



## **Role of Community in the Growth and Development of Public Schools in Ebonyi Local Government Area of Ebonyi State**

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### **Abstract**

*The study investigated the role of community in school growth and development in Ebonyi Local Government Area of Ebonyi State. The researcher adopted descriptive survey research design for this study. Two research questions guided the study. The population of the study comprised all teachers and PTA executives of eighty eight (88) public Primary and Nineteen (19) public secondary schools in Ebonyi Local Government Area of Ebonyi State. The researcher used random sampling techniques to select forty (40) primary and ten (10) secondary schools giving a total of fifty (50) schools. From the 50 schools, two teachers and two PTA executives were drawn to give a sample size of 200 respondents as sample for the study. A researcher-structured questionnaire titled Community Role in School Development Questionnaire (CRSDQ) was used as instrument for data collection. The instrument was validated by three experts; two experts in Educational Administration and Planning of the Department of Educational Foundations and one expert in Department of Science Education (Measurement and Evaluation Option) from Ebonyi State University, Abakaliki. The reliability of the instrument was obtained using the Cronbach Alpha Approach to get a reliability coefficient index of 0.73. This value was considered of a very high internal consistency, making the instrument suitable for use for the study. The researcher administered 200 questionnaires on the respondents through the Head-teachers and they were all completed and returned. The researcher made use of simple percentage to analyse the data collected. Mean scores were used for data analysis. The findings showed that the school community carry out fund raising activities, construction of school building, provision of instructional materials, maintenance of damaged school infrastructures, engage community teachers, campaign for students' enrolment, providing labour, vigilante services, discipline of erring school personnel and build mutual school- community relations for the growth and development of their schools in Ebonyi Local Government Area of Ebonyi State. Based on the findings, the researcher recommended that government should encourage partnership with community for sustainable growth and development of public schools in Ebonyi Local Government Area of Ebonyi State. Communities should also made themselves available in school committees to ensure proper monitoring of teachers for effective teaching and learning in their schools.*

**Keywords:** Community Role, Parent-Teacher Association, School growth, Development

## Introduction

Education has long been accepted as a veritable instrument par excellence for effecting family, community and national development. The school is the major instrument used by various communities to build, preserve, maintain and upgrade equilibrium. The implication is that a community's bright depends largely on the quality of its citizens' education. The community needs education to ensure that its new generations are equipped with the existing knowledge of its physical environment, community organization; relevant skills for performing daily jobs, skills for enjoying leisure and skills for being morally sound. This kind of education does only enable its beneficiaries to benefit from the community but empowers them to contribute maximally to the development of the community. The school is a community located within the four walls of an educational institution. Igwe (2004) observes that a school in a sense is both a community within which it is located. He also sees school as an educational institution set aside to perform specific functions. School is therefore an institution set aside to perform specific functions. School is therefore an institution of learning charged with the major function of producing men and women who, in addition to being able to make a successful living, can also adjust to the community and contribute to its economic and social well-being. This assumption holds on the condition that their education will be utilized to mould individual members of the society in social matters like political, economic, health problems and invariably the quality of the whole community would be upgraded with the general standard of living enhanced. The outcome of an enlightened society with transformed citizenry is social change which is imperative for the development of the anticipated social standard. This big faith has led to heavy-investment in education in most developed and developing nations as well as the delegation to the ultimate task of manpower development to the schools. Teaching and learning under the leadership of the head teachers, consequently become the major functions of school in the community. Ability of the school to meet with the aspirations of the students and the community requires that the head teachers must have a clear knowledge of what the needs are. To be certain of these needs calls for good knowledge of the community as the school curriculum must originate from the community. The school should then relate the educational content to the local needs and conditions of the community where it is located. Community can be define as a group of people living together in one place or having a common religion, race or culture. The people of an area are also considered as a group. Members of a community are likely to possess similarity of attitudes and interests. The community as earlier stated does not exist in isolation from the broader social landscape; instead it is nested within a particular geopolitical location. Each community has a particular geopolitical location. Each community has a particular density of inhabitants (Hornby, 2000). In a much wider sense and in conventional usage, community refers to a nation or one's country, hence "giving service to the community" (Ajayi & Ayodele, 2001). The essential needs of the community that must be met by the school curriculum include: to prepare individual members for the local employment situation, to prepare members of the public to obtain scientific literacy as related to the social, political and economic problems of the community, to prepare the local population for college or professional education with special emphasis on the preferable needs of local colleges and to raise public awareness of science by the participation in the process of science, technology education. Despite increasing state and local community support of public and private education, schools continue to receive substantial support from public associations like Parent Teachers Association, Alumni Association, Charitable Clubs, Religious Organization and Age grades. Parent-Teachers Association promotes and project working relations between parents and teachers (Okereke, 2007). They provide avenues for parents of students to meet with the administrators and teachers to discuss plans, procedures and problems that affect the smooth

