviation of 8.84, while responses on teachers’ effectiveness had a mean score was 33.00 with standard deviation of 11.80. The result yielded $r(737) = .988$, $p. < 0.05$. Since the $p\text{-value} = 0.000$ is less than 0.05 level of significance, the null hypothesis was rejected, indicating that there is a significant relationship between community participation in the provision of human resources and teachers’ effectiveness in senior secondary schools in Plateau state.

Discussion of Findings

Table 1 shows the results of community participation in the provision of physical facilities for teachers’ effectiveness in senior secondary schools in Plateau State. Finding indicates that respondents generally agreed that to a large extent the community actively participate in the provision of physical facilities. The results agreed with the findings of Ibekwe and Emenalo (2018) who revealed that communities in Okigwe Education Zone get involved in the development of their secondary schools through donation of lands, money, payment of school fees, construction of school buildings, provision of science and sports equipment and also library facilities among others.

Table 2 shows the percentages responses on community participation in the provision of funding for teachers’ effectiveness in senior secondary schools in Plateau State. Results generally agreed that, to a large extent, the community participates in the provision of funding for teachers’ effectiveness. This finding disagreed with Idike (2017) who found low community participation in the funding of secondary schools. Table 3 shows the extent of SBMCs participation in the provision of human resources in senior secondary schools in Plateau State, all the eight items indicates that respondents generally agreed that SBMCs and the community contribute to the provision of human resources in schools this is in agreement with the findings of Adamu (2023) who revealed that the PTA planned and executed development programmes in the schools.

Table 4 also showed the results on community participation in the provision of instructional materials for teachers effectiveness, the finding indicates that respondents generally agreed that, to a large extent, the community contributes to the provision of

instructional materials in schools. The findings disagreed with Ugwuanyi (2023) who found lack of accessibility to reading materials in the school and lack of facilities and nearness to school greatly affect the achievement of the students. Table 5 reveals a significant relationship between community participation in the provision of physical resources and teachers' effectiveness in senior secondary schools in Plateau state. This was in agreement with Izuehie and Ofojebe (2020) also revealed a significant relationship between adequacy of educational resources and students' academic achievement.

Table 6 reveals the relationship between community participation in the provision of funding and teachers' effectiveness in senior secondary schools in Plateau State. The result revealed a significant relationship between community participation in the provision of funding and teachers' effectiveness in senior secondary schools in Plateau state. This agrees with the findings of Abbas (2022) who discovered that there is a significant relationship between financial resource provision and students' academic achievement in Dekina LGA. Table 7 revealed the correlation between community participation in the provision of human resources and teachers' effectiveness in senior secondary schools in Plateau State. The result indicating a significant relationship between community participation in the provision of human resources and teachers' effectiveness in senior secondary schools in Plateau state. This agrees with the findings of Adamu (2023) who found positive significant relationship between human resources provision and school effectiveness. However, more consistent efforts are needed to strengthen students' performance in external examinations.

Conclusion

The paper has presented Community participation as the active involvement of parents, families and local communities in the planning, coordinating, executing, supervising, monitoring and evaluation of programmes or projects for better Education delivery. Community leaders are expected to be responsible for the sensitization of parents towards participation in community development projects such as establishment of secondary schools, assisting in the recruitment of teachers, payment of their salaries, provision of books, furniture and laboratory equipment among others. The study has revealed that there are several challenges impeding effective community participation in the provision of educational resources for teachers' effectiveness in secondary school in Plateau State. These challenges include: ignorance of the structure, function and the constraints of schools, the belief that educational provision is essentially the task of the government, the mismatch between what parents expect of education and what the school is seen to be providing, mismanagement of school funds by some community leaders, the rising costs of lands among several other limitations have left the secondary schools in a dilapidated state, hence the need to provide workable permanent remedies.

Recommendations

Based on the aforementioned findings, the following were recommended.

1. More awareness for the community members in ensuring that qualified and adequate trained teachers are employed to teach in secondary schools

2. More public schools should be built to checkmate high profit maximization of the private providers
3. There should be community involvement in effective monitoring and control of schools to enhance teachers productivity
4. Community should be encouraged for more involvement in ensuring that Facilities and instructional materials are made available in adequate numbers to facilitate learning and promote teachers effectiveness in schools

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