running of the schools. They advise the school staff and education authorities on the educational needs of the community as seen by the parents. The parent-teachers association has led numerous of citizens to spend immense amount of energy and funds to develop and support educational improvements, other associations like the age grades alumni association, clubs and religious organizations are known to interact with local school and to engage in one form of school project or the other. People with the educational needs also offer needed action necessary to improve the school. These groups of people came together as committees and were called advisory committees study councils or citizens councils (McCloskey, 2006). The National School Public Relations Association, a department of National Education Association was created to serve the citizenry of the national by promoting a better understanding of the objectives, accomplishments and needs of the public schools.

### **Statement of the Problem**

What we have witnessed in education in Ebonyi Local Government Area of Ebonyi State since 1999, is a clear illustration of “where there is will there is a way”. The researcher is convinced that at the rate Ebonyi Local Government Area is developing, she will in no distance time reach the promise land of education for all, the will demonstration is not only that of the government of His Excellency, Hon. Francis O. Nwifuru but of those who have stake in education in this local Government Area, teachers, parents and all the good people of Ebonyi Local Government Area represented by her numerous communities. How those communities have shown or are expected to demonstrate that they are indeed stakeholders in education is the subject of this presentation. The government of Ebonyi State declared free and compulsory primary and secondary education since 1999. How can communities help to sustain it? In the title, the researcher have chosen to change involvement to participation because the word “involve” connotes ownership and beneficiary. It was indeed noticed that some communities in the Ebonyi Local Government Area seem to not showing active participation in the growth and development of education as evidenced by the deplorable nature of school buildings and general unkempt nature of the entire school environment. There are also cases of alleged vandalizing of school properties as well as rampart violent activities of cultists. It is therefore the concern of the researcher to find out the problems militating against active participation of communities in growth and development of both primary and secondary schools in Ebonyi Local Government Area of Ebonyi State.

### **Purpose of the Study**

The general purpose of the study was to investigate the role of community in school growth and development in Ebonyi Local Government Area of Ebonyi State. Specifically, the study sought to find out:

1. The activities community carry out to encourage growth of public primary and secondary schools in Ebonyi Local Government Area.
2. The roles community perform to enhance development of public primary and secondary schools in Ebonyi Local Government Area.

### **Research Questions**

The following two research questions were formulated to guide the study

1. What are the activities community carry out to encourage growth of public primary and secondary schools in Ebonyi Local Government Area?
2. What are the roles community perform to enhance development of public primary and secondary schools in Ebonyi Local Government Area?

### **Conceptual Framework**

The expansion of primary and secondary education in economically developing countries is largely driven by population pressure, as more individuals see education as a means for socio-economic advancement. In some cases, governments push for expansion to gain political favour. However, what is often overlooked is that education expansion necessitates adequate funding for growth and development (Okereke, 2007). This implies that Government alone cannot adequately provide funds needed in the education sector.

Akama (2006) noted that in Nigeria, educational institutions have evolved from being solely funded by individuals to a system where funding comes from individuals, communities, households, and governments. Before the formal establishment of primary and post-primary education, a few Nigerians received education either in England or Sierra Leone, funded by missionaries and wealthy individuals. Some critics argue that this was inefficient, but two factors prevented local education development: a lack of European teachers willing to teach in Africa, and the high cost of duplicating training facilities in Nigeria (Akama, 2006).

The 1882 Education Ordinance marked the first official colonial government intervention in African education. It provided funding for schools through grants-in-aid, although the ordinance proved unworkable and did not provide much financial benefit to schools. Nevertheless, it represented the first step by the British government toward supporting educational development in Nigeria (Akama, 2006). After Lagos was separated from the Gold Coast in 1886, a new ordinance was enacted in 1887 specifically for Southern Nigeria. This ordinance was more effective, leading to an increase in government aid to education. By 1891 and 1895, grants had increased to £1,673 and £3,400, respectively. For secondary schools, grants were set at 18s:4d per student per annum, with a requirement that students achieve 80% attendance. The government also introduced fee caps, limiting secondary education fees to 4.8 per student per year (Akama, 2006).

This favorable financial situation lasted until 1903 when the newly established education department introduced stricter criteria for schools to qualify for grants. Schools were required to meet conditions related to results, infrastructure, teacher qualifications, and record-keeping. As a result, the number of schools receiving grants decreased.

Households played a significant role in funding education in Nigeria, especially in the southern regions. In contrast, in the northern provinces, mission schools often provided tuition-free education to gain access to non-Christian areas. Additionally, some northern pupils were exempt from paying fees due to poverty or academic brilliance. In the south, households were a major source of educational funding. Fees paid by students constituted a large portion of school revenue, with fees in mission-owned secondary schools ranging from 1.16-7.1s for day students and 5.125-9.15s for boarders (Akama, 2006).

In 1903, the education department introduced a new code with stricter regulations, making it difficult for many schools to qualify for grants-in-aid. This led to the establishment of unassisted private secondary schools, which charged higher fees to remain operational. To address the issue of unregulated schools, the 1926 code gave the Director of Education authority to approve or close schools. The code also categorized schools based on inspection reports into A, B, C, and D for the purpose of determining grants-in-aid based on the percentage of teachers' salaries paid. Additionally, it set minimum pay for teachers in assisted schools. However, the economic depression of the 1930s hindered the colonial government from fulfilling its grant commitments (Akama, 2006).

The 1944 Ten-Year Education Plan aimed to expand secondary education, although it was hampered by a lack of funds. Despite this, the plan demonstrated the colonial government's

awareness of the need for a greater role in educational funding in Nigeria. In 1974, the Nigerian Constitution decentralized the administration of education, making it a regional responsibility. The 1951 Constitution further clarified the responsibilities of federal and regional governments, giving both levels of government constitutional and administrative duties related to education. While regional governments had primary responsibility for education in their areas, the federal government had concurrent responsibility and supported the regions in educational development. Additionally, the federal government was responsible for higher education institutions and educational services in the capital territory of Lagos (Akama, 2006).

### **Community participation in School Administration**

Education in Nigeria has been accepted as instrument par excellence for national development. It is on this premise that both public primary and secondary schools were made free in Ebonyi State. Oko (2010) opined, “what we have experienced in education in Ebonyi State since 1999 is clear illustration of where there is will, there is way. The will demonstrated is not only that of the government of his Excellency, Dr Sam Ominyi Egwu but also that of all those who have stake in education in this state, subsequent state Governor, Chief Martin Elechi, teachers, parents and all good people of Ebonyi State represented by her numerous communities (p.15)”. However, these communities have shown or are expected to demonstrate that they are indeed stakeholders in education is the subject of this study. The government of Ebonyi State declared free and compulsory primary and secondary education. How can communities help to sustain it? Should the community fold their hands and watch Government do everything in education? The answer is no because education is the key to any development.

Aleke (2010) said that, “there are various forms of sectors in which communities can actively participate, to ensure the success of free and compulsory primary and secondary education. Some of them are; school management, policy formation and planning, financing through fund raising activities, supply of labour and materials, provision of books and learning resources, monitoring of learning achievements, contributing to curriculum modification to take of community’s special need P (30)”.

Eze (2010) “stated that same reasons for advocating community participation in engendering and fostering free and compulsory education in Ebonyi State include; development of sense and pride of ownership with many positive implications, our school(s) as against their or the schools, makes for sustainability, appreciating and complementing government efforts in education (p.20)”.

### **How effective is Community Participation?**

Communities are believed to contribute in school development through formation of village education community and subcommittee with defined roles and operational guidelines to avoid conflicts. They’re supposed to be orientation of the education committee for identification of community needs, goals and operational plants as well as for proper communication with government school authorities and other stakeholders.

Okoro (2010) noted as who have had very close contact with Ebonyi State Education sector having served as UNICEF consultant in four workshops on education in Ebonyi State since 1999 boy child and girl child; and having also carried several schools programmes including the child friendly schools initiative (CFSI) revealed the commitment and determination of the various communities in Ebonyi State. Concrete examples include:

1. Construction of school building and infrastructure, example, provision of hygiene toilets.
2. Provision of labour whenever schools require same example communities
3. Clean up the schools just before resumption each term
4. Monitoring involvement and school attendance of girls
5. Reducing and managing teenage pregnancy

#### 6. Mobilizing master craftsman to assist on skills acquisition

In the context of the above, the researcher assumed that there are lots of examples of other areas of community participation aimed at sustaining the free and compulsory primary and secondary education that require challenging community leaders in Ebonyi State. Obi (2011) commented that the Bible tells us to whom much is given much is expected therefore, communities supposed to complement the effort of His Excellency Rt. Hon. Francis O. Nwifuru, Governor of Ebonyi State through his administration's laudable programmes in education sector especially cueing into the Vocational Education Committees (VECs), consider proving midday meals through local food materials donated by parents and families, creation of learning resources center with reading books, radio sets and television sets and ensuring the protection of women and child's rights.

#### **Community and School Relationship towards Growth and Development**

All schools, whether public or private, are located in communities. The communities are the town or villages surrounding the schools. The school cannot exist in isolation of the surrounding communities. The school must interact with the community around it for the satisfaction of its needs, example for the provision of water, electricity, library services, among others. Therefore, enough good relations must exist between the school and the surrounding community. Such good relationship will enable parents and citizens participate actively and meaningfully in the educational activities of the school. When good programmes are mapped out, parents can work with teachers in planning the individual educational programmes of their children. Communication and involvements are increased when parents work closely with teachers. Since the need to have good school-community relationship exists, it is necessary to have a school representation who presents the school programme and point view to the public. He must be able to relate to the public as well as the school system. The question of appropriate title for the person responsible for linking the public with the school system is a subject of considerable debate. McCloskey (2006) stated that, as long as such a person does his or her job, however, his title may be of minor importance. He may be known as "community relations officer, public relations officer, or information officer in some countries" is replaced with "director".

Some large co-operations which maintain large scale public relations and advertising to the president. In Anambra State school system, the duties are vested in a public relations officer who reports directly to the commissioner for education.

McCloskey (2006) reviewed the following rhetorical questions:

- What functions can a public relations officer perform?
- What qualities enable a public officer to best serve the needs of the school?
- What types of training and experience best qualify public relations officers for effective work?
- What should be the position of the public relations officer in the organizational structure?

Views of individuals concerning answers to these questions may differ depending on one perceivers the roles that the public relations officers are supposed to play. These may also depend upon the size of the school system. Public relations officer has to cover the size of the school budget, the administrative organization and the desire for assistance and advice from head of the school.

#### **The Role of the PTA in School Growth and Development**

Parent Teachers Association is usually comprised of parents whose children are currently registered students of the school, parents whose children are no longer in the school but they still have interest of the school at heart, education friendly parents, together with the teachers in that school. The members elect their own chairman while the principal of that school remains

the secretary. It is equally a very adequate and appropriate forum for effective communication and decision-making for school – community effectiveness. It is a very appropriate forum for disseminating official and unofficial policies, information, seeking for advice, assistance for either of the parties and among others. Parent Teachers Association is one of the very familiar phrases in the present-day educational system of many states of the federation. Cave (2006) defined it as a voluntary and welfare association of parents and guardians of school children of a particular school with the teachers of that school.

This definition furnishes some insight into the purpose of the PTA as well as gives some pointer to the philosophical basis of the association. It is a voluntary and welfare association and implicitly, it is accepted that the education of the child is the co-operative responsibility of the home and the school. Mgbodile (2009) pointed out the introduction of the PTA into educational system of this country dates back to the time former east central state takeover of schools in 1970. Before that time, although there were such events as parents day or open day in most government and voluntary agency schools, the PTA as it is known today in Ebonyi and some other states of the federation is, in fact, one of the renewed conceptions of the east central state public education edict of 1970. Since the prolongation of the edict, the association has been with us in our educational system and it would be expected that its existence has drawn some comments from the public as to its effectiveness. Usefulness and possible areas of improvement in the working of the association should be reviewed.

This part makes a review of the basis for the introduction of the PTA into our educational system. It also hopes to concern itself with how to improve the association's effectiveness in the administration of primary and secondary schools. The importance of PTA in achieving effective school community relationship is inestimable in promoting optimum teaching and learning processes. The PTA can effectively be utilized in these capacities to upgrade teaching and learning quality:

1. It serves as a forum in which parents and teachers exchange useful ideas for the improvement of the learning ability of the children
2. It strengthens the authority of the school in the event of disciplinary problems
3. It provides good opportunities for schools to enlist the cooperation of parents in the organization of majority of the school events functions or activities (example Foundations Day, Prize-giving Day, Young Farmers clubs among others)
4. Existence of PTA makes for easier school relationship with various religious organizations within such a community
5. There also exists close relation between the school and socializing agencies such as the Mass – Media.

Some marked differences are noticeable among the respective systems and these distinctions crystalize into variations of two main kinds, namely:

1. The P.T.A is a well-integrated part of the administrative organization of the school
2. The P.T.A is a stop-gap in the school administrative arrangement

The question which naturally comes to minds is, what version of the PTA exist in our school today? The answer, within the limit which generalizations allow, is simply that the PTA is being used more as a stop-gap in our educational system than anything else. This assessment is sustained by the brief sketch of the practice of the PTA provided in this book and by the findings of a few pioneer researchers carried out on the subject in some sampled schools.

But the benefits and importance of the PTA demand that a more comprehensive approach to the role of the association in the school administration should be sought. Hence this book ventures now to outline some suggestions which ought to help in giving the PTA in our schools a more integrated outlook, even if we cannot yet hope for the American ideal, owing to some obvious limitations or level of development.

1. The PTA to serve as a rich resource centre in the respective schools.
2. The PTA to be involved actively in the maintenance of discipline in schools.
3. The PTA to help maintain standards of academic performance and
4. The PTA could contribute to stamp out examination malpractice in schools.

### **Problems of Organizing PTA in Ebonyi Local Government Area**

The effectiveness of Parent-Teacher Associations (PTAs) in urban areas faces challenges, primarily due to urban problems like transportation, busy schedules, and traffic congestion. Many parents struggle to attend meetings because of the demands of their jobs, especially those working in shifts or running businesses. Schools operating on shifting systems also make it hard for parents to attend meetings at inconvenient times. Additionally, misconceptions among some parents, who believe schools should solely handle their children's education and moral upbringing, lead to disinterest in PTA meetings.

Embezzlement of funds by a few entrusted with capital projects also discourages participation, making future fundraising difficult. Space limitations in urban schools, where large crowds gather for meetings, further complicate matters, limiting opportunities for parents to voice their opinions. In some cases, decisions are made by a few on behalf of the entire group, leading to dissatisfaction. Parents of poorly performing or misbehaving students may lose interest in attending meetings.

Despite these obstacles, PTAs play a crucial role in the development of primary and secondary schools in Nigeria. Their contributions include fundraising, providing facilities, promoting discipline, and supporting moral education. PTA efforts have helped prevent the collapse of schools, especially in funding shortages. The materials and resources provided by parents enhance teaching and learning, including visual aids and classroom improvements. PTA support, especially in Ebonyi State, has been vital in providing accommodations for teachers and students and improving the learning environment.

This study was anchored on Maslow (1954, 1965) motivation theory on the assumption that man is constantly pre-occupied with needs that must be met. As a result, he is predominantly directing his energy towards satisfying these needs. As each need is met, new needs arise. Maslow further opined that human needs are hierarchical and that they are in two sets namely; the primary and secondary needs. He maintained that primary needs must be satisfied before the secondary needs can be met. For example, physiological needs (hunger, thirst, shelter) must be satisfied before safety needs, then love needs and so on. Meeting the physiological needs of the child is the responsibility of parents and school.

Akakwu (2012) in his opinion corroborated this when he states that the behaviour and needs of parents can help their children if they know exactly the present school system and what it means to the society at large. He regretted that their children always denied access of their examination results and suggested that results should be posted to parents. He recommended that parents should not only participate in training of their children but, also participate in ensuring smooth running of their community schools through co-operation with the school administration. He further stressed that a regulation to be set up which will be a guide.

On how students should behave and as well as punishment of students who violated those regulations. He equally added that the community through as organs, could participate in pupil's personnel functions particularly in the maintenance of discipline and instructions through provision of such incentives and welfare services-prize giving, donating facilities for inter-house sports and good health.

This study lend credence to Mickelson (2006) research work on the community role in the financing and administration of education. The study found out that there were various forms in which community maintain good relationship in the financing of education as follows;

Payment of fees and taxes by parents, PTA levies, Sales of school farm products, Fund raising activities etc.

Another researcher work that gave backing to this study was Ocho (2005) on the community role in plant and facilities development in government secondary schools in Ebonyi Local Government Area of Ebonyi State. The former study found out that community participate in the provision of plant and facilities for the development of their schools. The study also reported that both PTA and other organizations in the communities provide learning facilities, erect new buildings and maintains dilapidated ones.

### Research Methodology

The researcher adopted descriptive survey research design for this study. The study was carried out in Ebonyi Local Government Area of Ebonyi State. Two research questions guided the study. The population of the study comprised all teachers and PTA executives of eighty eight (88) public Primary and Nineteen (19) public secondary schools in Ebonyi Local Government Area of Ebonyi State. The researcher used random sampling techniques to select forty (40) primary and ten (10) secondary schools giving a total of fifty (50) schools. From the 50 schools, two teachers and two PTA executives were drawn to give a sample size of 200 respondents as sample for the study. A researcher-structured questionnaire titled Community Role in School Growth and Development Questionnaire (CRSGDQ) was used as instrument for data collection. The instrument was validated by three experts; two experts in Educational Administration and Planning of the Department of Educational Foundations and one expert in Department of Science Education (Measurement and Evaluation Option) from Ebonyi State University, Abakaliki. The reliability of the instrument was obtained using the Cronbach Alpha Approach to get a reliability coefficient index of 0.73. This value was considered of a very high internal consistency, making the instrument suitable for use for the study. Four point rating scale was response options thus: Strongly Agree (SA) = 4; Agree (A) =3; Disagree (D = 2 and Strongly Disagree (SD) =1. Therefore, 2.5 was the benchmark for decision.

The researcher administered 200 questionnaires to the respondents through the Head-teachers which were all completed and returned.

Mean scores were used to analyse the data collected. Decision rule was that item that has mean score of 2.5 and above is regarded as agree while item with mean score below 2.5 is regarded as disagree.

### Results and Findings

**Research question one:** What are the activities community carry out to encourage growth of public primary and secondary schools in Ebonyi Local Government Area?

**Table 1:** Mean response of respondents on the activities community carry out to encourage growth of public primary and secondary schools in Ebonyi Local Government Area

S/N	Item Statement	SA	A	D	SD	N	$\sum FX$	$\bar{X}$	Decision
1	Participating in fund raising activities	300	300	40	05	200	645	3.23	Agree
2.	Construction of school buildings	280	270	60	10	200	620	3.1	Agree
3.	Monitoring of teaching-learning process	80	90	200	50	200	420	2.1	Disagree
4	Provision of instructional materials	220	225	90	25	200	560	2.8	Agree
5	Maintenance of damaged school infrastructures	280	260	70	15	200	625	3.13	Agree

6	Provision of private accommodation for teachers	60	75	180	70	200	385	1.93	Disagree
7	Engage community teachers to complement the government employed	80	90	180	60	200	410	2.05	Disagree
<b>Grand Mean</b>								<b>2.62</b>	<b>Agree</b>

Table 1 indicated that the respondents agreed in items 1, 2, 4 and 5 as activities community carry out to encourage growth of public primary and secondary school while, they disagree in items 3, 6 and 7 as activities community carry out to encourage growth of public primary and secondary school. However, the grand mean score of 2.62 show that carry out many activities community carry out to encourage growth of public primary and secondary school in Ebonyi Local Government Area of Ebonyi state

**Research question two:** What are the roles community perform to enhance development of public primary and secondary schools in Ebonyi Local Government Area?

**Table 2:** Percentage response of respondents on the roles community perform to enhance development of public primary and secondary schools in Ebonyi Local Government Area

S/N	Item statement	SA	A	D	SD	N	$\sum FX$	X	Decision
8	Campaign for pupils/ students' enrolment	200	210	100	30	200	540	2.7	Agree
9	Providing labour school work	220	225	90	25	200	560	2.8	Agree
10	Provision of vigilante services to secure school	240	225	80	25	200	570	2.9	Agree
11	Monitor school attendance of teachers	80	90	200	50	200	420	2.1	Disagree
12	Co-operate to discipline school personnel	280	260	70	15	200	625	3.13	Agree
13	Save as resource persons for skills acquisition	60	90	170	70	200	390	1.95	Disagree
14	Give scholarship to indigent students	80	90	170	65	200	405	2.03	Disagree
15	Build mutual school-community relations	280	270	50	15	200	615	3.08	Agree
<b>Grand Mean</b>								<b>2.59</b>	<b>Agree</b>

Table 2 data analysis showed that respondents agreed in items 8, 9, 10, 12 and 15 as roles community performs to enhance development of public primary and secondary schools but, they disagreed in items 11, 13 and 14 as roles community performs to enhance development of public primary and secondary schools in Ebonyi Local Government Area of Ebonyi State. However, the grand mean of 2.59 indicated that community performs many roles to enhance development of public primary and secondary schools in Ebonyi Local Government Area of Ebonyi State.

### Discussion on the findings

On the activities community carry out to encourage growth of public primary and secondary schools, result in table 1 revealed that community mostly participate in fund raising activities, construct school buildings, provide instructional materials and maintain damaged school infrastructures. It also show that they rarely monitoring teaching- learning process, provide

private accommodation for teachers or engage community teachers to complement the government employed teachers in Ebonyi Local Government Area of Ebonyi State. The findings corroborated Okoro (2010) who observed that communities in Ebonyi state participate in construction of school buildings and in provision of labour when needed in their schools. The findings was also in line with Nwifo and Otor (2017) who reported that communities are involved in development of their schools through financial contribution to execute school projects, classroom provision/ renovation and conflict resolution. This implied that communities carry out activities that contribute to the growth of their schools

On the roles community perform to enhance development of public primary and secondary schools, result in table 2 showed that community campaign for pupils/ students' enrolment, provide labour for schools works, provide vigilante services to secure school, co-operate to discipline erring school personnel and build mutual school- community relations. The findings also indicated that community seldom monitor school attendance of teachers, save as resource persons for skills acquisition, and give scholarship to indigent students The findings supported Igboke and Uzor (2022) that identified provision of security to guide school properties, creating enabling environment for effective teaching and learning as well as allowing school access to community resources as some of the roles of communities in the development of their schools.

### **Conclusion**

Parents and teachers are the main role models for children (of all ages), despite the powerful influences of peers and the media. An overall goal for school growth should be aimed at achieving the school's vision and mission statements. It is noticed recently, that most well-meaning school's vision and mission statements are obviously directed towards producing and developing confident; well rounded, successfully global citizens. This surely is a desire of the 21<sup>st</sup> century education.

### **Recommendations**

Based on the findings, the researcher recommended the following:

1. That government should encourage partnership with community for sustainable growth and development of public schools in Ebonyi Local Government Area of Ebonyi State.
2. That communities should also made themselves available in school committees to ensure proper monitoring of teachers for effective teaching and learning in their schools.

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